

Restart and Recovery Plan to Reopen Schools



Tuckerton Borough School District

Board of Education

Fall 2020

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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.

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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.

THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

The 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;

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- (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.

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- (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, 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 must wash their hands after removing their gloves or after directly handling used food service items.

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

i. 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.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

b. Multi-Tiered Systems of Support (MTSS)

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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.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

[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 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 pre-school 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.

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- (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:

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- (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) Increase 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. Readyng 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 purposed 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 stake holders, 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 advisement 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.

RESTART & RECOVERY PLAN

Appendices

Restart and Recovery Plan to Reopen Schools



Tuckerton Borough Elementary
School District
Board of Education

Fall 2020

Appendix A

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

Tuckerton Elementary School
2020-2021 Reopening Plan

General Health & Safety Guidelines

In all stages and phases of pandemic response and recovery, schools must comply with Center for Disease Control (CDC), state, and local guidelines. Schools must also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.

<p>Communicate Establishing and maintaining communication with local and state authorities to determine current mitigation levels in your community.</p>	<p>OCHD 1-732-341-9700 ext. 7411 Dr Todd Schmoll (school physician) 609-492-0900 Division of Children & Families (DCF) 1-877-667-9845 NJ Department of Health 24 hour COVID hotline 1-800-222-1222</p>	<p>Administration Nurse</p>
<p>Protect Protecting and supporting staff and students who are at higher risk for severe illness and provide reasonable accommodations such as telework and virtual learning.</p> <p><i>According to the CDC, people age 65 or older or people of any age with underlying medical conditions are at increased risk for severe illness from COVID-19.</i> CDC: People Who Are At Increased Risk for Severe Illness</p>	<p>Staff Staff who are at higher risk for severe illness from COVID-19 may include those with the following conditions:</p> <ul style="list-style-type: none"> ● Cancer ● Chronic kidney disease ● COPD (chronic obstructive pulmonary disease) ● Immunocompromised state (weakened immune system) from solid organ transplant ● Obesity (BMI of 30 or higher - body mass index) ● Serious heart conditions, such as heart failure, coronary artery disease or cardiomyopathies ● Sickle cell disease ● Type 2 diabetes mellitus ● Asthma (moderate to severe) 	<p>Administration Nurse</p>

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	<ul style="list-style-type: none">● Cerebrovascular disease (affects blood vessels and blood supply to the brain)● Cystic fibrosis● Hypertension or high blood pressure● Immunocompromised state from blood or bone marrow transplant, immune deficiencies, HIV, use of corticosteroids or use of other immune weakening medicines● Neurologic conditions, such as dementia● Liver disease● Pregnancy● Pulmonary fibrosis (having damaged or scarred lung tissue)● Smoking● Thalassemia (a type of blood disorder)● Type 1 diabetes mellitus <p>Students Students who may be at higher risk for illness from COVID-19 may include those with the following conditions:</p> <ul style="list-style-type: none">● Type 1 diabetes mellitus● Cystic fibrosis● Chronic lung disease (including asthma)● Heart disease● Conditions that weaken the immune system● Medically fragile students with IEPs● Students with complex disabilities with IEPs● Students who require accommodations under a 504 Plan <p>The school nurse should work with the parents of medically fragile students and their pediatricians to</p>	
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	determine if their student can safely return to in school instruction.	
Follow CDC's Guidance for Schools and Childcare Programs	CDC: Preparing K-12 Administrators for a Safe Return to School Fall 2020 CDC: Considerations for School Operating Schools During COVID-19	Administration Nurse Facilities Staff
Promote Behaviors that Reduce the Spread of COVID-10 Focused on preventive actions, it is important to promote healthy hygiene practices that can reduce the spread of illness. Healthy hygiene practices should be taught and re-taught in school settings for both students and staff. CDC: Public Service Announcements	<ul style="list-style-type: none"> ● Stay home when appropriate (when you are sick) ● Report symptoms of, or exposure to, COVID-19 ● Follow hand hygiene guidelines ● Follow respiratory hygiene and cough etiquette ● Cover your nose and mouth with an acceptable face covering, especially when unable to maintain social distance from others ● Adhere to social distancing instructions 	Administration Nurse Facilities Staff
Stay At Home When Appropriate	Staff and Students MUST Stay Home When: <ol style="list-style-type: none"> 1. Testing positive for COVID-19 2. Having had <i>close contact</i> with a person who tested positive for COVID-19 (<i>close contact is defined as being within 6 feet of a COVID-19 positive person for at least 15 min.</i>) 3. Showing ANY of the signs or symptoms of COVID-19 <ul style="list-style-type: none"> ● Fever or chills ● Cough ● Shortness of breath or difficulty breathing ● Fatigue ● Muscle or body aches ● Headache ● Congestion or runny nose 	Daily Self Screening and In Person Screening Protocols

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	<ul style="list-style-type: none"> ● New loss of taste or smell ● Sore throat ● Nausea or vomiting ● Diarrhea 	
<p>Hand Hygiene Support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels and tissues.</p>	<p>Staff and Students Practice good hand hygiene to help reduce the spread of COVID-19 by washing their hands with soap and warm water for a minimum of 20 seconds. When soap and water are not available, and hands are not visibly dirty, students and staff may use hand sanitizer:</p> <ul style="list-style-type: none"> ● When entering the school building ● After using the bathroom ● Before eating lunch or snack ● After recess ● After using a tissue to cover a cough, sneeze or blow their nose ● Staff - after assisting a student with toileting or changing a student's diaper <p>Encourage students and staff to keep their hands away from their eyes, nose and mouth. Their hands can transmit the virus from things they have touched to these areas.</p> <p>CDC: Handwashing - Clean Hands Saves Lives</p> <p>CDC: Handwashing Cleans Hands Saves Lives: When and How to Wash Your Hands</p>	
<p>Practice Respiratory Etiquette The COVID-19 virus is thought mainly to be spread from person-to-person when someone coughs, sneezes or speaks. Proper respiratory etiquette must be promoted.</p>	<ul style="list-style-type: none"> ● Cough and sneeze into your elbow, not your hands ● Cough and sneeze into a tissue, then discard the tissue and wash your hands with soap and water for 20 seconds 	

Mask Considerations

Masks are required to be worn by staff members and students during the school day

- Masks should not be worn by children under the age of 2 or anyone who has trouble breathing, is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.
- Younger children (e.g., preschool or early elementary aged) may be unable to wear a mask properly, particularly for an extended period of time. Wearing of a mask may be prioritized at times when it is difficult to maintain a distance of 6 feet from others (e.g., during carpool drop off or pick up, or when standing in line at school). Ensuring proper mask size and fit and providing children with frequent reminders and education on the importance and proper wear of a mask may help address these issues.
- Some people, such as people with intellectual and developmental disabilities, mental health conditions or other sensory sensitivities, may have challenges wearing a mask. They should consult with their healthcare provider for advice about wearing a mask.
- *If a child is unable to wear a mask during the school day due to a medical condition, a physician's note will be required.*

[CDC: Considerations for Wearing Face Cloth Coverings](#)
[CDC: How to Safely Wear and Take Off A Cloth Face Covering](#)

Wear a Mask/Face Covering

A mask or a face covering should cover the nose and the mouth and fit properly and comfortably. Staff, students and parents will receive information regarding the proper use, removal and washing (if cloth) of masks/face coverings.

[CDC: CDC Calls on Americans to Wear Masks to Prevent Spread of COVID-19](#)

All staff are required to wear a face covering:

- When entering the school building and during the school day unless doing so would inhibit the individual's health

All students are required to wear a face covering:

- When riding the school bus
- When entering the school building and during the school day
- Face coverings may be removed for eating, physical exertion (recess/PE), naptime (store in paper bag or ziploc with name)

All visitors are required to wear a face covering:

- When entering the school building until leaving the school building

Plan for "mask breaks" -

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RESPONSE TO STUDENTS AND STAFF PRESENTING SYMPTOMS OF COVID-19

It is of utmost importance, in an effort to keep our students, staff and community healthy and safe, that we update our behavior to reflect appropriate interventions for being in a pandemic. Therefore, as a school, we must not be cavalier regarding possible presenting symptoms of COVID-19. Consistent with the CDC's recommendations, *individuals with COVID-19 symptoms should be referred to a healthcare provider for evaluation on whether testing is needed.* The student's or staff member's primary care provider is the person who can best determine the next course of action.

Students or Staff Presenting COVID-19 Symptoms or Developing Symptoms During the School Day

- school nurse will be notified and will assess student/staff member
- staff member will be required to go home and contact primary care physician
- student will be taken to the isolation room wearing a mask
- school nurse will contact parent/guardian for student pickup (within 30-45 min.)
- school nurse will advise parent/guardian to contact student's primary care provider for guidance
- student/staff member will not be permitted back to school without a doctor's medical clearance

RESPONSE TO STUDENTS AND STAFF TESTING POSITIVE FOR COVID-19

Any confirmed or suspected exposure to COVID-19 occurring at school MUST immediately be reported to the Ocean County Department of Health 732-341-9700 x7504

- Health officials will provide direction on whether a school should cease operations following the identification of a positive case in the building. The duration may be dependent on staffing levels, outbreak levels in the community and severity of illness in the infected individual.
- All rooms and equipment used by the infected person, and persons potentially exposed to that person, should be cleaned and disinfected in accordance with CDC guidance.

Staff or Student Who is COVID-19 Positive and Symptomatic

- Notify the school nurse/administration
- The school nurse will notify the OCHD and receive guidance

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	<ul style="list-style-type: none"> Quarantine at home for 14 days after your last contact with the infected person In order to return to school, a medical clearance letter from your physician must be presented to the school nurse 	
Guidelines to return to school after being sent home	WAITING ON GUIDANCE FROM OCEAN COUNTY HEALTH DEPARTMENT	
PPE (Personal Protective Equipment)		
<p>PPE will be provided by the school district for students and staff based upon their individual health needs and their exposure risk as determined by their job description. This includes staff who are unable to maintain social distancing due to their duties. Staff will be trained in the proper use and disposal of PPE.</p> <p><i>The CDC provides guidance with donning and doffing PPE</i></p> <p>CDC: Using Personal Protective Equipment</p>	<p>The following PPE will be stored in the health office and outside of the isolation room</p> <ul style="list-style-type: none"> Disposable gown Face mask Face shield Protective Eyewear Disposable isolation gowns Disposable gloves Head bonnets Shoe coverings 	
	ISOLATION ROOM PROTOCOL	
<p>The Isolation Room is an area for students or staff with possible COVID-19 symptoms to isolate from others prior to being sent home.</p>	<ul style="list-style-type: none"> Staff entering the isolation room must don PPE PPE will be located outside of the isolation room PPE will be disposed of in a closed lid trash bin in the isolation room Window in isolation room should remain open Student seating will be at least 6 ft. apart Students must wear a mask if medically appropriate Student' belongings will hang on back of chair or under seat Parent will be called for 	

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	<p>pickup once student enters isolation room</p> <ul style="list-style-type: none"> • When parent arrives, staff member will escort student to meet parent at main entrance (parent's/authorized person's ID will be visualized by staff) • After student leaves, staff member will doff PPE and dispose of it in bin in isolation room • If 911 needs to be called, alert dispatcher the student has signs/symptoms of COVID-19 	
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Protocol When Restraining a Child

<p>Student Hold (CPI) PPE procedure</p>	<p>Wash hands for 20 sec or use hand sanitizer Don appropriate PPE prior to performing the child hold</p> <ul style="list-style-type: none"> • Isolation gown • Face mask • Face shield • Head bonnet (optional) • Shoe coverings (optional) • Disposable gloves <p>Doff PPE after child hold is completed and place in a garbage can with a lid Wash hands for 20 sec with soap and water</p>	

HEALTH OFFICE GUIDELINES

STUDENT MAY NOT VISIT THE HEALTH OFFICE WITHOUT STAFF NOTIFYING THE SCHOOL NURSE PRIOR TO VISIT

In order to prevent potential exposure to infectious diseases, promote isolation, and decrease office congestion, the following conditions should be handled in the classroom:

1. Paper cuts, small abrasions, picked scabs - have them wash hands and apply band aid if needed
2. Minor headaches and/or fatigue - allow them to get snack/drink water first. Better after 20 minutes?
3. Mild stomach ache and/or nausea - allow to use the restroom, drink water, and have snack first. Better after 20 minutes?

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4. Localized bug bite - if no allergy history and not spread over large area of skin, apply cool paper towel to area to help prevent scratching
5. Anxiety/Stress/Psychosocial Issues - if not affecting breathing or medical health try snack, redirection, or please refer to counseling or other applicable services for collaboration.

Teachers should call the school nurse or front desk prior to bringing a student to the health office if they are uncertain or need guidance about student care. Students should be phone triaged before they come to the office.

Well Student Area (Health Office)

- Area for well students with health care needs that cannot be addressed in the classroom
- diabetes management
- injury
- medication administration
- noncontagious health care needs
 - Student must wash hands upon entry to the health office
 - The bathroom in the health office is only to be used by students visiting the health office

Isolation Room

- Area for students with COVID-19 symptoms waiting to be sent home
- Students must wash hands upon entry to the isolation room

See Isolation Room Protocol

Appendix B

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

This 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:

SOCIAL DISTANCING IN INSTRUCTIONAL AND NON-INSTRUCTIONAL ROOMS		
<p>Instructional Rooms</p>	<ul style="list-style-type: none"> • Students will participate on a hybrid/virtual schedule to allow for social distancing. • Desks will be placed 6 feet apart all facing the same direction. • Students will be required to wear masks at all times with the only exception being if they are seated at their desk, however they will be strongly encouraged to wear them then also. “You Move, You Mask”. • Each student will have a 1:1 device. • Each student will have an individual bag of supplies to eliminate shared resources. • All instructional and non-instructional rooms have either windows and/or fresh air ventilation via our HVAC system. • Hand sanitizing stations with alcohol-based sanitizers will be placed at every entrance and exit. • Every instructional and non-instructional space in the building will be stocked with hand sanitizer. • Students will be encouraged to wash hands with soap and water for at least 20 seconds rather than use hand sanitizer in bathrooms and classrooms that have sinks (Preschool, PSD, Kindergarten, 1st grade). • Handwashing/hand sanitizing protocol will be taught to all students and will be implemented on regular intervals throughout the school day. 	<p>Administration will develop policies.</p> <p>Custodial staff will ensure adequate supply of hand washing/sanitizing products.</p> <p>Teachers will monitor compliance.</p>

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<p>Related Services</p>	<ul style="list-style-type: none"> ● Related service providers will work with staff to schedule based on the availability of students ● Related service providers will provide the services according to the IEP to the best extent possible 	<p>Supervisor of Special Services</p>
	<p>Procedures</p> <ul style="list-style-type: none"> ○ Students and providers will sanitize hands prior to starting service ○ Students and providers will wear masks during services if appropriate <ul style="list-style-type: none"> ■ For Speech services or services requiring the ability to see a person’s mouth, clear face shields will be worn in conjunction with face masks with clear cutouts for the mouth. ○ Students and providers will sanitize hands at the conclusion of the session ○ Providers will wipe down equipment in between each session ○ Providers will offer and execute virtual services to students who are unable to attend school in person, if their parent/guardian deems it appropriate ○ Small group therapy sessions will only be conducted if the provider and students can maintain social distancing, students are pulled from the same classroom. ○ To the greatest extent possible related service providers will provide services directly outside of the classroom to students to reduce traveling throughout the building. <p>Service Delivery</p> <ul style="list-style-type: none"> ● Speech/ABA <ul style="list-style-type: none"> ○ Virtually 1:1 or small group if deemed appropriate by the treating therapist. ○ In person - Two desks set up outside in the hallway 6 ft. apart to conduct 1:1 therapy. 	<p>Administration will develop policies.</p> <p>Custodial staff will ensure adequate supply of hand washing/sanitizing products.</p> <p>Teachers will monitor compliance.</p>

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	<ul style="list-style-type: none">● Occupational & Physical Therapy<ul style="list-style-type: none">○ 1:1 or small group○ Small group (maximum 3 students all from the same class) working in the hallway outside their classroom.○ In person - Two desks set up outside in the hallway 6 ft. apart to conduct 1:1 therapy.	
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Appendix C

Critical Area of Operation #3 – Transportation

Transportation Arrival & Dismissal Procedures

School district reopening plans should establish the process and location for student and staff health screenings. This should include providing 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. When it is not possible to maintain physical distancing, schools must require the use of face coverings.

Durham Transportation Services:

[CDC: What Bus Transit Operators Need to Know About COVID-19](#)

<p>Bus Arrival Parents will be responsible for completing the Daily Screening on Parent Square.</p> <p>Students will be temperature screened by a trained staff member before seating.</p> <p>Students must wear a mask if seating it unable to accommodate 6ft of social distancing</p>	<ul style="list-style-type: none"> ● Busses will unload one at time with students exiting one at a time at a staggered pace ● Staff will provide hand sanitizer upon exiting the bus ● Multiple entry points for grade levels based on location of classroom to minimize travel in the building ● Signage for social distancing ● Single file ● Grade level entry signs ● Markouts while standing in line ● Visual cues, signage, and barriers to direct traffic flow and demonstrate social distancing. <p>Disinfecting:</p> <ul style="list-style-type: none"> ● Entry areas and touch points will be disinfected after student arrival by trained staff and/or 	<p>Durham Bus Company Assigned staff for bus duty Administration-schedule and protocols</p>
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	<p>custodial staff</p>	
<p>Walker/Drop off Arrival Students will be temperature screened by a trained staff member before seating. Parents will be responsible for completing the Daily Screening on Parent Square.</p>	<ul style="list-style-type: none"> • Trained staff will be posted at several locations along the drop off lane for temperature screening • Staff will provide hand sanitizer at each entrance • Students will follow entry paths to multiple entrances based on grade level and class location • Students will be staggered upon entry to maintain social distancing • Visual cues, signage, and barriers to direct traffic flow and demonstrate social distancing. 	<ul style="list-style-type: none"> • Parents are to remain the vehicle during drop off • Parents are required to be mask if walking their child • Parents not wearing masks will be ask to leave the school grounds • Increase in anticipated wait time
<p>Bus Dismissal Staggered dismissal schedule needed</p>	<ul style="list-style-type: none"> • Students will be dismissed in bus groupings (e.g. T1 Group 1) correlating to student seating placement on the bus • Schedule adjustments for 4 busses with groupings. • Visual cues, signage, and barriers to direct traffic flow and demonstrate social distancing 	<p>Administration - schedule Staff bus duty procedures</p>
<p>Walker/Pick Up Dismissal Staggered dismissal schedule needed</p>	<ul style="list-style-type: none"> • Staggering of grade level dismissals • Visual cues, signage, and barriers to direct traffic flow and demonstrate social distancing • Determine "holding" 	<ul style="list-style-type: none"> • Parents are to remain the vehicle during drop off • Parents are required to be mask if walking their child • Parents not wearing masks will be ask to

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	<p>area behind cones and using the black top to spread classes out.</p>	<p>leave the school grounds</p> <ul style="list-style-type: none">• Increase in anticipated wait time• Inclement weather hold each cohort in their classroom be called <u>by radio</u> from the pick up lane to avoid crowding?• Staff on duty can radio for up to 6 cars at a time.

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

SCREENING

Staff and students will be safely and respectfully screened each school day for symptoms of and history of exposure to COVID-19. Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. If a 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. Accommodations will be made when screening a student with disabilities.

<p>Entry Screening for Staff</p>	<ul style="list-style-type: none"> ● Complete a daily health screening report via <i>ParentSquare</i> prior to coming to school ● An automated temperature scanner will be installed in the Main Entrance to the building for all staff and visitors to be temperature screened. ● Temperature screening at main entrance to building
<p>Entry Screening for Students</p>	<ul style="list-style-type: none"> ● Parent/Guardian to complete a daily health screening report via <i>ParentSquare</i> prior to their student coming to school (manual health screening report will be available if no access to internet) ● Temperature screening prior to school entry <ul style="list-style-type: none"> ○ Bus riders: before getting on the bus by district staff member. ○ Parents will be notified that students who do not meet screening criteria will not be permitted on bus. ○ Car riders: before getting out of car ○ Walkers: before entering school building ● Presence of visual symptoms of illness (runny nose, cough) ● Parents will be notified prior to the beginning of the school year that children should not walk to school unattended as the possibility exists that they will be turned away if they do not pass the screening. ● If a child does arrive at school unattended and does not pass the screening, there will be an isolation room where they will stay until a parent/guardian can pick them up. ● If a child arrives at school and does not pass the temperature screening and they indicate it is a temporary condition due to walking/riding to school, they will be placed in the isolation room

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	<p>and rescreened after a 10 minute time period has elapsed. Once rescreened, if their temperature is less than 100.0 degrees Fahrenheit, they will be permitted to move to their classroom. If their temperature is still elevated the parent/guardian will be notified to come pick them up within a reasonable period of time.</p> <p>Daily Log of Screenings ParentSquare Web Based/App Health Screening based on the following guidelines per NJ.Gov NJ.Gov: Daily Log Child & Staff Entry</p> <p>Results will be documented when a student/staff member has any of the signs/symptoms of COVID-19.</p> <p><i>TES Google Tracking Doc</i></p>
<p>Entry Screening for Visitors</p>	<ul style="list-style-type: none">● Temperature screening at main entrance to building● Visitors to the building will be extremely restricted as follows:<ul style="list-style-type: none">○ People dropping off lunch/musical instruments/etc. for students will be screened via our camera system and then let into the Main Entrance where they will leave the student items in the provided drop box to be retrieved and disinfected by a district staff member before being delivered to students.○ Parents dropping off students after the approved arrival time will be screened via our camera system and then the student only will be let into the Main Entrance where the automated temperature scanner will confirm they are not symptomatic prior to their being admitted to the school building.○ Parents picking up a student prior to the approved dismissal time:<ul style="list-style-type: none">■ Person picking up the student must buzz in and show identification at the Main Entrance door. Then they may enter the foyer and wait for their student.■ If a student is leaving early and is NOT being sent home due to illness or COVID-19 symptoms they will be permitted to walk down stairs to meet the parent (if too young, a secretary will accompany them down the stairs to meet the parent).■ If a student is leaving early due to sickness or COVID-19 symptomology they will be walked down to meet the parent once appropriate identification has been shown.○ Visitor protocol:<ul style="list-style-type: none">■ Buzz in at Main Entrance, show evidence of mask, answer screening questions (done by secretary), and be admitted to Main Entrance Foyer.

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	<ul style="list-style-type: none">■ Be temperature screened by automated temperature scanner.■ Upon meeting temperature scanning requirements be admitted to Main Office and complete Sign In Sheet which will indicate where in building visitor will be to allow for potential contact tracing■ All visitors MUST be escorted within building
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Student Flow: Entry, Exit, and Common Areas

[CDC: Considerations for Schools](#)

<p><u>Arrival and Dismissal Procedures</u> Should Minimize Student Movement in the Building as Much as Possible. <i>See Transportation Guidance Document</i></p>		
<p>Outside the Classroom (Students)</p>	<p>Bathrooms:</p> <ul style="list-style-type: none"> ● Limit occupancy of all gang bathrooms <ul style="list-style-type: none"> ○ Need to assign bathrooms? ○ Bathroom break times ○ Close stall in between stalls ○ Visual cues/signs posted outside the bathroom on the wall/door for occupancy cues <p>Halls:</p> <ul style="list-style-type: none"> ● At places where students typically wait in line, mark spots on the floor or walls 6 feet apart to indicate where to stand <p>Elevators:</p> <ul style="list-style-type: none"> ● Single occupancy use with documentation necessitating use 	<p>Administration & Facilities - schedule</p>
<p>Outside the Classroom (Staff)</p>	<p>Staff Lounge</p> <ul style="list-style-type: none"> ● Art Room <ul style="list-style-type: none"> ○ Mark out seating ○ Mark out floor directional ● Visual cues/signs posted outside the bathroom on the wall/door for occupancy cues 	<p>Hold virtual PLC and staff meetings when large group</p>
<p>Remote Considerations</p>	<p>Back to School Night Assemblies Meetings Performances Conference</p>	<p>Committee to assist in revising "traditional" school functions</p>
<p>Social Distancing in Entrances, Exits, and Common Areas and at entrances and exits.</p>	<ul style="list-style-type: none"> ● Masks will be required in all areas of the building with the exception of students sitting at socially distanced desks, as well as on sidewalks ● All adults on school property will be required to wear a mask at all times. 	

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	<ul style="list-style-type: none">• Staggered entrance and exit times as well as the adjustment to our arrival and dismissal times• to use multiple doors will assist in social distancing in these areas.• Use of common areas other than for arrival and dismissal will be minimal as lunch will be in the classrooms, specials will be in the classrooms, and the library will only be upon request.• Signage will be placed both inside and outside of the building to identify appropriate social distancing, traffic flow, etc.• Staff members will be placed throughout the building as well as at entrances and exits, including bus lane, drop-off and pick-up lane, and walker area to ensure social distancing.	
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Appendix E
Critical Area of Operation #5 - Screening, PPE, and Response to Students and Staff Presenting Symptoms

SCREENING

Staff and students will be safely and respectfully screened each school day for symptoms of and history of exposure to COVID-19. Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. If a 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. Accommodations will be made when screening a student with disabilities.

<p>Entry Screening for Staff</p>	<ul style="list-style-type: none"> ● Complete a daily health screening report via <i>ParentSquare</i> prior to coming to school ● An automated temperature scanner will be installed in the Main Entrance to the building for all staff and visitors to be temperature screened. ● Temperature screening at main entrance to building
<p>Entry Screening for Students</p>	<ul style="list-style-type: none"> ● Parent/Guardian to complete a daily health screening report via <i>ParentSquare</i> prior to their student coming to school (manual health screening report will be available if no access to internet) ● Temperature screening prior to school entry <ul style="list-style-type: none"> ○ Bus riders: before getting on the bus by district staff member. ○ Parents will be notified that students who do not meet screening criteria will not be permitted on bus. ○ Car riders: before getting out of car ○ Walkers: before entering school building ● Presence of visual symptoms of illness (runny nose, cough) ● Parents will be notified prior to the beginning of the school year that children should not walk to school unattended as the possibility exists that they will be turned away if they do not pass the screening. ● If a child does arrive at school unattended and does not pass the screening, there will be an isolation room where they will stay until a parent/guardian can pick them up. ● If a child arrives at school and does not pass the temperature screening and they indicate it is a temporary condition due to walking/riding to school, they will be placed in the isolation room and rescreened after a 10 minute time period has elapsed. Once rescreened, if their temperature is less than 100.0 degrees

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	<p>Fahrenheit, they will be permitted to move to their classroom. If their temperature is still elevated the parent/guardian will be notified to come pick them up within a reasonable period of time.</p> <p>Daily Log of Screenings ParentSquare Web Based/App Health Screening based on the following guidelines per NJ.Gov NJ.Gov: Daily Log Child & Staff Entry</p> <p>Results will be documented when a student/staff member has any of the signs/symptoms of COVID-19.</p> <p><i>TES Google Tracking Doc</i></p>
<p>Entry Screening for Visitors</p>	<ul style="list-style-type: none">● Temperature screening at main entrance to building● Visitors to the building will be extremely restricted as follows:<ul style="list-style-type: none">○ People dropping off lunch/musical instruments/etc. for students will be screened via our camera system and then let into the Main Entrance where they will leave the student items in the provided drop box to be retrieved and disinfected by a district staff member before being delivered to students.○ Parents dropping off students after the approved arrival time will be screened via our camera system and then the student only will be let into the Main Entrance where the automated temperature scanner will confirm they are not symptomatic prior to their being admitted to the school building.○ Parents picking up a student prior to the approved dismissal time:<ul style="list-style-type: none">■ Person picking up the student must buzz in and show identification at the Main Entrance door. Then they may enter the foyer and wait for their student.■ If a student is leaving early and is NOT being sent home due to illness or COVID-19 symptoms they will be permitted to walk down stairs to meet the parent (if too young, a secretary will accompany them down the stairs to meet the parent).■ If a student is leaving early due to sickness or COVID-19 symptomology they will be walked down to meet the parent once appropriate identification has been shown.○ Visitor protocol:<ul style="list-style-type: none">■ Buzz in at Main Entrance, show evidence of mask, answer screening questions (done by secretary), and be admitted to Main Entrance Foyer.■ Be temperature screened by automated temperature scanner.■ Upon meeting temperature scanning requirements be admitted to Main Office and complete Sign In Sheet which will indicate where in building visitor will be to allow for potential contact tracing■ All visitors MUST be escorted within building

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PPE (Personal Protective Equipment)		
<p>PPE will be provided by the school district for students and staff based upon their individual health needs and their exposure risk as determined by their job description. This includes staff who are unable to maintain social distancing due to their duties. Staff will be trained in the proper use and disposal of PPE. <i>The CDC provides guidance with donning and doffing PPE</i> CDC: Using Personal Protective Equipment</p>	<p>The following PPE will be stored in the health office and outside of the isolation room</p> <ul style="list-style-type: none"> ● Disposable gown ● Face mask ● Face shield ● Protective Eyewear ● Disposable isolation gowns ● Disposable gloves ● Head bonnets ● Shoe coverings 	

Response Procedures for Report of COVID-19 Positive Staff or Student
<p>Parent/Staff notifies the school that the student/staff member is COVID-19 positive. Confirm with the parent the last day the student was in school and date the student/staff developed symptoms. Confirm with the parent/guardian if a student has siblings also in school with their full first and last names, grade level, and teacher.</p>
<p>Immediately notify School Nurse and Administration</p>
<p>School Nurse will immediately notify OCHD 732-341-9700 x7504 School Nurse to have information for OCHD readily available:</p> <ul style="list-style-type: none"> ● Name of student/staff ● Date the person was last in the building ● Date the person developed symptoms ● Types of interactions the student/staff may have had with other people in the building or in other locations, ie school bus ● If other persons in the building have developed symptoms ● And any other information to assist the OCHD
<p>When a student/staff test positive for COVID-19, the school should immediately notify local health officials, staff & families of a possible or confirmed case while maintaining confidentiality.</p> <ul style="list-style-type: none"> ● If the COVID positive student has a sibling in school, the school nurse needs to notify that school and child should be sent home regardless if symptomatic or not.

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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.

- The School Nurse has completed the Johns Hopkins University’s COVID-19 Contact Training Course <https://coronavirus.jhu.edu/contact-tracing>



Contact Tracing

Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19. All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, should be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. School districts should collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.

Define close contact (in a room without mask within 6 ft for 10-30min)	Have a list of each classroom group of students and their teachers Who else enters that room Johns Hopkins: Contact Tracing	All School Staff
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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

Tuckerton Borough School District will be implementing a custodial facilities plan focusing on three specific areas due to the ongoing pandemic in order to maintain the highest level of standards for clean, safe, and healthy school facilities; Summer Cleaning, Interim Disinfection, Daily Cleaning Procedures.

Summer Cleaning

Each summer the Tuckerton Borough School District Custodial staff provides restorative cleaning and maintenance in order to prepare for the upcoming school year. This summer we will be providing the services listed below while simultaneously maintaining safe working conditions as recommended by the CDC. Staff will practice social distancing and wear masks. Gloves will also be made available to staff.

Summer Cleaning Tasks Include (but are not limited to):

- 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 Mirrors: cleaned
- White boards and Chalk boards: 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 dispensers 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, and shined. Doorknob and hinges working properly
- Furniture: Fingerprints, writing, gum removed and dusted, chair glides cleaned, trash cans washed
- Baseboards: Cleaned and attached to the wall
- Restroom: Toilets and sink thoroughly cleaned and working properly, floor cleaned, towel and soap dispensers working properly and filled, vents cleaned

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	<ul style="list-style-type: none"> ● 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 ● Furniture back in place ● Final Inspection complete. Ready for class
<p>Interim Disinfection</p>	<p>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 will begin when students or staff return to school. Deeper comprehensive cleaning and disinfection to be completed during off hours to further reduce potential spread of any bacterial and viral pathogens.</p> <p>Tuckerton Borough School District will use disinfectants which are EPA approved for use against Covid-19. These chemicals will be listed in our Covid-19 Right to Know List. (This list will be accessible in the Main Office of the school building.) Each chemical is 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. We have disinfectants that have both 5 and 10 minutes dwell times. Staff will be trained for proper use of disinfectants. While students are in session custodians will focus on these high touch areas. The disinfectant will be sprayed or wiped on surfaces and left to dry over a five or ten minute period. Food contact surfaces will be rinsed with potable water after the dwell time.</p> <p>Staff will be reminded daily to clean high touch point surface areas. Specific protocols, procedures, and assignments will be available in the Facilities Manager's Office.</p> <p>Daily Tasks:</p> <ol style="list-style-type: none"> 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. 4. Wipe dry after 10 minutes or let air dry. 5. Rinse all surfaces that come in contact with food with potable water. <p>Examples of High Touch Points:</p>

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	<ol style="list-style-type: none">1. Door Knobs2. Railings3. Student Chairs and Desks4. Toilets5. Soap Dispensers6. Toilet Flush Handles7. Faucets8. Sinks9. Water Fountains10. Paper Dispensers11. Light Switches12. Handles13. Buttons14. Sanitary Receptacles15. Countertops <p>Precautions:</p> <ol style="list-style-type: none">1. Always wear appropriate Personal Protective Equipment when cleaning.2. Do not breathe spray.3. Refer to the label for complete instructions.
<p>Comprehensive Daily Cleaning</p>	<p>Each evening the Tuckerton Borough School District custodial staff will complete comprehensive daily cleaning services for our facilities. During the fall of 2020 we will be providing a more comprehensive cleaning program that will incorporate the usage of various EPA approved for Covid-19 disinfectants. This cleaning will be more detailed and in-depth. Staff will not only focus on high touch point areas in areas such as hallways and stairwells but also disinfect areas such as classrooms and areas continually in use during the school day. Common areas such as gymnasium, cafeteria, etc. will not be used and bathrooms will be cleaned multiple times a day following a schedule created by our Facilities Manager.</p> <p>CARES Act funds will be utilized to purchase equipment and supplies and also to hire an additional full time custodian in order to maintain appropriate levels of sanitation and cleanliness.</p>

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Appendix H
Critical Area of Operation #8 – Meals

Meals

<p>If cafeterias or other group dining areas are in use, school districts must stagger eating times to allow for social distancing and disinfecting of the area between groups. Additionally, districts must discontinue family-style, self-service, and buffet-style dining and maintain social distancing. Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food service items.</p>		
<p>Breakfast Classroom supplies to be kept in the classroom (napkins, utensils)</p>	<ul style="list-style-type: none"> ● Students will pre-order their breakfast a week in advance ● Students will report to their classrooms in the morning ● Trained staff will pick up the meals from the cafeteria and transport them to each classroom ● Additional trash cans will be located in each hallway for breakfast disposal ● Custodial staff will change bags in the morning before lunch ● "Move You Mask" student masking ● All Free and Reduced eligible students will automatically receive breakfast 	<p>Administration-scheduling Nutri-serve Aides</p>
<p>Lunch Classroom supplies to be kept in the classroom (napkins, utensils)</p>	<ul style="list-style-type: none"> ● Students will pre-order lunch each morning and teachers will record choices using Oncourse ● Trained staff will pick up meals from the cafeteria and transport them to each classroom ● Additional trash cans will be located in each hallway for lunch disposal (trays?) ● Homeroom teacher will supervise lunch (30 minutes) and will be provided their own 30 minute "duty free" lunch ● "Move You Mask" student masking 	<p>Administration-scheduling Nutri-serve Aides <i>Need to contact Mike Simoncini - about ordering platform. Can we use Oncourse?? Snacks for purchase?</i></p>
<p>Free and Reduced Eligible Students</p>	<ul style="list-style-type: none"> ● All free/reduced meal students will automatically receive free breakfast and lunch on days when they are present in school for in person instruction. ● All free/reduced meal students will receive 3 bagged breakfasts and 3 bagged lunches including milk to cover the 3 school days they are no present at the school. Monday/Tuesday cohort students will 	

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	<p>receive 3 days of bagged meals to take home on Tuesday and Thursday/Friday students will receive 3 days of bagged meals to take home on Friday.</p> <ul style="list-style-type: none">● Bagged meals that are going home will be packed in backpacks to provide for stigma free, easy transport by elementary school students.● In the event we are full virtual, we will continue weekly meal pick-ups (and delivery where needed) which has been going on in collaboration with Pinelands and Little Egg Harbor School Districts since school closures in March.	
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Appendix I
Critical Area of Operation #9 – Recess/Physical Education

This 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.

Recess & Physical Education

<p>School districts must complete an inventory of outdoor spaces and mark off areas to ensure separation between students. Recess must be staggered by groups and staff must disinfect playground equipment and other shared equipment between uses. School districts should also consider closing locker rooms and encouraging students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.</p>		
Recess	<ul style="list-style-type: none"> ● Playground equipment will be closed ● Field and basketball court will be clearly marked into sections using traffic cones and spray paint which will rotate during the week ● Each class will have it's own recess bag of equipment which will be wiped down every day ● All grade levels will receive 20 minutes of recess outdoors weather permitting ● Indoor recess will be held in the classroom on inclement weather days ● Students will wash hands in classroom or use hand sanitizing station at door after recess. 	Administration - schedule Mr. Smith
Physical Education	<ul style="list-style-type: none"> ● Classes will participate in physical education classes at assigned locations outside ● Field and basketball court will be clearly marked into sections using traffic cones and spray paint which will rotate during the week ● Students will wash hands in classroom or use hand sanitizing station at door after recess. 	Administration - schedule Mr. Smith
Health	<ul style="list-style-type: none"> ● Classes will participate in health classes via live stream into the classroom and/or Google Classroom 	Administration - schedule Mr. Smith

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

This 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.

At this time Tuckerton Borough School District will not offer any field trips or extra-curricular activities. We typically have limited use of our school facilities outside of school hours during the winter and we will re-evaluate whether to make that available as circumstances dictate at that time.

Appendix K
Academic, Social, and Behavioral Supports

This 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.

Social-Emotional Learning/Supports

<p>School district reopening plans should also consider the impact of social isolation on both educators, students and parents. School districts should develop SEL content which will be critical in re-engagement. SEL content should consider the importance of re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. SEL resources including wrap around services and supports should be considered for students, educators, and parents.</p>		
<p>Social Emotional Needs</p>	<p><i>Students</i></p> <ul style="list-style-type: none"> ● Reopening sub-committee established weekly themes to address the social and emotional needs of students prek-6. <ul style="list-style-type: none"> ○ Teachers will conduct daily morning meetings to introduce, review and reinforce themes. ○ SEL lessons will be taught weekly to students by the School Counselor & School Social Worker. ○ Individual and small group counseling will be available to students with parent consent. <ul style="list-style-type: none"> ■ Social distancing will be required ■ Students and provider must wear a mask ■ Students and staff will hand sanitize before and at the conclusion of the session. ■ Staff will disinfect any surfaces/furniture used before another student is serviced. ● HIB lessons will be conducted using a hybrid model with in person instruction in conjunction with prerecorded/virtual content. 	<p>Administration Supervisor of Special Services School Counselor Teachers Paraprofessionals when appropriate</p>

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	<p><i>Teachers</i></p> <ul style="list-style-type: none"> ● One of the reopening sub-committees created professional development for teaching staff and other school personnel to address the return to school, the new normal, anxiety, etc. ● Teacher lead professional development will allow for sufficient Q &A and group discussion at an appropriate social distance. ● Teachers that sit on the sub committee for SEL will be mentors to the staff throughout the school year who are able to provide support and information as needed. <p><i>Parents</i></p> <ul style="list-style-type: none"> ● A comprehensive list of resources ranging from mental health to food pantries will be created with live links and added to the school website for parents to access. ● Parent information sessions will be created and conducted virtually on a myriad of topics that align with student SEL themes as identified by the sub-committee. <ul style="list-style-type: none"> ○ Content to be shared virtually with live Q&A to follow pre-recorded presentations. 	
<p>Themes by week*</p>	<p>Week 1: Routines for Success, Transitioning back to school, Class/School Rules, Bank on it</p> <p>Week 2: Routines for Success, Transitioning back to school, Class/School Rules, Bank on it</p> <p>Week 3: Health & Selfcare</p> <p>Week 4: Respect</p> <p>Week 5: Citizenship</p> <p>Week 6: Friendship/Socializing</p> <p>Week 7: Honesty/Trust</p> <p>Week 8: Thankfulness/gratitude</p> <p>Week 9: Self Control/Awareness/Patience</p>	

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	<p>Week 10: Kindness/Compassion</p> <p>Week 11: Creativity</p> <p>Week 12: Patience</p> <p>Week 13: Courage/Bravery</p> <p>Week 14: Pride</p> <p>Week 15: Perspective & Empathy</p> <p>Week 16: Perseverance/persistence</p> <p>*This is only the first 16 weeks of themes, the remainder will be established on an on-going basis by the SEL sub-committee*</p>	
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Multi-Tiered Systems of Support (MTSS)

<p>School district reopening plans should also consider MTSS is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through 6 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. Wraparound services should be considered in addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.</p>		
<p>Child Study Team</p>	<ul style="list-style-type: none"> ● <i>CST - procedures for case managers and teachers</i> <ul style="list-style-type: none"> ○ Teachers will be responsible for implementing each student's IEP as written to the greatest extent possible. ○ Teachers will be responsible for collecting data on IEP goals and objectives. ○ Case managers will work collaboratively and closely with teachers to ensure that IEPs are being implemented and student needs are met. ○ Teachers and CST members will follow the CST guidelines as set forth in the TES CST Manual and as stated under N.J. A.C. 6A-14. ○ 	<p>Supervisor of Special Services Child Study Team members Teachers 504 committee members I&RS committee members</p>

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- *CST evaluations*
 - Only 1 student to be evaluated at a time. A schedule will be created for CST members to utilize to schedule accordingly.
 - If parents attend they must wait outside of the building in their car or in a designated waiting area until evaluations are completed.
 - Staff set up table in office with plexiglass shield on table
 - Staff wear clear face shield & a mask for the duration of the evaluation
 - If testing more than one student a day, any materials/furniture touched by students should be sanitized and disinfected after each student
 - If deemed appropriate by the team members in the planning meetings evaluations may be conducted virtually.

- *CST meetings*
 - Teachers are responsible for collecting and maintaining data on student performance to be used by the CST teams for annual review, initial planning and re-evaluation planning meetings.
 - Meetings take place in the Conference Room with staff only in person
 - Parents will participate virtually via phone conference or video conference, parent choice. Parents are not able to participate in person.
 - Staff can participate virtually, if preferred
 - Staff must sit 6 feet apart during meetings
 - Only 2 people at a time in the conference room at one time to maintain social distancing.
 - Masks should be worn during the meeting
 - If more than one meeting being held in a day (with different people present),

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	<p>chairs, table etc. should be wiped down in between</p>	
<p>Related Services</p>	<ul style="list-style-type: none"> ● <i>Related Services</i> <ul style="list-style-type: none"> ○ Related service providers will work with staff to schedule based on the availability of students ○ Related service providers will provide the services according to the IEP to the best extent possible ● Procedures <ul style="list-style-type: none"> ○ Students and providers will sanitize hands prior to starting service ○ Students and providers will wear masks during services if appropriate <ul style="list-style-type: none"> ■ For Speech services or services requiring the ability to see a person's mouth, clear face shields will be worn in conjunction with face masks with clear cutouts for the mouth. ○ Students and providers will sanitize hands at the conclusion of the session ○ Providers will wipe down equipment in between each session ○ Providers will offer and execute virtual services to students who are unable to attend school in person, if their parent/guardian deems it appropriate ○ Small group therapy sessions will only be conducted if the provider and students can maintain social distancing, students are pulled from the same classroom. ○ To the greatest extent possible related service providers will provide services directly outside of the classroom to students to reduce traveling throughout the building. ● Service Delivery <ul style="list-style-type: none"> ○ Speech/ABA <ul style="list-style-type: none"> ■ Virtually 1:1 or small group if deemed appropriate by the treating therapist. 	

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	<ul style="list-style-type: none"> ■ In person - Two desks set up outside in the hallway 6 ft. apart to conduct 1:1 therapy. ○ Occupational & Physical Therapy <ul style="list-style-type: none"> ■ 1:1 or small group ■ Small group (maximum 3 students all from the same class) working in the hallway outside their classroom. ■ In person - Two desks set up outside in the hallway 6 ft. apart to conduct 1:1 therapy. 	
504 Committee	<ul style="list-style-type: none"> ● Teachers are responsible for collecting and maintaining data on student performance to be used by the 504 committee. ● 504 meetings will be scheduled virtually within 5 weeks of school opening. ● Teachers will be responsible for implementing individual student 504 accommodation plans. ● 	
I&RS Committee	<ul style="list-style-type: none"> ● Teachers are to bring student academic and behavioral concerns to the attention of the I&RS Coordinator via email. If deemed appropriate the I&RS Coordinator will share out the referral documents. Teachers must speak to the I&RS coordinator prior to completing any documentation. ● New cases will follow current I&RS procedures ● Cases from the 2019-2020 school year will continue to be monitored by the committee. 	

Appendix L
Restart Committee

This 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.

SCHOOL REOPENING COMMITTEE:

ROLE	NAME
Superintendent	Janet Gangemi
Business Administrator	Janet Gangemi
Principal	Siobhan Grayson
Supervisor of Special Services	Brianna Gibaldi
Facilities Manager	Brian Mathis
Technology Coordinator	Kyle Calderwood
TEA President	Barbarann Powers
Transportation	Janet Gangemi in coordination with Pinelands Reg.
School Nurse	Susan Sauer
Food Service	Michael Simoncini, NutriServ
Board of Education President	Trisha Horner
Teacher	Jodi Ventresca
Teacher	Karl Ubelhoer
Teacher	Toni Lyn Vidro
Teacher	Trish Evans
Teacher	Amelia Paszkewicz
Parent	Jen Suralik
Parent	Liz Saunders
Tuckerton Borough OEM	Jenny Gleghorn
TES SRO	John Sanzari
Insurance Broker	Tim Irons
School Physician	Dr. Schmoll

Appendix M
Pandemic Response Teams

This 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.

As a one school district whose resources are limited we utilize the same team members from our School Reopening Committee for our Pandemic Response Team. Many of these individuals likewise participate on our School Crisis Response Team.

ROLE	NAME
Superintendent	Janet Gangemi
Business Administrator	Janet Gangemi
Principal	Siobhan Grayson
Supervisor of Special Services	Brianna Gibaldi
Facilities Manager	Brian Mathis
Technology Coordinator	Kyle Calderwood
TEA President	Barbarann Powers
Transportation	Janet Gangemi in coordination with Pinelands Reg.
School Nurse	Susan Sauer
Food Service	Michael Simoncini, NutriServ
Board of Education President	Trisha Horner
Teacher	Jodi Ventresca
Teacher	Karl Ubelhoer
Teacher	Toni Lyn Vidro
Teacher	Trish Evans
Teacher	Amelia Paszkewicz
Parent	Jen Suralik
Parent	Liz Saunders
Tuckerton Borough OEM	Jenny Gleghorn
TES SRO	John Sanzari
Insurance Broker	Tim Irons
School Physician	Dr. Schmoll

Appendix N
Scheduling of Students

This 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:

<p>SCHOOL DAY</p>	<ul style="list-style-type: none"> • Tuckerton Elementary School will operate on a Hybrid Schedule. • Students will be placed in cohorts on an AB rotation (one group of students will attend school on Monday/Tuesday and the other group of students will attend school on Thursday/Friday). • Students will be required to log on every day at the assigned time for lessons either in person or recorded. • Attendance will be taken every day and board approved attendance policies will be followed. • Wednesday will be a Virtual Learning Day for all students, in order to allow for appropriate cleaning of the facility between student cohorts. • School day will run on a normal schedule with student arrival at 7:50 and student dismissal at 2:35. We will stagger preschool and kindergarten arrival and dismissal by 5 minutes each in order to aid with social distancing. • Self-contained and special education students including Preschool Disabled will attend all four days (Monday, Tuesday, Thursday, Friday) in an effort to provide them the maximum educational support and related services. • Students will remain with their cohort the entire school day in their classroom. • Students will take home their belongings at the end of the second day of their cohort so desks and chairs may be adequately cleaned between cohorts. • Breakfast will be delivered to the classroom by district staff. • Lunches will be held in the classroom with food being delivered by district staff. • Recess will be outside, 1 grade level at a time (approximately 30 - 40 students) on a sectioned field and basketball court such that each class will have their own section for recess to minimize contact with another cohort. • Specials will be streamed into the class from the respective special area teacher’s room with 	<p>Administration Teaching Staff Non-Instructional Staff Custodial Staff</p>
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	<p>the exception of Physical Education which will be held outside (see Appendix I). Materials needed for special areas (Art, World Language, Music, Health, STEAM) will be prepared and delivered by the special area teacher. Cart with materials will be left outside classroom for teacher to bring in and distribute to students after being sprayed to disinfect.</p> <ul style="list-style-type: none"> • Within the classroom, students will not be permitted to share materials. • All students will have their own 1:1 device for use in school as well as at home. • Hot Spots will be provided to any family who has a need for internet access at home. • All teachers will be prepared to move to all Virtual Learning should it be necessary due to a local or statewide health emergency. <p>****IF A LARGE NUMBER OF FAMILIES OPT FOR ALL VIRTUAL LEARNING WE WILL CONSIDER BRINGING ALL OTHER STUDENTS IN 4 FULL DAYS A WEEK FOR IN PERSON INSTRUCTION IF OUR CAPACITY WILL ALLOW FOR THAT.</p> <p>****If we need to pivot to all virtual, students will be prepared as they will take their devices home every day.</p>	
<p>Educational Program</p>	<ul style="list-style-type: none"> • Curriculum will be delivered in both synchronous and asynchronous ways in order to maximize instructional effectiveness and to accommodate individual student/family needs. • All students with IEP or 504 Plans will continue to receive the accommodations, modifications, services and supports identified in their respective plans to the greatest extent possible. • Teachers will have common planning time on a daily basis of no less than 45 minutes. • Attendance policies will reflect expectations for participation while recognizing the need for flexibility. • Morning Meeting will be a daily practice with those students who are virtual on a given day logging in for that time period to join the students who are present in school. • All staff and students have 1:1 devices in order to pivot to remote learning as required. • A variety of online programs which are currently a part of our traditional learning environment will support students in the virtual environment as well. (Achieve 3000, ST Math, IXL, Fast Forward, Reading Assistant). 	

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	<ul style="list-style-type: none">• All classes both in person and online will be small groups no larger than ten students which will allow for intensive hands on instruction.• There will be a dedicated teacher for virtual instruction so that the in person teacher does not have to support both modalities.• Anecdotal data was collected and analyzed at the end of the 19-20 school year which enabled us to created class lists for the upcoming school year and assess needs for intervention and remediation up on return to instruction.• Assessment via NWEA MAP testing in September will allow us to accurately evaluate where students are with respect to standards and appropriately develop instruction.• Student familiarity with online programs already in place in the district will support the continuation of student progress along with built in methodologies for differentiation as well as student assessment.• Social/Emotional Lessons will be incorporated on a scheduled basis following designated weekly themes.	

Appendix O Staffing

- The Restart Committee consists of the TEA Association President and Vice President to enable ongoing communication in anticipation of staffing and scheduling decisions.
- The Restart Committee additionally consists of 5 teachers which is 15% of the teaching staff.
- Staff have been surveyed to identify any needs including medical, social and emotional, and child care.
- All staff have a 1:1 device.
- The district has developed 3 distinct schedules which address staffing roles and responsibilities:
 - 100% in person learning
 - Hybrid in-person /virtual learning
 - 100% virtual learning
- The district will follow all NJDOE guidance regarding mentoring and educator evaluation.
- The district has no need for any emergency certifications.
- A full presentation of the plan will be made to staff by the end of July.
- Staff will be full trained on all new protocols including but not limited to:
 - Social distancing
 - Face covering protocol
 - Common On-line platforms to be used
 - Creation of standards based lessons
 - Virtual Learning expectations:
 - Schedule
 - Assignments
 - Availability to students
 - Digital Citizenship
- Teacher Experts will be designated in areas such as:
 - Google Classroom, Hapara
 - Cross Content Lessons
 - Social/Emotional Learning Infusion
 - Website Expectations
 - Online Assessments
- Supply/material bags will be sent home for each student to use on virtual learning days
- Procedures for teacher evaluation/observation will be developed in conjunction with the Teachers Association.
- Plans for Virtual New Student Orientation, Virtual Welcome Back to School, and Virtual Back to School Night will be developed in conjunction with the Teachers Association.
- Ongoing parent, staff, and surveys will be developed and distributed by the Restart Committee and/or the School Social Worker and School Counselor to assess effectiveness of schedule, instruction, and emotional well being.
- Substitute teachers will be required to follow all school protocols including screening.
- Where possible rather than hiring substitute teachers, an alternate staff member will be used in order to minimize people in the building.
- A "Technology Help Center" will be set up and staffed by teacher volunteers to assist parents who are in need of help with virtual learning. There will be live support at designated times and also recorded video help sessions.

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- Students will be assessed using NWEA MAP testing in September during in-person learning days to identify areas of strength and weakness in order to appropriately develop instructional plans.

Appendix P
Athletics

This 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.

Tuckerton Borough School District is a PS - 6th grade school district and as such does not offer any athletic programs.

Appendix Q
Technology

Student Devices	<p>Tuckerton Elementary School supports student learning through the use of school issued Chromebooks. These devices will be issued to students at the start of the school year.</p> <p style="padding-left: 40px;">A. Students will be allowed to take these devices home this year</p>	Technology Coordinator will coordinate and support.
Internet Connectivity	<p>Tuckerton Elementary School supports student connectivity through the use of hotspots for those in need. The school identifies students in need of connectivity support through a questionnaire sent out by school Administrators. In addition to district lent hotspots, the district also recommends the Comcast Internet Essentials program and local partnerships with institutions such as the public library to provide support for student connectivity.</p>	
Student Learning Platform	<p>After the Spring 2020 remote learning period, Tuckerton Elementary School has determined the need for a common learning platform. In an effort to streamline the learning process and ease the burden on parents of aiding their student working in multiple platforms, TES will be using the following platforms using a single sign-on:</p> <ul style="list-style-type: none"> i. Google Suite for Education ii. Google Classroom iii. Hapara iv. Clever 	Technology Coordinator will coordinate and support.
Student/Staff/Family Support	<p>Tuckerton Elementary School will provide teacher/parent platforms to support access to common learning to include tutorials, virtual meetings and individual tech support when deemed necessary.</p>	

PRESCHOOL

All preceding protocols will likewise apply to preschool. However, the following specifically identified provisions will be implemented for the preschool classrooms.

Tuckerton Elementary School Preschool Reopening Plan 2020-2021 Draft

Preschool	Distance Learning	Hybrid	In-Person
Attendance: Staff/Students	<p>Staff will use Aesop to record their absences. Staff that are not listed as absent will be expected to operate remotely following their individual schedules as per their assignment.</p> <p>Student attendance will be recorded as per DECE guidance.</p>	<p>Staff will use Aesop to record their absences. or operate remotely following their individual schedules as per their assignment.</p>	<p>Staff will use Aesop to record their absences. Staff that are not listed as absent will be expected to scan in each morning using Hall Pass after being screened.</p> <p>Parents will be asked to call the main office if their child will be absent. Regular attendance will be taken in the classroom by the teacher and entered into OnCourse.</p>
Student Health	<p>Teachers will maintain communication with parents and inform specialists (Social Worker, Family Partner, Behaviorist) of the need to provide resources.</p>	<p>see In-Person plan/attachments</p>	<p>Refer to District General Health and Safety Guidelines</p> <p>Handwashing Procedure TBD</p> <p>Table Washing Procedure TBD</p> <p>Diapering Procedure TBD</p> <p>Individualized Materials Plan TBD</p> <p>All staff and students are required to wear masks. Preschool students are expected to wear masks when not 6 feet apart. Adult and child masks will be made available if needed.</p> <p>Parents will be asked to complete a daily COVID questionnaire prior to sending their child to school</p>

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			<p>via bus or parent drop off.</p> <p>Students will be temperature screened entering the bus and at the drop off area.</p> <p>Students coming in from the busses will be staggered. Students coming in from parent drop-off will be staggered.</p> <p>Once inside the classroom students are not expected to interact with other groups of children or adults other than classroom teacher, classroom aide, and specialists (if necessary).</p> <p>Teachers' Room will be designated as the Isolation room.</p> <p>Communications with parents/guardians will be primarily through electronic means such as text and email. Limited use of paper flyers will be permitted.</p>
Staff Health	Staff will be encouraged to maintain communication with administration and the school nurse.	Refer to District General Health and Safety Guidelines	<p>Temperature scanners will be placed at the main entrance to the building. Staff will be required to complete a daily health screening.</p> <p>Refer to District General Health and Safety Guidelines</p>
Transportation and Arrival/Departure	N/A	See In-Person Guidelines	<p>The Transportation Liaison is planning to operate all of the similar bus routes as the 19-20 school with the same stops. Every effort will be made to seat students one per bench on both sides of the bus; students sit by the window; students, bus driver, and aide must wear a mask. Upon arrival students will be dismissed from the busses in a staggered order to control the flow of student traffic</p>

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			<p>entering the building. students will be guided to enter in one direction and one door (per wing). For dismissal classrooms will be called to bring their students to the busses in a staggered order so as to minimize clustering in the hallways and outside at the busses.</p> <p>Students arriving by car will be dropped off at the main entrance. Traffic will flow in a one-way loop around the parking lot. Parents will be encouraged NOT to park and exit their car for drop-off.</p> <p>Parent pick up will be automated through the use of an app to deliver students to parent cars in the line reducing the need for parents to park and exit the car.</p>
<p>Teachers</p>	<p>Virtual Daily Schedules are being created to ensure a minimum of 5 hours of student contact per day.</p> <ul style="list-style-type: none"> ● Creative Curriculum will continue to be delivered with fidelity. ● Assessment will take place when students are in the classroom. ● Technology and online activities will be limited. 	<p>Teachers will create both synchronous and asynchronous learning activities.</p> <p>Synchronous: (Morning Meeting, Closing Meeting)</p> <p>Asynchronous: (Teacher reading stories, Activities the student can do at home with a family member)</p> <ul style="list-style-type: none"> ● Creative Curriculum will continue to be delivered with fidelity. ● Assessment will take place when students are in the classroom. 	<p>All meetings and PD will take place through an electronic platform (Zoom, Google Meet).</p> <ul style="list-style-type: none"> ● Creative Curriculum will continue to be delivered with fidelity. ● Assessment will take place when students are in the classroom. ● Technology and online activities will be limited.

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		<ul style="list-style-type: none"> Technology and online activities will be limited. 	
Specialist Staff: Master Teacher Behaviorist Social Worker Family Partner Speech	Distance Learning: Family Partner Plan	The Master Teacher will arrange with administration and teachers ways to observe class and meet with teachers.	Master Teacher will conduct classroom visits on weekly basis and conduct follow-up 1:1 meetings with teacher.
Paraprofessional Staff	Will use minimal amount of paraprofessionals.	Will use reduced amount of paraprofessionals.	Will follow standard in-person schedule.
School Nurse	Refer to District General Health & Safety Guidelines	Refer to District General Health & Safety Guidelines	Refer to District General Health and Safety Guidelines
Daily Schedule Classroom/ Playground	Lesson and Activity materials will be provided to students for use at home.	Students will be grouped in A/B Cohorts	2020-21 Playground Schedule Teachers will be encouraged to send time outdoors as space and schedules permit.
Facilities	N/A	See In-Person Guidelines.	Staff & Student Entry/Hallway Traffic Flow Classes will have assigned areas to play to avoid interaction with other groups. Classes will be instructed to enter/exit the playground through designated gates/pathways. Hallways will have social distancing and hygiene signage posted. Classrooms will have social distancing and hygiene signage posted. Staff will have limited access to areas in the building that are not in the immediate area of their classroom or not necessary. Staff will enter through assigned doors. Schedules with staggered passing times will provide for little interaction in hallways.

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<p>Classroom Design</p>	<p>N/A</p>	<p>See In-Person Guidelines</p>	<p>All carpets and plush items will be removed. Excess materials/furniture removed from classrooms. Preschool classrooms will operate the following centers: blocks, small toys & games, discovery, art, library, technology. Materials will be rotated throughout the school year in classroom centers. Individualized Materials Plan Cots for napping will be placed 6 feet apart (head to toe placement). All bedding will be sent home the second day of the student's rotation to be laundered and returned with student. Students will sit 1 to a table in order to maintain social distancing.</p>
<p>Cleaning Procedures</p>	<p>N/A</p>	<p>See In-Person Guidelines</p>	<p>Classroom Design will be adjusted to implement the social distance requirements. Carpets, soft furnishings, and furniture will be removed. An Individual Materials Plan has been developed to provide students with items needed for centers and ensure cleaning between use. The number of centers will be reduced in the classroom: Blocks, Library/Writing, Small Toys & Games, Discovery, Art, & Technology. Students rest mats, bedding, and personal items will be stored individually. Additional sheets will be made available for students as needed. Each center will have a "dirty" toys basket. "Dirty" toys will be sanitized with the two-step process before going back on the shelf for use.</p>

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			<p>Tables and chairs will be sanitized with the two-step process.</p> <p>Classrooms have hand sanitizers at each doorway. Each classroom has a sink and soap dispenser available for hand washing. Staff and students will be expected to wash hands every time they enter the classroom, before and after eating, after sneezing, and at regular intervals throughout the day.</p> <p>Student cubbies will be alternated to provide for adequate social distancing.</p>
Meals:	N/A for individual classrooms/students Continue with weekly meal distribution at Pinelands as per Superintendent instructions	<p>Virtual Days: meal distribution for Free/Reduced students will be coordinated with the Food Service department</p> <p>In-person days: Students will eat all meals in the classroom at assigned seating. Meals will be delivered in a hotbox to each preschool hallway with individual portions/packaging. Staff retrieving meals from the hotbox will be required to wear gloves. Students will eat at tables in the classroom. Teachers and Teacher Aides will wear gloves when assisting students with opening packages etc.</p>	<p>In-person days: Students will eat all meals in the classroom at assigned seating. Meals will be delivered in a hotbox to each preschool hallway with individual portions/packaging. Staff retrieving meals from the hotbox will be required to wear gloves. Students will eat at tables in the classroom. Teachers and Teacher Aides will wear gloves when assisting students with opening packages etc.</p>
Special Education	Refer to plan as per Director of Special Services	Refer to plan as per Director of Special Services	Refer to plan as per Director of Special Services
PIRT Referrals	Teachers will complete the ESI-R screeners within the	Teachers will complete the ESI-R screeners	Teachers will complete the ESI-R screeners within the

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	<p>first 6 weeks of school. Please refer to the PIRT Flowchart below.</p> <p>PIRT Flow Chart</p>	<p>within the first 6 weeks of school. Please refer to the PIRT Flowchart below.</p> <p>PIRT Flow Chart</p>	<p>first 6 weeks of school. Please refer to the PIRT Flowchart below.</p> <p>PIRT Flow Chart</p>
<p>Family Support Program/Activities</p>	<p>No live/in-person events will be scheduled. All events/activities/meetings will take place in virtual format.</p>	<p>No live/in-person events will be scheduled. All events/activities/meetings will take place in virtual format.</p>	<p>No live/in-person events will be scheduled. All events/activities/meetings will take place in virtual format. Families and guests will be encouraged to visit classrooms on a virtual platform.</p>

CHART OF 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%2Fschools-day-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 of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/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/
Section	Title	Link

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	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/
Section	Title	Link

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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
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.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
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
Section	Title	Link

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Purchasing	New Jersey School Directory	https://homerroom5.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/
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
Section	Title	Link

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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