



**Restart and Recovery
Plan to Reopen Schools**

Fall 2020

BOE Draft Approval:

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| COMMERCIAL TOWNSHIP SCHOOL DISTRICT
Commercial Township School
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Forward

Dear School Community,

The COVID-19 pandemic has impacted our school community profoundly. After a state-mandated closure in the Spring to protect those most vulnerable to the virus, we face continued formidable challenges to open our schools for staff and students for the 2020-21 school year.

The District formed a Reopening Committee prior to the end of the 2019-20 school year, and the work to ensure the health and safety for staff and students has involved a diverse group of school constituents. Two primary goals served as the filter for decisions throughout the planning process. Those two goals are the health and safety of the school community and the instructional school program. Guidance from the New Jersey Department of Education (NJDOE), Centers for Disease Control & Prevention (CDC) guidelines, recommendations from the American Academy of Pediatrics (AAP) and surveys have informed the Committee's decision-making process.

As we navigate the opening of our consolidated PK-8 Commercial Township School, the most important principle is that all members of our CTSD community must embrace a shared responsibility to reduce the transmission of COVID-19 in our school and in our community. As educators, we will set the best example possible for our students. Students and staff must take personal and collective responsibility for ensuring that each component is implemented.

We are now on "*The Road Back*" to school. The Committee has taken a phased approach with the hope that we can return to full-time, in-person instruction. As we return to school, we return with a new appreciation for growth mindset, the importance of social/emotional learning, and the critical need for continued collaboration. Given the fluidity of COVID-19's impact, we anticipate that conditions will continue to change. As things evolve, the CTSD is ready to adapt, to consider the latest medical and scientific advice, and to assess operations. The plan will be updated regularly to reflect changes in local, state, and national conditions

Commercial Township was built on resilience and grit. We will continue to draw on these as we are "Commercial Strong." *Panthers care for Panthers!*

Yours in service,

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Introduction

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “*The Road Back – Restart and Recovery Plan for Education*” (NJDOE Guidance), a Guidance document to assist New Jersey school districts to develop, in collaboration with community stakeholders, a Restart and Recovery Plan (Plan) to reopen schools in September 2020 that best fits the school district's local needs. The NJDOE Guidance presents information for New Jersey public school districts related to four key subject areas: Conditions for Learning; Leadership and Planning; Policy and Funding; and Continuity of Learning.

The Board of Education Restart and Recovery Plan (Plan) has been developed to be consistent with the requirements in the NJDOE Guidance with consideration to the school district’s local needs in order to ensure school(s) in the district reopen safely and are prepared to accommodate students' unique needs during this unprecedented time.

To ensure consistency with respect to the health and safety of school communities across the State, the NJDOE Guidance speaks specifically to health and safety measures identified as "anticipated minimum standards." These “anticipated minimum standards” are items the NJDOE Guidance recommends a school district incorporate into the Plan as definite components related to health, safety, and operations. Through this established set of Statewide standards, the NJDOE can ensure the State's educational health does not come at the expense of public health. The “anticipated minimum standards” in the NJDOE Guidance are listed and have been incorporated into the school district’s locally developed Plan.

The NJDOE Guidance also provides “considerations” that may help school officials in strategizing ways to adhere to the “anticipated minimum standards”, but do not represent necessary components of the Plan. These “considerations” are not listed in the school district Plan, but school officials have reviewed and incorporated the “considerations” included in the NJDOE Guidance when developing the Plan.

The NJDOE Guidance uses the term “should” throughout the document when referencing “anticipated minimum standards ... that school districts should incorporate into their reopening plans as definitive components related to health, safety, and operations.” Therefore, those provisions in the NJDOE Guidance listed as “anticipated minimum standards” have been interpreted to be required components in the Plan.

The NJDOE Guidance uses the term “school districts” or “schools” or “districts” when referring to the completion of tasks. For example, “districts must develop a schedule for increased routine cleaning and disinfection.” This Plan assigns the responsibility for completing tasks to “school officials” which would be the Superintendent of Schools or a designee of the Superintendent of Schools.

The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. The Board of Education has adopted Board Policy 1648 – Restart and Recovery Plan that includes the policies required in the NJDOE Guidance.

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of this Plan include the school district’s unique and locally developed protocols to ensure school(s) in the district reopen safely and are prepared to accommodate staff and students' unique needs during this unprecedented time. Also included in the Appendices section is a chart that includes all websites and outside guidance information that are listed in the NJDOE Guidance.

The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by Executive Order of the Governor of New Jersey and are subject to change.

Commercial Township School District (CTSD) Board of Education Restart and Recovery Plan

The CTSD Board of Education's Restart and Recovery Plan addresses four key subject areas:

- A. Conditions for Learning;
- B. Leadership and Planning;
- C. Policy and Funding; and
- D. Continuity of Learning.

A. Conditions for Learning

Conditions for learning involve the social, emotional, and environmental factors that can impact educator capacity to teach and student capacity to learn, including standards for maintaining healthy and safe school conditions. As schools reopen, the impact of social isolation on both educators and students is a key area of concern.

Conditions for Learning include: Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

- 1. Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

The Health and Safety Section of the Board's Plan identifies Ten Critical Areas of Operation which the Board has addressed in the Plan: General Health and Safety Guidelines; Classrooms, Testing, and Therapy Rooms; Transportation; Student Flow, Entry, Exit, and Common Areas; Screening, PPE, and Response to Students and Staff Presenting Symptoms; Contact Tracing; Facilities Cleaning Practices; Meals; Recess/Physical Education; and Field Trips, Extra-Curricular Activities, and Use of Facilities Outside School Hours.

Throughout this Health and Safety Section, the provisions marked "anticipated minimum standards" as outlined in the NJDOE Guidance have been incorporated into the Board's Plan and related protocols, as applicable.

The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are also consistent with the Board's general obligation to ensure the health and safety of its students and staff pursuant to N.J.S.A. 18A:40-6 and N.J.A.C. 6A:16-2.1. District officials should abide by the advice of local health officials to determine the safest course of action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Board's Plan.

Ten Critical Areas of Operation

- a. Critical Area of Operation #1 - General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan

- (1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:
 - (a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
 - (b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.
 - (c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.
 - (d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.
 - (e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
 - (i) Chronic lung disease or asthma (moderate to severe);
 - (ii) Serious heart conditions;
 - (iii) Immunocompromised;
 - (iv) Severe obesity (body mass index, or BMI, of 40 or higher);
 - (v) Diabetes;
 - (vi) Chronic kidney disease undergoing dialysis;
 - (vii) Liver disease;
 - (viii) Medically fragile students with Individualized Education Programs (IEPs);
 - (ix) Students with complex disabilities with IEPs; or
 - (x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

[See Appendix A – Critical Area of Operation #1 – General Health and Safety Guidelines]

- b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan
- (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
 - (2) When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
 - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
 - (3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks, but should be worn when moving about the classroom.
 - (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
 - (5) Use of shared objects should be limited when possible or cleaned between use.
 - (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
 - (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
 - (a) In each classroom (for staff and older children who can safely use hand sanitizer).
 - (b) At entrances and exits of buildings.
 - (c) Near lunchrooms and toilets.
 - (d) Children ages five and younger should be supervised when using hand sanitizer.
 - (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

(8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.

(a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

[See Appendix B – Critical Area of Operation #2 – Classroom, Test, and Therapy Rooms]

c. Critical Area of Operation #3 – Transportation – Anticipated Minimum Standards Incorporated into the Plan

(1) If the school district is providing transportation services on a school bus and is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.

(2) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.

(3) Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route.

[See Appendix C – Critical Area of Operation #3 – Transportation]

d. Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas – Anticipated Minimum Standards Incorporated into the Plan

(1) The Board's Plan should establish the process and location for student and staff health screenings.

(2) If physical distancing (six feet apart) cannot be maintained for individuals in line waiting to enter or exit a building, face coverings shall be worn while in the line.

(3) Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

[See Appendix D – Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas]

e. Critical Area of Operation #5 – Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms – Anticipated Minimum Standards Incorporated into the Plan

- (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
 - (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
 - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
 - (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.

- (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:
 - (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
 - (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
 - (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
 - (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.

- (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
 - (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
 - (5) Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
 - (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
 - (6) Exceptions to requirements for face coverings shall be as follows:
 - (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.
 - (c) The individual is in water.
 - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
 - (e) The student is under the age of two and could risk suffocation.
 - (7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.

[See Appendix E – Critical Area of Operation #5 – Screening, PPE, and Response to Students and Staff Presenting Symptoms]

f. Critical Area of Operation #6 – Contact Tracing

- (1) The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.
- (2) School officials should engage the expertise of their school nurses on the importance of contact tracing.
- (3) The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

[See Appendix F – Critical Area of Operation #6 – Contact Tracing]

g. Critical Area of Operation #7 – Facilities Cleaning Practices –Anticipated Minimum Standards Incorporated into the Plan

- (1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
- (2) The Board’s Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
 - (a) A schedule for increased routine cleaning and disinfection.
 - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. door knobs, light switches, classroom sink handles, countertops).
 - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
 - (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 - (i) Classroom desks and chairs;
 - (ii) Lunchroom tables and chairs;
 - (iii) Door handles and push plates;
 - (iv) Handrails;
 - (v) Kitchens and bathrooms;

- (vi) Light switches;
 - (vii) Handles on equipment (e.g. athletic equipment);
 - (viii) Buttons on vending machines and elevators;
 - (ix) Shared telephones;
 - (x) Shared desktops;
 - (xi) Shared computer keyboards and mice;
 - (xii) Drinking fountains; and
 - (xiii) School bus seats and windows.
- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

[See Appendix G – Critical Area of Operation #7 – Facilities Cleaning Practices]

h. Critical Area of Operation #8 – Meals – Anticipated Minimum Standards Incorporated into the Plan

- (1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board’s Plan, if applicable:
- (a) Stagger times to allow for social distancing and clean and disinfect between groups.
 - (b) Discontinue family style, self-service, and buffet.
 - (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
 - (d) Space students at least six feet apart.
 - (e) Require individuals to wash their hands after removing their gloves or after directly handling used food service items.

[See Appendix H – Critical Area of Operation #8 – Meals]

Critical Area of Operation #9 – Recess/Physical Education – Anticipated Minimum Standards Incorporated into the Plan

- (1) The Board’s Plan regarding recess and physical education should include protocols to address the following:
- (a) Stagger recess, if necessary.

- (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
- (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
- (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
- (e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
- (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
- (g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
 - (i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.
 - (ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
- (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.
- (3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

[See Appendix I – Critical Area of Operation #9 – Recess/Physical Education]

- j. Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours – Anticipated Minimum Standards Incorporated into the Plan
 - (1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.
 - (2) The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

[See Appendix J – Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours]

2. Academic, Social, and Behavioral Supports

In addition to taking the steps listed in the Health and Safety Guidelines section to protect students’ and educators’ physical health, leaders must also consider the impact of social isolation on both educators and students. School officials are not mandated to develop protocols for these elements as these elements are not “anticipated minimum standards” in the NJDOE Guidance. However, the NJDOE recommends school officials consider the following elements while developing the Board’s Plan.

While only a small introduction to these elements is included in this Plan, a more detailed explanation and further considerations in the NJDOE Guidance are under the Academic, Social, and Behavioral Supports section to reference as the Plan is being developed. School officials may use the supports listed in the NJDOE Guidance.

The elements listed below in A.2.a. through A.2.e. provide an explanation for school officials to indicate if the strategy is:

- Not being utilizing
- Being developed by school officials
- Currently being utilizing

There is space provided below in A.2.a. through A.2.e. for a brief explanation of the school district’s status for each element.

[See Appendix K – Supplemental Materials and Explanations for Academic, Social, and Behavioral Supports]

a. Social Emotional Learning (SEL) and School Culture and Climate

SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.

This component is being developed by school officials through curricula, counseling supports, building-wide PBS, and promoting resiliency.

b. Multi-Tiered Systems of Support (MTSS)

MTSS is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through twelve for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support.

This component is being developed by school officials through professional development and virtual meetings.

c. Wraparound Supports

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.

This component is being developed by school officials through virtual meetings.

d. Food Service and Distribution

School meals are critical to student health and well-being, especially for low-income students. The NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of students during all phases of school reopening.

This component is currently being utilized through delivery/site-based distribution of Grab & Go meals and a partnership with a local food bank.

e. Quality Child Care

Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families who otherwise would not utilize child care will now require it.

This component is currently being utilized in coordination with a local child care program provider.

[See Appendix K – Supplemental Materials and Explanations for Academic, Social, and Behavioral Supports]

B. Leadership and Planning

The Leadership and Planning Section of the Board’s Plan references guidance, requirements, and considerations for the school district regarding district and school-wide logistical and operational issues with which administrators will contend in planning to reopen schools.

The provisions marked "anticipated minimum standards" as outlined in the Guidance have been incorporated into the Board’s Plan and corresponding protocols, as applicable.

The Leadership and Planning section of the Guidance also provided "additional considerations" that assisted school officials in considering ways to adhere to the “anticipated minimum standards”.

1. Establishing a Restart Committee

- a. A Restart Committee should be established as collaboration is critical to the development of the Board’s Plan.
- b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.

- c. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.
- d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
- e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

- a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
- b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
- c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
- d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
- e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
- f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
 - (1) School Principal or Lead Person;
 - (2) Teachers;
 - (3) Child Study Team member;
 - (4) School Counselor or mental health expert;
 - (5) Subject Area Chairperson/Director;
 - (6) School Nurse;
 - (7) Teachers representing each grade band served by the school district and school;

- (8) School safety personnel;
 - (9) Members of the School Safety Team;
 - (10) Custodian; and
 - (11) Parents.
- g. The Pandemic Response Team is responsible for:
- (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
 - (2) Adjusting or amending school health and safety protocols as needed.
 - (3) Providing staff with needed support and training.
 - (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
 - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
 - (6) Providing necessary communications to the school community and to the school district.
 - (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3. Scheduling

- a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
- b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
 - (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.

- (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
- c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
- (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology- based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
 - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in the classroom receive instruction. School officials may:
- (1) Provide teachers common planning time.
 - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
 - (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
 - (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
 - (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
 - (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.

- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board’s Plan.

[See Appendix N – Scheduling of Students]

4. Staffing

- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board’s Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.
- c. The Board’s Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
 - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
 - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
 - (3) Certification
 - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

- (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

5. In-Person and Hybrid Learning Environments: Roles and Responsibilities

- a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.
- b. Instructional staff should:
 - (1) Reinforce social distancing protocol with students and co-teacher or support staff.
 - (2) Limit group interactions to maintain safety.
 - (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
 - (4) Become familiar with district online protocols and platforms.
 - (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
 - (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
 - (7) Provide regular feedback to students and families on expectations and progress.
 - (8) Set clear expectations for remote and in-person students.
 - (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
 - (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
 - (11) Instruct and maintain good practice in digital citizenship for all students and staff.
 - (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
 - (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.

- (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
 - (15) Limiting on-line activities for preschool students.
- c. Mentor teachers should:
- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
 - (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
 - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
 - (5) Continue to maintain logs of mentoring contact.
 - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
 - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
 - (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
 - (3) Prioritize vulnerable student groups for face-to-face instruction.
 - (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
 - (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
 - (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.

- (7) Define and provide examples of high-quality instruction given context and resources available.
 - (8) Assess teacher, student, and parent needs regularly.
 - (9) Ensure students and parents receive necessary supports to ensure access to instruction.
 - (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
 - (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
 - (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
 - (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
 - (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
 - (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
 - (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
 - (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
 - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.
 - (2) Facilitate the virtual component of synchronous online interactions.
 - (3) Manage online platform for small groups of in-person students while teacher is remote.

- (4) Assist with the development and implementation of adjusted schedules.
 - (5) Plan for the completion of course requests and scheduling (secondary school).
 - (6) Assist teachers with providing updates to students and families.
 - (7) Support embedding of SEL into lessons.
 - (8) Lead small group instruction to ensure social distancing.
 - (9) Consider student grouping to maintain single classroom cohorts.
 - (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- f. Support staff/paraprofessionals may:
- (1) Lead small group instruction to ensure social distancing.
 - (2) Consider student grouping to maintain single classroom cohorts.
 - (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
 - (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
 - (5) Provide real-time support during virtual sessions.
 - (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
 - (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
 - (8) Lead small group instruction in a virtual environment.
 - (9) Facilitate the virtual component of synchronous online interactions.
 - (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).
- g. Substitutes
- (1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.

- (2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- (3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.
- (4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

- a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:
 - (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
 - (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
 - (3) To the extent possible, provide district one-to-one instructional devices and connectivity.
 - (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
- b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:
 - (1) Train student teachers to use technology platforms.
 - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
 - (3) Survey assistant teachers to determine technology needs/access (Pre-school).
 - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- c. Student teachers should:
 - (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
 - (2) Lead small group instruction (in-person to help with social distancing).

- (3) Co-teach with cooperating teacher and maintain social distancing.
 - (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - (5) Implement modifications or accommodations for students with special needs.
 - (6) Facilitate one-to-one student support.
 - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.
 - (9) Develop online material or assignments.
 - (10) Pre-record direct-instruction videos.
 - (11) Facilitate student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
 - (2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
 - (3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
 - (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
 - (5) Increased need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

7. Athletics

Under Executive Order 149, high school sports under the jurisdiction of the NJSIAA may resume only in accordance with reopening protocols issued by NJSIAA and cannot resume earlier than June 30, 2020.

[See Appendix P – Athletics]

C. Policy and Funding

The impact of the COVID-19 pandemic presents many fiscal challenges to the school district for delivery of instruction and related services to students in addition to other basic operational needs. Readying facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the Board’s Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

1. School Funding

- a. The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty. The options the Board shall explore include, but are not limited to, the following:

- (1) Elementary and Secondary School Emergency Relief Fund;
- (2) Federal Emergency Management Agency – Public Assistance; and
- (3) State School Aid.

- b. School District Budgets

Districts have finalized their FY20 budget year and have already finalized their FY21 budgets. Because of the timing of the budget process, many of the activities listed below have not been, and cannot be, factored into either budget year without additional revenue outside the amount they anticipated for FY21 in February, and budget transfers that current statute does not authorize at the start of the school year.

- c. School Funding

School officials will review the Policy and Funding section of the NJDOE Guidance that includes information on Federal and State funding sources; purchasing practices; use of reserve accounts, transfers, and cash flow; and costs and contracting, including E-Rate funding and cooperative purchasing contracting.

- (1) Purchasing

The school district may likely need to purchase items not needed in the past and may experience increased demand for previously purchased goods and services to implement the Plan. The school district shall continue to comply with the provisions of the “Public School Contracts Law”, N.J.S.A. 18A:18A-1 et seq.

- (2) Use of Reserve Accounts, Transfers, and Cashflow

The school district shall apply for the approval from the Commissioner of Education prior to performing certain budget actions, such as withdrawing from the emergency reserve or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

(3) Costs and Contracting

The school district shall follow all New Jersey State laws and regulations applicable to local school districts for purchasing when procuring devices and connectivity or any technology related item.

D. Continuity of Learning

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. School officials should work closely with their stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

Curriculum, instruction, assessment, professional learning, and career and technical education (CTE) are all constructs that can be adjusted to serve as levers for equity.

Except where otherwise indicated, the provisions and elements of this section are “additional considerations” that may help districts in considering ways to adhere to the “anticipated minimum standards”.

While only a small introduction to these elements is included in this Plan, school officials can find a more detailed explanation and considerations in the NJDOE Guidance under the Continuity of Learning section to reference while developing their Plan for the reopening of schools.

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
 - a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
 - b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
 - c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
 - (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.

- (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
- (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- (5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.
- (6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

2. Technology and Connectivity

- a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.
- b. Districts should:
 - (1) Conduct a needs assessment.
 - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
 - (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
 - (4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
 - (a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

3. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).
- b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.
- c. Virtual and Hybrid Learning Environment
 - (1) Curriculum
 - (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.
 - (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
 - (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.
 - (2) Instruction
 - (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
 - (b) In crafting an instructional plan, the school district should consider the following:
 - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
 - (ii) Design for student engagement and foster student ownership of learning.

- (iii) Develop students' meta-cognition.
- (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
- (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
- (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(3) Assessment

- (a) For the purpose of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
- (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
- (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
- (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
- (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
 - (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

4. Professional Learning

- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.

- b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.
- c. Professional learning opportunities should be:
 - (1) Presented prior to the beginning of the year;
 - (2) Presented throughout the school year;
 - (3) Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
 - (4) Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members; and
 - (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.
- d. Mentoring and Induction
 - (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
 - (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
 - (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
 - (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
 - (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.
- e. Evaluation
 - (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
 - (2) School districts should develop observation schedules with a hybrid model in mind.
 - (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
 - (4) School districts should consider the School Improvement Panel's (SciP) role in informing professional learning, mentoring, and other evaluation-related activities.

- (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

5. Career and Technical Education (CTE)

- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
- b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
- c. Guiding Principles
 - (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
 - (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.
- d. Quality CTE Programs
 - (1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLs, CTE Core Content Standards, industry certifications, college credit agreements, etc.
 - (2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.
- e. Work-Based Learning

Students must be provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person. The school district should consider work-based learning opportunities addressed in the administrative code.
- f. Career Advisement and Development

Strong career advice in conjunction with business and community partnerships are essential components of CTE programs and cannot be compromised in a time of increased social distancing; therefore, modifications must be developed to maintain program quality.
- g. CTE Recruitment and Retention

CTE teachers require support in transforming their curricula and shifting their instructional practices to meet the needs of the changing classroom environments in a time of social distancing.

h. Funding to Support CTE Programs

The school district has the ability to utilize the CARES Act – Elementary and Secondary School Emergency Relief Fund (ESSER) grants, local district funding, Perkins funding (if eligible), discretionary grant funding (if participating), and other Federal entitlement funds.

Appendix A

Critical Area of Operation #1 - General Health and Safety Guidelines

This school district should include in Appendix A the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.a., including, but not limited to: a. protocols for high risk staff members; b. Protocols for high risk students.

The minimum standards for general health and safety guidelines for reopening school in all stages and phases of pandemic response and recovery. The actions are recommended by the Centers for Disease Control (CDC) and Prevention.

Anticipated Minimum Standards

1. *Establishing and maintaining communication with local and state authorities to determine current mitigation levels in your community*

The CTSD administration is regularly briefed by Cumberland County Department of Health and the NJDOE County Office through the Superintendent Roundtable network. The CTS nurse is networked with the Cumberland County Nurse's Consortium.

2. *Protecting and supporting staff and students who are at higher risk for severe illness, such as providing options for telework and virtual learning*

“Higher Risk”

The United States Centers for Disease Control and Prevention (“CDC”) lists the following conditions as being at high-risk for severe illness due to COVID-19:

- Chronic kidney disease
- Chronic obstructive pulmonary disease (COPD)
- Immunocompromised state from solid organ transplant
- Obesity
- Type 2 diabetes
- Serious heart conditions such as heart failure, coronary artery disease, or cardiomyopathies
- Sickle cell disease

The CDC also lists the following conditions that may make a person at an increased risk for severe illness from COVID-19:

- Moderate to severe asthma
- Smoking
- Cerebrovascular disease
- Cystic fibrosis
- Hypertension or high blood pressure
- Immunocompromised state from blood or bone marrow transplants
- Immune deficiencies
- HIV
- Type 1 diabetes
- Thalassemia
- Use of corticosteroids, or use of other immune weakening medicines

- Neurological conditions such as dementia
- Liver disease
- Pregnancy
- Pulmonary fibrosis
- Age 65 or older

Additionally:

- Have had "close contact" with an individual diagnosed with COVID-19. "Close contact" means living in the same household as a person who has tested positive for COVID-19, caring for a person who has tested positive for COVID-19, being within 6 feet of a person who has tested positive for COVID-19, or coming in direct contact with secretions (e.g., sharing utensils, being coughed on) from a person who has tested positive for COVID-19, while that person was symptomatic.
- Have been asked to self-isolate or quarantine by their doctor or local public health official or due to local public health guidelines

Protocols for Higher-Risk Staff

1. Documentation

Any CTSD employee who desires a work accommodation may do so through the Superintendent's office. The following is to be submitted to the Superintendent:

- Emergency Paid Sick Leave and Emergency FMLA Request Form
- Documentation from the staff member's treating physician stating same

2. Accommodating Assignment/Reassignment

Every attempt will be made to accommodate the staff member as requested within reason and according to organizational capacity. Depending on the individual request, accommodations may be realized through adjusting the work of the staff member's assignment or through a reassignment. CTSD anticipates remote work to be available as a reassignment, but the number of positions is limited by program needs and on a first-come, first serve basis.

3. Respecting Privacy of Individuals

It is incumbent upon the staff member to self-advocate and initiate this process. CTSD regards health information as a confidential matter. Staff are assured their right to privacy will be respected and protected through the process.

4. Families First Coronavirus Response Act (FFCRA)

The FFCRA requires certain employers to provide their employees with paid sick leave and expanded family and medical leave for specified reasons related to COVID-19. These provisions will apply from April 1, 2020 through December 31, 2020.

Paide Leave Entitlements - Generally, employers covered under the Act must provide employees up to two weeks (80 hours, or a part-time employee's two-week equivalent) of paid sick leave based on the higher of their regular rate of pay, or the applicable state or Federal minimum wage, paid at:

- 100% for qualifying reasons #1-3 below, up to \$511 daily and \$5,110 total;
- $\frac{2}{3}$ for qualifying reasons #4 and 6 below, up to \$200 daily and \$2,000 total; and
- Up to 12 weeks of paid sick leave and expanded family and medical leave paid at $\frac{2}{3}$ for qualifying reason #5 below for up to \$200 daily and \$12,000 total.

Qualifying reasons for Leave related to COVID-19 - An employee is entitled to take leave related to COVID-19 if the employee is unable to work, including unable to telework, because the employee:

1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
2. has been advised by a health care provider to self-quarantine related to COVID-19;
3. is experiencing COVID-19 symptoms and is seeking a medical diagnosis;
4. is caring for an individual subject to an order described in (1) or self-quarantine as described in (2);
5. is caring for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19; or
6. is experiencing any other substantially-similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury.

Additional information available on the Department of Labor's Website - [dol.gov/agencies/whd](https://www.dol.gov/agencies/whd)

Protocols for Higher-Risk Students

Per NJDOE Guidance, CTSD is committed to providing an educational program for those students whose parents/guardians decide they will not return to school in person due to health-related or medical concerns. Parents/guardians enroll a student in the CTSD *Virtual School* option via a program survey sent prior to the start of the school year. Once enrolled, parents/guardians and students should be committed for the marking period. CTSD's *Virtual School* will be available to students through the portion of the 2020-21 school year impacted by COVID-19 and resulting in non-traditional programming. Students wishing to enroll in *Virtual School* or return to in-person have that opportunity at the end of marking periods.

Any parent/guardian who regards a student to be "higher risk" and in need of an accommodation other than the 100% remote *Virtual School* program should contact the school nurse for guidance on this process.

3. *Following CDC's Guidance for Schools and Childcare Programs*

The CDC provides comprehensive guidance titled *Preparing K-12 Administrators for a Safe Return to School in Fall 2020*. The concepts endorsed by the CDC are all threaded throughout this plan as pillars of the plan: cleaning/disinfection, people at higher risk, handwashing, cohorting, face coverings, and social distancing.

4. *Promoting behaviors that reduce spread: stay home when appropriate; hand hygiene and respiratory etiquette; face coverings; signs and messages*

CTSD encourages actions that result in reducing the contagious spread of COVID-19 through:

- signs/posters displayed throughout the building
- video of school nurse's demonstration of proper hand washing, covering cough, and not touching one's face
- sending home information about signs/symptoms and staying home
- strongly promoting students to wear masks through education and positive superhero campaign

- routine hand washing in classrooms
5. *Reasonable accommodations should be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19 including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include: chronic lung disease or asthma (moderate to severe); serious heart conditions; immunocompromised; severe obesity (BMI of 40 or higher); diabetes; chronic kidney disease undergoing dialysis; liver disease; medically fragile students with IEP's; students with complex disabilities with IEP's; students who require accommodations under a 504 Plan*

Refer to #2

Appendix B

Critical Area of Operation #2 - Classrooms, Testing, and Therapy Rooms

The school district should include in Appendix B the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.b., including, but not limited to: a. Social Distancing in Instructional and Non-Instructional Rooms; b. Procedures for Hand Sanitizing/Washing

Schools and districts must allow for social distancing within the classroom to the maximum extent practicable. This can be achieved by ensuring students are seated at least 6 feet apart. If schools are not able to maintain this physical distance, additional modifications should be considered. These include using physical barriers between desks and turning desks to face the same direction (rather than facing each other) or having students sit on only one side of the table, spaced apart.

Anticipated Minimum Standards

1. *When social distancing is difficult or impossible, face coverings are required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities. In a classroom setting where social distancing can take place (e.g., desks are 6 ft. apart) or physical barriers are in place, face coverings can be removed while students are seated at desks but should be worn when moving about the classroom.*

CTSD will supply each student with two face coverings. Students may provide their own. Coverings may not include words, symbols/logos, or any offensive reference as indicated in the District's dress code. Disposable masks will be made available for students as needed. Staff will be provided with a cloth mask. Disposable masks are available for guests and staff as needed.

Protocols for Students

- Students are expected to be responsible citizens and wear a face covering at all times.
2. *All instructional and non-instructional rooms in school and district facilities must comply with social distancing standards to the maximum extent practicable.*

Rooms have been measured and mapped to determine maximum capacity given with the following parameters:

- 6' between work stations for staff/students
- unencumbered access to restrooms in classrooms, hallway doors, and fire exits

3. *Use of shared objects should be limited when possible or cleaned between use.*

Disposable cleaning wipes are available in every classroom. Students' materials are separated and stored on students' computer-based learning days. To the extent possible, students will not share objects (i.e. desk supplies, books, computers). In the event an object (i.e. kidney bean table spot) is shared among individuals, the object is to be wiped down with the cleaning wipes provided.

4. *Schools and districts must ensure that their indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate. Recirculated air must have a fresh air component. Open windows if A/C is not provided. Filter(s) for A/C units must be maintained and*

changed according to manufacturer recommendations.

CTS is equipped with AC, and windows may be opened to circulate fresh air. The District is providing units for spaces as indicated. (ie. windowless rooms, nurse's office) CTSD maintenance staff follows manufacturer recommendations to ensure filters are changed/maintained.

- 5. Prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol): in each classroom (for staff and older children who can safely use hand sanitizer); at entrances and exits of buildings; near lunchrooms and toilets; children ages 5 and younger should be supervised when using hand sanitizer; for classrooms that have existing handwashing stations, prepare stations with soap, water, and alcohol-based hand sanitizers*

CTS is providing hand sanitizer dispensers in classrooms and in areas throughout the building. (i.e. cafeteria, exits, bathrooms) The product is 62% alcohol.

- 6. Students should wash hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing. Use alcohol-based hand sanitizer if washing with soap and water is not possible.*

Signage regarding hand washing is posted in indicated areas. The CTS nurse is creating a video to model and explain hand washing including proper technique. Hand washing is incorporated into the classroom routine.

Appendix C

Critical Area of Operation #3 – Transportation

The school district should include in Appendix C the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.c., including, but not limited to: a. Student Transportation; b. Social Distancing on School Buses

School districts should maintain social distancing practices on buses (at least 6 feet between riders) to the maximum extent practicable. Several methods are available to achieve such social distancing. The CDC recommends a ‘one rider per row and skipping rows between riders’ scenario for a 54-passenger bus with 11 passengers - more if seating students who reside in the same household together. Alternatively, a district may consider seating one student per row which would double the vehicle’s capacity. Several companies have started marketing physical barriers that separate rows on a school bus. Such equipment would allow students to be seated in each row, thereby doubling the socially distant capacity.

Anticipated Minimum Standards

1. *If a district is providing transportation services on a school bus but is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus. Accommodations for students who are unable to wear a face covering should be addressed according to that student’s particular need and in accordance with all applicable laws and regulations*

CTSD has its own transportation department. Based on need, multiple runs are scheduled to transport students on in-session days. Every effort is made to keep students who live in the same household in the same cohort. Students from the same household are seated together. A staggered seating arrangement will be used for assigned seats. The assigned seating chart does not include empty rows. Approximately 21 students are on each bus.

2. *Adopt best practices for cleaning and disinfecting school buses and other transport vehicles.*

Driver Procedures Before Shift

- Drivers conduct a self-assessment before each shift.
- Drivers experiencing symptoms indicative of COVID-19 immediately report to transportation coordinator.
- If a driver has been within 6 feet of anyone that has been diagnosed with COVID-19, the driver immediately reports to the transportation coordinator

Procedures on the Bus

- face masks are to be worn by staff and students when others are present as social distancing is difficult to maintain on a bus route (i.e. embarking, disembarking)
- load from front to back taking into consideration age of students, when possible
- students in the same household sit together
- seats are assigned
- students go directly to their seats and avoid touching seat tops and rails, when possible
- after leaving the bus, wash hands or use sanitizer
- windows and roof hatches will be open when possible

- students who do not have a mask will be provided one
- between runs drivers disinfect the inside of the bus with EPA approved products
- bus is unoccupied during the dry time for disinfecting product
- high touch areas (handrails, seatbelts, windowsills, seat tops and backs)
- any infection or exposure is shared per state guidelines and at the direction of the Cumberland County Department of Health
- training and signing off on the above standards are held in small groups prior to the start of school year

Appendix D

Critical Area of Operation #4 - Student Flow, Entry, Exit, and Common Areas

The school district should include in Appendix D the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.d., including, but not limited to: a. Location of Student and Staff Screening; b. Social Distancing in Entrances, Exits, and Common Areas

Anticipated Minimum Standards

1. *School District Reopening Plans should establish the process and location for student and staff health screenings. See below Critical Area of Operation #5 "Screening, PPE, and Response to Students and Staff Presenting Symptoms" for additional information*

Protocols for Health Screening of Students - Initial

Bus Riders - Students disembark buses at one of two locations out front: MS wing doors or main doors. Prior to entering the building, district staff use a touchless thermometer to screen students through a visual and temperature check. Students whose temperature reads 100.4 or above walk to the BOE building for follow-up. Temperatures at 100.4 or above are recorded numerically; all screenings are documented. Students who are sent home prior to entering the building and prior to the start of the school day will be housed at the BOE building. Student data is maintained as confidential. In the event of inclement weather, adjustments will be made accordingly.

Drop-off - Students exit vehicles at cafeteria side doors as directed by staff. Prior to entering the building, district staff use a touchless thermometer to screen students through a visual and temperature check. Students who are flagged in the visual/ temperature screening process (temperature reads 100.4 or above) and directed to return to their vehicle. Adults dropping off students are directed to pull away once students have been screened. Temperatures at 100.4 or above are recorded numerically; all screenings are documented. Student data is maintained as confidential. In the event of inclement weather, adjustments will be made accordingly.

Protocols for Health Screening of Staff - Initial

Staff are doing a daily self-assessment prior to entering the building. The self-assessment is a documented checklist of the telltale COVID-19 symptoms. Staff who determine their status indicates they remain home notify school officials. Staff data is maintained as confidential.

2. *If physical distancing (six feet) cannot be maintained for individuals in line waiting to enter or exit a building, require utilization of face coverings.*

Face coverings are required for bus riders while they are on the bus, while they go through the screening process, and when they are in transit to their homeroom destination. Face coverings are required for drop off students once they exit their vehicle. The face covering is to be worn while students go through the screening process and when they are in transit to their homeroom destination. (See Appendix B for classroom protocols for face coverings)

Appendix E

Critical Area of Operation #5 - Screening, PPE, and Response to Students and Staff Presenting Symptoms

The school district should include in Appendix E the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.e., including, but not limited to: a. Screening Procedures for Students and Staff; b. Protocols for Symptomatic Students and Staff; c. Protocols for Face Coverings

School districts must adopt a policy for screening students and employees upon arrival for symptoms and history of exposure. Policies must include the following:

1. *Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.*

Students get a temperature check and a visual check for presenting symptoms upon arrival to school prior to entering the school building. School engages parents to monitor daily the identified possible symptoms of COVID-19: Fever or chills, Cough, Shortness of breath or difficulty breathing, Fatigue, Muscle or body aches, Headache, New loss of taste or smell, Sore throat, Congestion or runny nose, Nausea or vomiting, Diarrhea. As more is learned about the disease, it may be necessary to alter the list by adding or subtracting symptoms.

2. *Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.*

Staff complete a self-assessment daily through an app prior to the start of the school day. In the classroom, teachers make a deliberate effort to monitor health without running through the list of symptoms and then refer children with concerns to the office or nurse for further monitoring.

3. *Results must be documented when signs/symptoms of COVID-19 are observed.*

Signs/symptoms, along with temp greater than (100.4?) will be documented on student's/staff's health record in nurse's office

4. *Any screening policy must take into account students with disabilities and accommodations that may be needed in the screening process for those students.*

An alternate screening process is provided as indicated on a case by case basis as indicated.

School districts must adopt procedures for symptomatic staff and students. Procedures must include the following:

5. *Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Follow current Communicable Disease Service guidance for illness reporting.*

Students/staff will be placed in isolation room until parent notified and can be picked up/sent home, following school physician's ordered and CDC guidance for signs/symptoms of COVID

6. *If the school district becomes aware that an individual who has spent time in a district facility tests*

positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

7. *District should implement a policy to prepare for when someone tests positive for COVID-19 that includes written protocols detailing the district's COVID-19 related response for symptomatic students and staff. Protocols must be consistent with the district's contact tracing policy (Operation #6) to the maximum extent practicable. Protocols must include:*
- *Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.*
 - *Follow current Communicable Disease Service guidance for illness reporting.*
 - *Adequate amount of personal protective equipment (PPE) available, accessible, and provided for use.*
 - *Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.*
 - *Continuous monitoring of symptoms.*
 - *Readmittance policies consistent with DOH guidance and information for schools and DOH/CDS's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19*
 - *Written protocols to address a positive case.*

Protocols for Symptomatic Student

Students or staff experiencing discomfort or potential symptoms of COVID are removed to a place where they are isolated from others. The infirmary is a safe, supervised staging area where students wait until they can get transportation home. Any staff member supervising students in the infirmary is required to wear PPE (gloves, mask, shield, gown). After a student leaves, the bed and surrounding touch surfaces are disinfected.

The infirmary has the following supplies/amenities:

- beds separated by curtain/divider
- desk with plexiglass surround
- phone
- restroom
- PPE
- waste container with plastic liner
- alcohol-based hand sanitizer
- hard surface disinfectant
- disposable paper towels

8. *Exceptions (face covering):*
- *Doing so would inhibit the individual's health.*
 - *The individual is in extreme heat outdoors.*
 - *The individual is in water.*
 - *A student's documented medical condition, or disability as reelected in an IEP, precludes the use of face covering.*
 - *The student is under the age of two and could risk suffocation.*

The CTSD requires masks to be worn by staff and students at its facilities. Masks are required for personal interactions, indoors and outdoors. Masks are required of faculty and students in classrooms. Masks must be worn in common areas, indoors or outdoors. (i.e. hallways, restrooms, lobbies, classrooms, physical meetings with multiple people, BOE building) Masks must be worn outside while in trafficked areas and areas in proximity to others (less than six feet).

Protocols for Wearing a Mask Correctly

- Wash your hands before putting on your face covering
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily
- Masks should be washed regularly, inspected for damage, and discarded and replaced when damaged
- Masks should be stored in a clean, dry location, and they should never be shared
- Do not put the face covering around your neck or up on your forehead
- Do not touch the face covering, and, if you do, wash your hands, or use hand sanitizer to disinfect.

9. *If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, entry to the school/district facility may be denied.*

To reduce the spread of COVID-19, the CDC recommends “wearing cloth face coverings in public settings when around people ... especially when other social distancing measures are difficult to maintain.” Information regarding face covering for parents/guardians will be consistently communicated. Signage is posted at building entrances. Face coverings will be provided for visitors as needed. If possible, district staff will accommodate visitors not compliant with face coverings despite their non-entry. (i.e. drop box, telephone)

The CTSD requires masks to be worn at its facilities. Any visitor not in compliance will be denied entry into its facilities.

Appendix F

Critical Area of Operation #6 - Contact Tracing

This school district should include in Appendix F the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.f.

CTSD fully cooperates in sharing information with the Cumberland County Department of Health (DOH) to fulfill all mandated Contact Tracing Requirements. The District staff through attendance records, bus seating charts, and other internal contact documents assists the DOH to determine level of potential exposure. Any notification indicated is at the direction of the DOH.

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

The school district should include in Appendix G the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.g.

Anticipated Minimum Standards

1. *Develop a schedule for increased, routine cleaning and disinfection included in the district's policy.*
2. *Routinely clean and disinfect surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily. Use all cleaning products according to the directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website. Follow manufacturer's instructions for all cleaning and disinfection products. Examples of frequently touched areas in schools:*
 - *Classroom desks and chairs*
 - *Lunchroom tables and chairs*
 - *Door handles and push plates*
 - *Handrails*
 - *Kitchens and bathrooms*
 - *Light switches*
 - *Handles on equipment (athletic)*
 - *Buttons on vending machines and elevators*
 - *Shared telephones*
 - *Shared desktops*
 - *Shared computer keyboards and mice*
 - *Drinking fountains*
 - *School bus seats and windows*
3. *Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the EPA.*

The CDC reports that “it may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it ... however, this is not thought to be the main way the virus spreads. CTSD implements cleaning schedules, routines, and procedures to result in an effort to ensure common areas and high-touch locations are disinfected with increased frequency.

Due to the on-going pandemic, CTSD's custodial provider is implementing a custodial plan with 3 main focus points to provide the community with a clean, safe, and healthy school. Custodial staff practice social distancing and wear masks. Gloves are made available to staff. The focus areas are as follows:

1. Summer cleaning - Providing restorative summer clearing services in order to prepare facilities for the return of students, teachers, and staff in the fall. These tasks are outlined and are completed each summer.
2. Interim disinfection - Disinfecting and sanitizing of high touch areas during work hours to maintain a safe environment and help reduce the spread of potential contaminants. This process would begin when students or staff return to school.
3. Comprehensive daily cleaning and disinfection - Deeper comprehensive clearing and disinfection to be completed during off hours to further reduce potential spread of any bacterial and viral pathogens.

Summer clearing:

- Check ceiling tiles- replace damaged, stained, and missing tiles
- Check for cobwebs in corners
- Ceiling vents - dusted and cleaned
- Lights - replace burned out, dim, mismatched bulbs; check lens and remove bugs and dirt if necessary
- Windows and mirror - cleaned
- White board and chalkboards - cleaned and top dusted
- Clock - dusted, face cleaned and working properly
- Walls - tape removed, fingerprints and dirt removed; electrical outlets working properly
- Sinks, counters, cabinets - cleaned and stains removed; drawers and doors working properly, towels and soap dispenser working properly and filled
- Pencil sharpener - emptied and working properly
- Telephone and light switch - cleaned and working properly
- Doors and frames - dusted, fingerprints removed, glass cleaned kick plates cleaned/shined; doorknob and hinges working properly
- Furniture - fingerprints, writing, gum removed and dusted, chair glides cleaned, trash cans washed
- Baseboard - cleaned and attached to wall
- Restroom - toilets and sink thoroughly cleaned and working properly, floor cleaned, towel and soap dispensers working properly and filled; vents cleaned
- Carpet - cleaned and stains removed; no musty or mildew smells
- Tile floor - top scrubbed or stripped
- Tile floor - appropriate number of coats of wax applied

Interim disinfection:

CTSD contracts with Hillyard Inc., a US based chemical manufacturer. Hillyard provides disinfectants which are EPA approved for use against COVID-19. These chemicals are a cleaner-disinfectant named Re-Juv-Nal as well as QT-3. Re-Juv-Nal and QT-3 are to be used on hard non-porous surfaces. The focus during interim disinfection is to treat high touch point areas that facilitate the spread of pathogens. Re-Juv-Nal has a 10 minute dwell time. QT-3 has a 5 minute dwell time. While students are in session custodians focus on these high touch points in common areas. The disinfectant will be sprayed or wiped on surfaces and left to dry over a ten minute or five minute period. Food contact surfaces will be rinsed with potable water after the dwell time.

Disinfecting high touch points:

Equipment needed: spray bottles, microfiber rag, gloves, appropriate PPE

Precautions: Always wear appropriate PPE when cleaning; do not breathe spray; refer to the label for complete instructions

1. Fill spray bottles while wearing gloves
2. Spray high touch point areas 6-8 inches from non-porous surfaces
3. Surfaces must remain wet for 10 minutes for Rejuv-nal and 5 for QT-3
4. Wipe dry after 5 minutes or let air dry
5. Rinse all surfaces that come in contact with food with potable water

Comprehensive daily cleaning:

Each evening custodial staff provide daily cleaning services for facilities. In the Fall of 2020 a more comprehensive cleaning program will incorporate the usage of Re-Juv-Nal and QT-3. Re-Juv-Nal and QT-3 are provided by Hillyard and are approved for use against COVID-19 by the EPA. This cleaning will be more detailed. Staff will not only focus on high touch point areas in common areas but also

disinfect areas such as classrooms and areas continually in use during the school day. Custodial staff follow a COVID-19 cleanin protocol as outlined by Hillyard Inc., the manufacturer and supplier of our disinfectants.

Disinfecting against COVID-19 (daily):

When disinfecting the lunch table and other food surfaces, which may include desktops, wipe them off with a cloth dampened with plain water after the 10 minute dwell time is complete. Hillyard Best Practice recommends disinfecting desktops with a hand trowel and microfiber pad.

1. Dust
2. Floor- pick up debris; sweep
3. Trash container/sanitary receptacles - check; empty; spray interior; spot clean exterior
4. Sinks/counter/drinking fountains - apply disinfectant; dwell 10 min
5. Dispensers - check; refill; apply disinfectant; dwell 10 min
6. Common touch surfaces - spot clear; apply disinfectant; dwell 10 min
7. Mirrors/glass - spot clean; spray glass cleaner; wipe clean
8. desks/tables/chairs/phones - straighten; spot clear; apply disinfectant; dwell 10 min
9. carpet/walk-off mats - spot clean; vacuum
10. Hard floor dust mop - use dust mop
11. Hard floor damp mop = damp mop with floor clear

Appendix H

Critical Area of Operation #8 – Meals

The school district should include in Appendix H the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.h.

Anticipated Minimum Standards

1. *If cafeterias or group dining areas are used:*
 - *Stagger times to allow for social distancing, and clean and disinfect between groups*
 - *Discontinue family style, self-service, and buffet.*
 - *Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.*
 - *Space students at least six feet apart.*
 - *Individuals must wash their hands after removing their gloves or after directly handling used food service items.*

Food security is a critical component of the school operation. All CTSD receive free breakfast and lunch. Since COVID’s disruptive impact on our school community, CTSD is faithful to provide meals through delivery routes and a partnership with the food bank. This District’s commitment to providing breakfast and lunch meals to its students continues to be unwavering.

The use of cohorts is recommended by the CDC and other health agencies to help control the spread of any viruses and also manage any possible outbreaks. Students eat their breakfast with their grade-level cohort in the classroom. Cafeteria staff deliver trays with ‘Grab and Go’ breakfast meals to classrooms. When students arrive, they grab a breakfast bag and eat it at their individual work station. Students wash their hands before and after eating. There are no shared meals.

‘Grab and Go’ bag lunches are placed in the front seats of school buses. As students exit the bus, each student takes a lunch to be consumed at home.

The District recognizes the unique challenge of ensuring food on days students are not in physical attendance and for those students who attend *Virtual School*. In the Spring, multiple days of bagged food were delivered via bi-weekly delivery routes. The District will resurrect this process to ensure students not in attendance continue to have food security. For families that cannot meet the food delivery bus, a pick-up window will be utilized. The District’s instructional aides and bus drivers work in collaboration with the food service contractor to ensure students are in receipt of meals.

Appendix I

Critical Area of Operation #9 – Recess/Physical Education

The school district should include in Appendix I the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.i.

Anticipated Minimum Standards

1. *Stagger recess. If two or more groups are participating in recess at the same time, they should have at least 6 feet of open space between them.*
2. *Use cones, flags, tape, or other signs to create boundaries between groups.*
3. *Always wash hands immediately after outdoor playtime.*
4. *Stagger the use of playground equipment and establish frequent disinfecting protocols. Complete an inventory of outdoor spaces and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots etc. to ensure separation among students.*

CTSD is transitioning students back to attend in-person through an abbreviated four hour school day. Students are divided into two cohorts. On days when student cohorts are engaged in ‘computer-based instruction’, physical education is provided virtually. Students are not attending physical education in-person. The playground is closed for standard recess.

Brain intervals benefit students, and they are especially indicated as we return to school. Teachers may take their students outdoors for a brain interval (i.e. stretching, yoga exercise, Simon Says). All mask and social distancing protocols must be in place when taking students outside. The class should exit the building through the closest exit to minimize travel indoors. Similarly, teachers may take their class outside for educational purposes. Teachers have access to a Google Sheet that outlines outdoor spaces that are conducive for outdoor activities. Teachers sign up to use the outdoor space to ensure one group in any outdoor space at any given time. Teachers with younger students are encouraged to use a walking rope with handles 6 ft. apart when traveling.

Protocols for Recess

Protocols for recess and in-person physical education will be implemented when the school day is restored to a full day. Safe physical distancing/social contact and cohorting concepts apply during recess. The term “social distancing” refers to measures being taken to restrict where and when people can gather to stop or slow the spread of infectious disease. In general, six feet of separation is the distance that should be kept between people interacting within their peers. Games that utilize physical and social activities, yet limit physical contact will be played.

- Students go to recess in their cohorts, using the procedures established in school operations regarding movement between the building
 - Students wash/sanitize their hands before going to recess and before returning to class
 - Games and activities used during recess are pre-approved as part of the ‘safe list’ for limiting the spread of infectious disease
 - Social distancing practiced while walking to and during recess
5. *Consider closing locker rooms to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces. If not feasible to close,*

stagger use and disinfect between use. Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.

6. *Mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment) and do not allow sharing of equipment. If equipment must be shared, clean and disinfect between each use.*
7. *Designate specific areas for each class during recess to avoid cohort mixing.*

Protocols for In-person PE

Health and Physical Education is an integral, mandated part of the curriculum. The PE/health guidelines are written with the goal of keeping the integrity of quality Physical Education programs while navigating through a “new normal.” Health classes are maximized when students cannot go outside. PE teachers work with the administration to formulate protocols that fall in line with the following guidelines:

- Weather permitting, PE class is held in outside space. Weather non-permitting, PE in the Gymnasium is preferred, but PE class in classroom if needed
- Student cohorts remain intact
- Hand washing before and after activity
- No contact sport engagement during recess or PE to ensure social distancing. Games that have natural social distancing, such as jump rope are good choices. Games that require close physical contact and grabbing are not suggested (such as Football and Basketball). Other sources for socially distant games can be found online.
- Do not allow children to bring equipment from home
- Offer a variety of outside spaces where free choice of different activities can take place, including quiet, creative, and solo activity spaces
- Mark out ‘zones’ to reduce the number of children who are in contact with each other and shared equipment
- It is preferred that students are carrying personal water bottles for hydration before, during and after activity
- No shared items
- Keep same cohort groupings throughout lessons
- Considerations should be discussed between Physical Educators and school health officials for students with respiratory disorders or any other pertinent disorders (immunodeficiency, etc.)

Appendix J

Critical Area of Operation #10 - Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours

The school district should include in Appendix J the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.j.

Anticipated Minimum Standards

1. *Adhere to all applicable social distancing requirements and hygiene protocol during any extra-curricular activities.*

The concepts of maintaining student cohorts, social distancing, and frequently cleaning and disinfection are in place to ensure the safest environment possible. The use of these practices is recommended by the CDC to help control the spread of any viruses and also manage possible outbreaks. Given that, extra-curricular activities (aside from sports approved by the proper guiding authorities) and facilities use (aside from child care programs) are temporarily suspended in general and at the discretion of the administration. Field trips are prohibited as they are experiences that break cohorting and expose students and staff to risk of exposure to COVID-19.

For the duration of the school year that is altered/impacted by COVID-19, visitors/volunteers to the classroom are suspended until further notice. Meetings, including CST meetings, will continue to be conducted virtually or through teleconferencing. Pep rallies, special assemblies, and other activities that draw significant participants by design are suspended until further notice.

2. *Require any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.*

The YMCA staff enforces wearing of face masks when social distancing of 6 feet between students cannot be achieved. Hand washing for 20 seconds is encouraged when entering the building from outdoor play, contact with any bodily fluids, before snack and after using the bathroom facilities. Hand sanitizer is used at scheduled times and whenever staff deem it is appropriate. CTSD provides the YMCA with their health and safety protocols in order to ensure consistency for the students throughout the school day.

Appendix K

Academic, Social, and Behavioral Supports

The school district should include in Appendix K supplemental materials, evidence, and further explanations of the elements listed in the Academic, Social, and Behavioral Supports section in the Board's Plan – Section A.2.a. through A.2.e.

1. *Social Emotional Learning (SEL) and School Culture and Climate*
2. *Multi-tiered Systems of Support (MTSS) - A Schoolwide Framework for Selecting, Delivering, and Evaluating the Success of Student Supports and Interventions*
3. *Wraparound Supports*
4. *Food Service and Distribution*
5. *Quality Child Care*

COVID-19 and the resulting shut down of activities that students were accustomed to has created greater anxiety in many students. It is important to take steps to educate students in a manner that does not heighten fear and anxiety. District staff develop activities that will help students learn about COVID-19 prevention in a rational and non-threatening manner.

Social and emotional learning has been an on-going initiative from the NJDOE. With the collective trauma of quarantine, the pandemic, and related adverse experiences, the District recognizes that both its staff and students require being handled with care. Educators' brain states are of paramount importance, and the opening day of PD is dedicated to wellness and well-being. The District intends to train its staff for resiliency and to utilize 'Touch Points' to reconnect with students. Preventative discipline, proactive measures rather than reactions, should comprise 80% of our collective efforts. Preventative, brain-aligned discipline happens through our procedures, routines, transitions, rituals and through sensory regulation and touch points with students. It is our philosophy that through a holistic approach of mind and body, we provide necessary mental and whole health support along with interventions as needed for students to have a safe and effective transition to a new school year, as well as provide additional support as needed.

School-wide, the school day will begin with a focused attention practice. Teachers utilize the cohort's breakfast meal to establish community and each student's unique value as a community member. Traditional classroom roles (i.e. line leader, paper passer) are replaced with social/emotional roles (i.e. noticer, listener). Students become familiar with identifying regulation strategies that work for them to deal with stress, anxiety, tension, and general uneasiness/dysregulation. A reset space is available to students who cannot regulate in the classroom.

School counselors and social workers are implementing PAWS, a positive behavior support program building-wide. Staff train students on the expectations and rewards for meeting those expectations.

The District endorses the following approach when dealing with students:

- Ensuring a safe environment to learn
- Recognize the signs and symptoms when a student is at risk
- Continue to emphasize the importance of mandated reporting
- Communicate with the parents/guardians to prepare the student to return to school from a social-emotional standpoint
- Working with school counselors to provide intervention
- Help students work on coping skills and resiliency

- Help teachers with anxiety that they might be facing
- Support teachers collaborating with each other prior to the beginning of the school year
- Integrate SEL into all curricula

Appendix L

Restart Committee

The school district should include in Appendix L the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.1.

Anticipated Minimum Standards

1. *All school districts will be expected to develop reopening plans. Collaboration is critical to the development of a district reopening plan. Therefore, every school district should establish a Restart Committee that includes district and school-level administrators, members of the local boards of education or charter school boards of trustees, the president of the local education associations, or their designees of the local education association, and a diverse set of content experts, educators, parents, and students. The Restart Committee should work closely with the Pandemic Response Teams, Local Health department, and others in municipal and county government as necessary to develop district plans. Restart Committees and Pandemic REsponse Teams should help inform policies and procedures as outlined below.*
2. *As we keep equity at the forefront of school reopening efforts, the REstart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics. The Restart Committee may consider developing subcommittees for focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.*

CTSD convened its Restart Committee in June prior to the close of the 2019-20 school year. The Committee has met regularly, grown in dynamic membership, and splintered into sub-committees. Its 20+ members include: administration, BOE, child care, counselor, custodial, food service, instructional staff (elementary and MS), nurse, parents, and transportation.constituent groups:

The mission for this committee is to create a feasible and flexible plan for students and staff that facilitates a reopening of the physical CTS in the Fall 2020 that adheres to relevant guidance. The guidance comes from the CDC's guidelines for schools, the NJDOE's *The Road Back: Restart and Recovery Plan for Education*, and the AAP's *COVID-19 Planning Considerations: Guidance for School Re-Entry*. The committee surveyed parents/guardians to gather data that would guide the group's decision-making process. The surveys gathered parent/guardian feedback about the following:

- anticipated Fall work schedule and availability of caregivers
- student status regarding returning to school in-person
- transportation
- educational program
- barriers to *Distance Learning* in the Spring
- technology

The preliminary plan was shared with the BOE at its July 14, 2020 meeting. The administrative team invited all staff to attend a virtual meeting to review preliminary plans on July 20, 2020. The

administrative team invited all parents/guardians to attend a virtual meeting to review preliminary plans on July 20, 2020.

The committee is likewise tasked to plan for other related contingency plans including staff/students who do not return in person and rolling closures. The goals guiding this group, and in this order, are:

#1 - Safety and health of staff and students

#2 - Education

The Committee serves as the Pandemic Response Team and provides oversight for the implementation of the Plan during the COVID-19 pandemic - particularly health and safety measures and providing safety and crisis leadership. The Committee may adjust/amend school health and safety protocols as needed. It provides staff with needed support and training. As indicated, committee members review school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required. The Committee is committed to develop and implement procedures to foster and maintain safe and supportive school climates as necessitated by the fluid challenges posed by COVID-19. Committee members are key communicators who create pathways for community, family, and student voices to continuously inform the team's decision-making.

Appendix M

Pandemic Response Teams

The school district should include in Appendix M the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.2.

Anticipated Minimum Standards

1. *School districts should establish school-based Pandemic Response Teams in each school to centralize, expedite, and implement COVID-19 related decision-making. Each school team should have a liaison that resorts to district-level administrators to ensure coordinated actions across the district. Members of the school teams should include a cross section of administrators, teachers and staff, and parents. Decision-making and communication will be more effective if decision-makers reflect the makeup of the community. Pandemic Responses Teams should represent a cross-section of the school and district, including its gender and racial diversity.*

If a school has a crisis response team, that team could serve as the Pandemic Response Team. If a school or district does not have an existing crisis response team, schools should establish such a Pandemic Response Team to support all planning, management, and decision-making related to the school's COVID-19 response actions. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:

- *School principal or lead person*
- *Teachers*
- *Child Study Team Member*
- *School Counselor or mental health expert*
- *Subject Area Chairperson/Director*
- *School Nurse*
- *Teachers representing each grade band served by the district*
- *School safety personnel*
- *Members of the school safety team*
- *Custodian*
- *Parents*

The Pandemic Response Team is responsible for:

- *Overseeing each school's implementation of the district's reopening plan, particularly health and safety measures, and providing safety and crisis leadership.*
- *Adjusting or amending school health and safety protocols as needed.*
- *Providing staff with needed support and training.*
- *Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.*
- *Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posted by COVID-19.*
- *Providing necessary communications to the school community and to the district.*
- *Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.*

For information on the District's Pandemic Response Team, See Appendix L

Appendix N

Scheduling of Students

The school district should include in Appendix N the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.3., including, but not limited to: a. School Day; b. Educational Program

“2 + 3” Hybrid Schedule

The “2 + 3” plan allows for 2 days of synchronous, in-person instruction and 3 days of computer-based, asynchronous instruction - also known as a “flipped classroom.” Students in the “2 + 3” program are divided into two cohorts. Cohort A attends in-person on Mondays and Tuesdays; cohort B attends in-person on Wednesdays and Thursdays. All “2 + 3” students are engaged in computer-based instruction on Fridays. *Virtual School* is cohort V, and those cohorts may span multiple grade levels depending on need.

Pre-K, kindergarten, and students with special needs who are served in a self-contained classroom are best served in-person. These students attend four days a week since computer-based learning is a challenging modality for these learners. Computer-based learning is individualized for these students.

The District's policy provider and board solicitor are consulted to ensure technology-assisted learning is provided safely. The District is not live streaming, for there are too many logistics to reconcile in order to ensure safety with live streaming. The District intends to do its due diligence regarding live streaming prior to incorporating this mode for instruction. On ‘computer-based learning’ days, students will engage in the following types of computer-based learning activities: Specials classes through video conference platform, content lessons through flipped classroom concept, small group instruction etc.

Virtual School Program

A 100% remote program, *Virtual School*, is available to all learners. Enrollment in *Virtual School* is universal, open to all students. Eligibility is unconditional. Once a request is made to enroll a student in *Virtual School*, it may take up to a week to logistically transition the student into the program.

Parents/guardians initiate the process to enroll their student in *Virtual School* and should be committed for the marking period. Students may transition back to in-person at the end of a marking period. *Virtual School* adheres to guidance for strict accountability in remote learning provided by the NJDOE. Teachers' availability matches in-person school. Students are virtually present in the teacher's virtual classroom during the hours of a traditional school day with the exception of the teacher's lunch and prep period. Students need to have their own dedicated computer device and reliable connectivity to the internet for this program. The District is poised to assist families/students with devices and connectivity on an as needed basis.

A student participating in the *Virtual School* must be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs. This includes, for example, access to standards-based instruction of the same quality and rigor as that afforded all other students in the district., the district making its best effort to ensure that every student participating in reot learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible. Full Time remote learning must adhere to length fht school day requirements pursuant NJAD 6A: 32-8.3, local attendance policies, and other local policies governing delivery of services to, and district expectations of, students participating in remote programs and their families.

Appendix O

Staffing

The school district should include in Appendix O the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Sections B.4., B.5., and B.6.

An “all hands on deck” approach is called for in order to implement the many moving parts of this plan. While staff continue to perform the tasks typically associated with their job description, employees are expected to do their part to take on new tasks that are critical to implementation of this plan. (i.e. student health screenings) All staff work collaboratively to assist with the implementation of this plan as directed by the administration.

District administration is responsible for orchestrating and ensuring synergistic implementation of this plan in order to effect a safe, healthy environment for staff and students. District administration is charged to utilize human resources effectively in implementing this plan.

Teachers facilitate instruction and ensure implementation of the NJSLs whether teaching in-person, through computer-based platforms, or 100% remote. Teachers create and upload content to electronic platforms in order that students engage in meaningful computer-based learning on days students are not in-person. Teachers conduct the same small group instruction that is a tenet of high quality instruction (i.e. guided reading) whether in-person with plexiglass dividers or through an electronic platform. Teachers provide direct instruction, check-ins, clarification, formative assessments and meaningful feedback as they typically do according to their certification and expertise as the classroom teacher. Teachers assist with the implementation of this plan as directed by the administration. Teachers work per the contract on-site 8:45-3:45 Monday through Friday according to the school calendar.

Educational services staff are responsible for those tasks associated with their specific roles whether those services are provided in-person or through a technology platform. Educational Services staff assist with the implementation of this plan as directed by the administration. Educational service staff work per the contract on-site 8:45-3:45 Monday through Friday according to the school calendar.

Paraprofessionals assigned to special education programs assist with implementing IEP modifications under the direction of the classroom teacher; paraprofessionals assigned to PK or K classroom support students under the direction of the classroom teacher. Paraprofessionals assist with the implementation of this plan as directed by the administration.

Substitute shortages are anticipated. The District has planned to utilize the organizational capacity of full-time staff to mitigate absences. When substitutes are unavailable, the following staff may be called upon to substitute: support teachers, aides with a substitute certification (whose roles are not IEP-driven or tied to PK funding), and specials teachers. Substitutes assist with the implementation of this plan as directed by the administration.

If the school nurse is absent and no substitute can be procured, school will be closed.

Appendix P

Athletics

The school district should include in Appendix P the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.7.

Fall athletic programs are cleared to organize with restrictions in place. The District assesses local conditions and factors to implement procedures and protocols that allow for organized, school-sponsored Fall sports - specifically cross country. Sports are restricted from using indoor facilities except for restroom facilities as needed for staff and athletes.

The District is in the process of updating sports paperwork including sports physicals. Protocols for screening athletes and staff for COVID-19 symptoms, social distancing, and face coverings will need to be developed in collaboration with the coach.

Appendix Q

Useful Links: Conditions for Learning

Section	Title	Link
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschoo-lday-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Critical Area	Stop the Spread of Germs (Printable	https://www.cdc.gov/coronavirus/2019-ncov/dow

of Operation #4	Poster)	nloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus

	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President’s Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschoools-day-camps.html%20-%20page=46

Useful Links: Leadership and Planning

Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.nj.gov/education/covid19/sped/guidance.shtml
	Guidance for Opening up High School Athletics and Activities	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml
	Guidance for Opening up High School Athletics and Activities	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1

Useful Links: Policy and Funding

Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bsol/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/

Useful Links: Continuity of Learning

Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualprofllearning.shtml
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html