RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

GLOUCESTER COUNTY SPECIAL SERVICES SCHOOL DISTRICT

Board of Education

Fall 2020
RESTART & RECOVERY PLAN
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Introduction

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

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

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

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

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

The NJDOE Guidance uses the term “school districts” or “schools” or “districts” when referring to the completion of tasks. For example, “districts must develop a schedule for increased routine cleaning and disinfection.” This Plan assigns the responsibility for completing tasks to “school officials” which would be the Superintendent of Schools or a designee of the Superintendent of Schools.
The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. The Board of Education has adopted Board Policy 1648 – Restart and Recovery Plan that includes the policies required in the NJDOE Guidance.

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

The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by Executive Order of the Governor of New Jersey and are subject to change.
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, Remote Learning, and Therapy Rooms; Transportation; Student Flow, Entry, Exit, and Common Areas; Screening, PPE, and Response to Students and Staff Presenting Symptoms; Contact Tracing; Facilities Cleaning Practices; Meals; Recess/Physical Education; and Field Trips, Extra-Curricular Activities, and Use of Facilities Outside School Hours.

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

Ten Critical Areas of Operation

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

(1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:

(a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.

(b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.

(c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.

(d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.

(e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and
individuals with disabilities or serious underlying medical conditions, which may include:

(i) Chronic lung disease or asthma (moderate to severe);
(ii) Serious heart conditions;
(iii) Immunocompromised;
(iv) Severe obesity (body mass index, or BMI, of 40 or higher);
(v) Diabetes;
(vi) Chronic kidney disease undergoing dialysis;
(vii) Liver disease;
(viii) Medically fragile students with Individualized Education Programs (IEPs);
(ix) Students with complex disabilities with IEPs; or
(x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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

b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan

(1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable.

This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction
(rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

(2) When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.

(a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

(3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks, but should be worn when moving about the classroom.

(4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.

(5) Use of shared objects should be limited when possible or cleaned between use.

(6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.

(7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:

(a) In each classroom (for staff and older children who can safely use hand sanitizer).

(b) At entrances and exits of buildings.

(c) Near lunchrooms and bathrooms.
(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/after 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, Remote Learning, 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:
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(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
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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]

d. Critical Area of Operation #6 – Contact Tracing

(1) The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.

(2) School officials should engage the expertise of their school nurses on the importance of contact tracing.

(3) The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University’s COVID-19 Contact Tracing course.

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

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

(1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.

(2) The Board’s Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:

(a) A schedule for increased routine cleaning and disinfection.

(b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily
cleaned daily (e.g. 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.
### Critical Area of Operation #7 – Facilities Cleaning Practices

(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]

### 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]

### 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.
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(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]
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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
X Currently Being Utilized

b. Multi-Tiered Systems of Support (MTSS)

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

___ Not Being Utilized
___ Being Developed by School Officials
X 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
X 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

___X___ 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.

___X___ 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
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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 non-tenured 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
RESTART & RECOVERY PLAN

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.
**RESTART & RECOVERY PLAN**

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<th>Description</th>
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<tr>
<td>5</td>
<td>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.</td>
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<tr>
<td>6</td>
<td>Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.</td>
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<td>7</td>
<td>Provide regular feedback to students and families on expectations and progress.</td>
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<tr>
<td>8</td>
<td>Set clear expectations for remote and in-person students.</td>
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<td>9</td>
<td>Assess student progress early and often and adjust instruction and/or methodology accordingly.</td>
</tr>
<tr>
<td>10</td>
<td>Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).</td>
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<tr>
<td>11</td>
<td>Instruct and maintain good practice in digital citizenship for all students and staff.</td>
</tr>
<tr>
<td>12</td>
<td>Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.</td>
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<tr>
<td>13</td>
<td>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.</td>
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<tr>
<td>14</td>
<td>Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).</td>
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<tr>
<td>15</td>
<td>Limiting on-line activities for pre-school students.</td>
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<tr>
<td></td>
<td><strong>c. Mentor teachers should:</strong></td>
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<tr>
<td></td>
<td>(1) Plan for &quot;in-person&quot; contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.</td>
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## RESTART & RECOVERY PLAN

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<tr>
<td>(2)</td>
<td>Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.</td>
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<tr>
<td>(3)</td>
<td>Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.</td>
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<tr>
<td>(4)</td>
<td>Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.</td>
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<tr>
<td>(5)</td>
<td>Continue to maintain logs of mentoring contact.</td>
</tr>
<tr>
<td>(6)</td>
<td>Mentor teachers should consider all health and safety measures when doing in-person observations.</td>
</tr>
<tr>
<td>(7)</td>
<td>Plan for “in-person” contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.</td>
</tr>
<tr>
<td>(8)</td>
<td>Consider alternative methods for classroom observations and avoiding in-person contact where possible.</td>
</tr>
<tr>
<td>d. Administrators</td>
<td>In addition to administrators’ non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:</td>
</tr>
<tr>
<td>(1)</td>
<td>Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.</td>
</tr>
<tr>
<td>(2)</td>
<td>Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.</td>
</tr>
<tr>
<td>(3)</td>
<td>Prioritize vulnerable student groups for face-to-face instruction.</td>
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<tr>
<td>(4)</td>
<td>Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.</td>
</tr>
<tr>
<td>(5)</td>
<td>Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.</td>
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</table>
### RESTART & RECOVERY PLAN

1. **Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.**
2. **Define and provide examples of high-quality instruction given context and resources available.**
3. **Assess teacher, student, and parent needs regularly.**
4. **Ensure students and parents receive necessary supports to ensure access to instruction.**
5. **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).**
6. **Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.**
7. **Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.**
8. **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.**
9. **Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.**
10. **Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.**
11. **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.
### RESTART & RECOVERY PLAN

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<tr>
<td>3</td>
<td>Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.</td>
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<tr>
<td>4</td>
<td>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.</td>
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<tr>
<td>5</td>
<td>Provide real-time support during virtual sessions.</td>
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<tr>
<td>6</td>
<td>Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.</td>
</tr>
<tr>
<td>7</td>
<td>Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.</td>
</tr>
<tr>
<td>8</td>
<td>Lead small group instruction in a virtual environment.</td>
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<tr>
<td>9</td>
<td>Facilitate the virtual component of synchronous online interactions.</td>
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<tr>
<td>10</td>
<td>Family Workers will need to provide support to parents via virtual platforms (Pre-school).</td>
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#### g. Substitutes

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<tbody>
<tr>
<td>1</td>
<td>Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.</td>
</tr>
<tr>
<td>2</td>
<td>Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.</td>
</tr>
<tr>
<td>3</td>
<td>Designate substitutes to a single school building or grade level to avoid too much movement between schools.</td>
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<tr>
<td>4</td>
<td>Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.</td>
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[See Appendix O – Staffing]

### 6. Educator Roles Related to School Technology Needs

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<tbody>
<tr>
<td>a</td>
<td>To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:</td>
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</table>
RESTART & RECOVERY PLAN

(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.
### RESTART & RECOVERY PLAN

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<tr>
<td>(4)</td>
<td>Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.</td>
</tr>
<tr>
<td>(5)</td>
<td>Implement modifications or accommodations for students with special needs.</td>
</tr>
<tr>
<td>(6)</td>
<td>Facilitate one-to-one student support.</td>
</tr>
<tr>
<td>(7)</td>
<td>Lead small group instruction virtually while the classroom teacher teaches in-person.</td>
</tr>
<tr>
<td>(8)</td>
<td>Provide technical assistance and guidance to students and parents.</td>
</tr>
<tr>
<td>(9)</td>
<td>Develop online material or assignments.</td>
</tr>
<tr>
<td>(10)</td>
<td>Pre-record direct-instruction videos.</td>
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<tr>
<td>(11)</td>
<td>Facilitate student-centered group learning connecting remote and in-person students.</td>
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### Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:

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<tr>
<td>(1)</td>
<td>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.</td>
</tr>
<tr>
<td>(2)</td>
<td>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).</td>
</tr>
<tr>
<td>(3)</td>
<td>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.</td>
</tr>
</tbody>
</table>
| (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. Readying facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the Board’s Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

1. School Funding

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

(1) Elementary and Secondary School Emergency Relief Fund;

(2) Federal Emergency Management Agency – Public Assistance; and

(3) State School Aid.

b. School District Budgets

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

c. School Funding

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

(1) Purchasing

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

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

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

(3) Costs and Contracting

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

D. Continuity of Learning

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

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

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

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

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

   a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.

   b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.

   c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

      (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.

      (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
RESTART & RECOVERY PLAN

(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.
## RESTART & RECOVERY PLAN

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<td>(3)</td>
<td>Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.</td>
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</table>
| (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;
## RESTART & RECOVERY PLAN

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<tbody>
<tr>
<td>3</td>
<td>Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;</td>
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<tr>
<td>4</td>
<td>Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members; and</td>
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<tr>
<td>5</td>
<td>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.</td>
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### d. Mentoring and Induction

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<tr>
<td>1</td>
<td>Induction must be provided for all novice provisional teachers and teachers new to the district.</td>
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<tr>
<td>2</td>
<td>One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.</td>
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<td>3</td>
<td>Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.</td>
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<td>4</td>
<td>Mentoring must be provided in both a hybrid and fully remote learning environment.</td>
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<td>5</td>
<td>Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.</td>
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### e. Evaluation

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.</td>
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<td>2</td>
<td>School districts should develop observation schedules with a hybrid model in mind.</td>
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<td>3</td>
<td>School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.</td>
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<tr>
<td>4</td>
<td>School districts should consider the School Improvement Panel’s (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.</td>
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</table>
(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.
Appendices

Restart and Recovery Plan
to Reopen Schools

GLOUCESTER COUNTY SPECIAL SERVICES
SCHOOL DISTRICT

BOARD OF EDUCATION

Fall 2020
Appendix A

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

This school district should include in Appendix A the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.a., including, but not limited to:

a. Protocol for High Risk Staff Members
b. Protocol for High Risk Students

A) Must comply with all local state and federal guidelines, including but limited to the CDC.
1. Student school schedule: A full day schedule for Monday, Tuesday, Thursday, Friday on campus; Wednesday will be remote learning which is consistent with N.J.A.C. 6a:32-8.3.
2. GCSSSD will provide remote learning for students when requested by parent/guardian through an IEP meeting.
3. GCSSSD will provide remote learning for students when requested by parent/guardian through an IEP meeting which may include by not limited to instruction, behavioral and support services and related services. The remote learning options for families can be found in GCSSSD Strauss Esmay Policy #1648.02.
4. GCSSSD in collaboration with the students sending district’s case management team will review the requirements for attendance and grading, which will be specified by the remote learning teacher.
5. Procedures for submitting fulltime remote learning requests will include the following:
a. Parental/guardian request will be provided to the building principal and/or the student’s child study team.
b. Parental/guardian point of contact for questions and concerns.
c. IEP meeting or an amendment to a student’s IEP is needed for fulltime remote learning.
6. GCSSSD will provide clear and frequent communication with families/guardians, in their home language, to help ensure that the remote learning option is flexible and readily accessible as possible. In doing so, GCSSSD will be prepared for a potential shift back to entirely remote learning models.
7. 10-month staff schedule will return full-time except on Wednesdays which will be done in a remote learning environment (staff in-service: August 31 and September 1, 2020).

8. Staff must wear masks when/unless it inhibits a staff members health except on Wednesdays, which will be held remotely. GCSSSD will provide PPE for staff which include masks, gloves, face shields and gowns.

9. All students will be required to wear face coverings, except where doing so would inhibit the individual’s health or in the following exceptions: A student’s documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering. Students unable to wear a mask due to health and/or developmental reasons should contact the building principal prior to the school year to discuss necessary accommodations if they are planning to attend school in person.
   a. Student is in extreme heat outdoors.
   b. Student is in water.
   c. Student is eating or drinking.
   d. Anyone who is having difficulty breathing or is unconscious.
   e. Anyone who is incapacitated or otherwise unable to remove the face covering without assistance.

10. Develop “high risk” criteria for students and staff and share with staff and Families (Administration/School Nurses).
   a. Informational guide/videos/resources will be shared through e-mail correspondence, letters, display on website and social media platforms.

11. Reasonable accommodations for students and staff at higher risk.
   a. Implementation of an additional Health Office to be utilized as a screening response area in BBE/BDC/BBR.

12. Provide masks, paper gowns and nitrile gloves for toileting and physical management.

13. Parent/guardian and GCSSSD staff will contact GCSSSD school nurse through the use the School Nurse Assistant Program (SNAP) about the identification of specific COVID-19 symptoms.

14. Staff will remain at home if exhibiting symptoms of COVID-19. GCSSSD staff will contact the human resources department for further clarification and/or guidance.

15. Students/staff will remain at home if not feeling well.

16. Hand sanitizer bottles for each classroom, therapy room, specialty area, offices, cafeteria, faculty room and nurse isolation rooms (if individual presents COVID-19 symptoms).

17. Hand sanitizer units for building entrances (standing or wall units).

18. Transparent face masks and transparent face shields will be provided for auditory impaired students, educational interpreters, and speech therapists.

19. Mark hallways with directional signage: Mapping of the school building to identify and label specific entrance and exit points. Purpose is to reduce the number of students using any one specific entrance/door way system.
20. Bankbridge Elementary Preschool at Shady Lane: In collaboration with Gloucester County Improvement Authority students at Shady Lane will be encouraged to wear masks and will be provided child size masks (from Shady Lane Preschool).

21. Bankbridge Development Center the Adult Center for Transition: Will coordinate with Rowan College of South Jersey to establish guidelines for classroom operations.

22. Bankbridge Regional School Career Center @ GCIT: Will coordinate with GCIT to establish guidelines for classroom operations.

23. While Center for Regional Educational Support Services (CRESS) employees are working on campus, they will adhere to all guidelines set forth in this document. When employees are assigned to another school/facility, they are to adhere to the school/facility guidelines.

B) Will provide reasonable accommodations for staff and students.

1. Remote learning or provide video lesson for students who show signs of COVID-19 or have been exposed.

2. Specific accommodations for excessive maladaptive behavior (for example spitting, hitting, voiding, scratching and violent behavior will put the student and staff at risk).

3. Staff will eat in the student cafeteria/faculty room while on campus. If a staff member chooses to eat in the classroom, they must comply to the social distancing guidelines.

4. BBE Preschool at Shady Lane will be provided breakfast and lunch by GCSSSD.

C) GCSSSD implemented the pandemic Response Team to oversee the implementation of the district’s reopening plan, particularly health and safety measures.

1. GCSSSD’s BBE, BDC, and BBR established a diverse consortium of the following members: School Principal’s (3), Director of Secondary Education, Special Education Teachers, Social Worker, School Nurse, GCSSSD’s School Safety Specialists and Safety Team Members, Facilities Managers, Parents, Director of Clinical Services and subject area chairpersons for BBE, BDC, and BBR.
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:

a. Social Distancing in Instructional and Non-Instructional Rooms
b. Procedures for Hand Sanitizing/Washing

A) Classrooms
1. Desks spaced 6’ apart; students will wear a mask if 6’ distancing cannot be attained. Plexi-dividers will be used where needed.
2. Students will be asked to utilize the same workstations/tools/desks each time they enter the classroom/shop.
3. Students will remain in homeroom classroom for all instruction and meals. All school cafeterias will be utilized to prepare student meals on a daily basis.
4. BBE Preschool Students at Shady Lane will utilize two homeroom classrooms based on the number of students in the integrated classroom. Students at the GCSSSD BBE Shady Lane Preschool will eat breakfast and lunch in their homeroom classroom.
5. Bankbridge Development Center the Adult Center for Transition (ACT) will coordinate with Rowan College of South Jersey to establish guidelines for classroom operations. Students at the GCSSSD ACT will eat breakfast and lunch in their homeroom classroom.
6. Bankbridge Regional School Career Center @ GCIT will coordinate with GCIT to establish guidelines for classroom operations. Students at the GCSSSD Career Center will eat breakfast and lunch in their homeroom classroom.
7. Utilization of amplification systems (FM system) where needed.
8. Students to have personal storage materials to eliminate sharing (supply boxes, cubbies, pencil cases, etc.).
9. BBE Preschool at Shady Lane will space the cubbies for the students in the integrated classroom 6’ apart to ensure proper social distancing.
10. Sharing of instructional supplies such as computers, iPads, manipulatives to be sanitized in between each use.
11. Adaptive utensils to be cleaned and sanitized after each use.
12. To prevent cross-contamination use larger rooms with windows.
13. Hand sanitizing stations (alcohol-based hand sanitizers) in every classroom, cafeteria, bathroom, and every entrance.
14. Integrate hygiene into all transition periods, which will include but not limited to access of soap, water, and alcohol-based hand sanitizers.
15. GCSSSD will facilitate student hand washing at regular intervals or use of alcohol-based hand sanitizer at designated times throughout the school day.
16. Integrate social emotional learning into classroom periods.
17. Needs:
   a. A technology needs assessment was conducted through the parent needs survey on July 10, 2020 to ascertain the number of students that will require district required devices and internet access. It is important to consider the technological needs of all students for assistive technology needs, and language barriers.
18. Devices:
   a. Prioritize the purchase and roll-out of devices and/or connectivity that may improve learning based on the results of the parent survey. The information provided in this section, along with funding options in the School Funding section, provide strategies for maximizing available funding to ensure students have access to devices and internet connectivity to improve remote instruction.
   b. Based on the results of the parent survey, families identified without connectivity to WiFi will receive a personal hot spot. All students are provided with a district issued device.
19. Setup/Training:
   a. Utilize the GCSSSD technology department to provide on-going support to all educational students, teachers, and families.
   b. GCSSSD’s acceptable use policy will be shared with families/guardians.
   c. Provisions for issuing educational technology throughout the school year, and other provisions necessary to prevent lapses in student access to remote instruction as district or family circumstances evolve will require ongoing monitoring.
20. New HVAC units are designed to recirculate the air at 15% per hour and the air filters are changed every three months according to manufacturer’s recommendation and as defined by ASHRAE’s new COVID-19 guidelines.
21. No field trips or community-based instruction until further guidance is provided.
22. Community Based Instruction (CBI) will be provided through virtual experiences to the maximum extent practicable.
23. Structured Learning Experience (SLE) will be determined through the following, but not limited to the sending district child study team, the parent/guardian, employer, and GCSSSD staff.

B) Remote Learning Expectations
1. A student participating in fulltime remote learning must be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs.
2. Access to standards-based instruction of the same quality and rigor, educational technology, and related services will be provided to the greatest extent possible.

3. **Full day remote learning must adhere to length of school day requirement** pursuant to N.J.6A:32-8.3, local attendance policies and other local policies governing delivery of services, and district expectations of, students participating in remote programs and their families.

4. **Transition Services** from in-person or hybrid delivery to fulltime remote delivery. GCSSSD in collaboration with the student’s district child study team will clearly define services, procedures, or expectations that will occur during the transition period.

5. GCSSSD will provide supports and resources to assist families/guardians with meeting the expectations of the agreed upon remote learning option.

6. **Transition services** from full time remote learning to in-person or hybrid delivery to ensure continuity of instruction.

7. GCSSSD in collaboration with the student’s district child study team to develop a plan to meet the individual student needs.

8. Procedures for submitting fulltime remote learning or in-person hybrid delivery requests will include the following:
   a. A request to the building principal and/or student’s child study team.
   b. Parental/Guardian point of contact for questions and concerns.
   c. IEP meeting or an amendment to a student’s IEP is needed for fulltime remote learning/in-person or hybrid delivery.

9. GCSSSD in collaboration with the students sending district’s case management team (CST) will review the requirements for attendance and grading, which will be specified by the remote learning teacher.

C) Testing

1. Student’s sending district will complete their own testing.

2. Visitors follow social distancing protocols which include: must have appointment and while in the building must wear proper face mask. If a visitor is unable to wear a mask due to a medical reason or a visitor has a child under 2-years old with them, they must contact the main office to discuss appropriate accommodations prior to arriving at the school.

3. Accommodations for testing environment will include, but not limited to, conference rooms or open classrooms.

4. GCSSSD in collaboration with the student’s child study team will consult the Pre-K curriculum to measure learning progress during the transition from fulltime remote learning to in-person learning (GCSSSD’s Bankbridge Elementary Preschool at Shady Lane and Bankbridge Development Center).

D) Therapy Rooms

1. Therapists will need to adjust their schedules.

2. Handwashing will be part of the treatment.

3. Re-evaluate how to integrate into classroom instruction.
4. To prevent cross-contamination, use larger room with windows to comply with social distancing standards to the greatest extent practicable.
4. Co-treatment with related services when possible to meet IEP requirements.
5. Remote services to be provided to minimize exposure to classroom.
6. Utilize IEP mandated group sessions during remote learning (proposed Wednesdays) to the maximum extent practicable.
Appendix C

Critical Area of Operation #3 – Transportation

This school district should include in Appendix C the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.c., including, but not limited to:

a. Student Transportation
b. Social Distancing on School Buses

A) School districts should maintain social distancing practices on buses (at least six feet distance between riders) to the maximum extent practicable.
   1. Require students to wear masks on bus, if a student can do so, while providing accommodations as appropriate for students.
   2. Provide educational material and professional development for students and GCSSSD bus staff on wearing masks and maintaining social distancing.

B) GCSSSD buses and student transportation vehicles will protect the health and safety of students and personnel who provide these services.
   1. Students will wear masks on bus to the maximum extent practicable.
   2. Staff will wear masks on bus.
   3. Stagger transportation times so fewer students are in each vehicle.
   4. Open windows when possible.
   5. Adopt best practices for cleaning and disinfecting buses and other vehicles used to transport students at least daily, preferably between routes.
   6. The transportation director will provide professional development to the GCSSSD bus drivers.
Appendix D

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

This school district should include in Appendix D the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.d., including, but not limited to:

a. Location of Student and Staff Screening
b. Social Distancing in Entrances, Exits, and Common Areas

A) Student Flow
1. GCSSSD 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.
2. School Nurse Assistant Program (SNAP): Communication system to allow parent/guardian and GCSSSD staff to self-report student symptoms/suspected exposure to the school nurse.
3. Ensure physical guides or markings are utilized at entrance and exit of buildings to maintain proper social distancing.
4. Proper Signage: Utilize visual markings on floor and/or walls to maintain one-way directional routes throughout the school buildings.
5. Students/staff will maintain social distancing in hallways and common areas. If social distancing cannot be maintained in the hallways, students will be required to wear face masks/face coverings.
6. Limit the number of students in the hallway at the same time by staggering classroom schedules.
7. Nurses to provide training to GCSSSD bus staff on screening procedures for student arrival and throughout the day.
8. Professional development for staff on social distancing and wearing face masks to facilitate student instruction on compliance of expectations to the maximum extent practicable.
9. Bankbridge Elementary Preschool students at Shady Lane will enter and exit the building in the back of the building through the covered patio to prevent cross contamination by walking through the main building.
10. Bankbridge Development Center the Adult Center for Transition will coordinate with Rowan College of South Jersey to establish guidelines for classroom operations.
11. Bankbridge Regional School Career Center @ GCIT will coordinate with GCIT to establish guidelines for classroom operations.
B) Entry/Exit
   1. Proper signage for all campuses will utilize a directional system for maintaining effective social distancing upon arrival/dismissal.
   2. Minimize interaction of students between arrival/dismissal and entrance to school facilities. Parents to contact the main office by telephone upon arrival/dismissal. Student will then be escorted by the GCSSSD staff to/from car to decrease traffic of flow into buildings.
   3. After designated time, parent/guardians will bring their student to the main office.
      a. BBE: After 9:15 AM
      b. BDC: After 9:15 AM
      c. BBR: After 8:45 AM

C) Common Areas
   1. To ensure proper security measures are maintained while limiting the flow of the building, a paper log for drop off/pick up will be utilized.
   2. All visitors must make an appointment and wear a mask to enter the building. If a visitor is unable to wear a mask due to a medical reason or a visitor has a child under 2-years old with them, they must contact the main office to discuss appropriate accommodations prior to arriving at the school.
   3. Proper signage to include, but not limited to, social distancing and proper handwashing protocols.
   4. Training/Implementation of Student/Visitor Flow Procedures

D) Student/Staff Screening
   1. Use of a screening tool (https://www.promedsoftware.com/) to assess students/staff prior to coming to school.
   2. GCSSSD staff will continue to utilize fobbing stations for signing in-out of work each day. Each employee will do a daily self-evaluation health check before reporting to work (https://www.promedsoftware.com). We are going to use the fobbing in as staff’s certification that they are entering the building symptom free. A sign will be placed above each fobbing station indicating that by fobbing in an employee is saying they are symptom free. Employees should not enter the building unless they have submitted their daily self-evaluation on SNAP.
Appendix E

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

This school district should include in Appendix E the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.e., including, but not limited to:

a. Screening Procedures for Students and Staff
b. Protocols for Symptomatic Students and Staff

GCSSSD will follow the Strauss Esmay Board Policy No, 1648 regarding procedures for screening students and employees.

A) Screening of Students

1. Will follow the CDC and County Health Department guidelines.
2. Isolation rooms (Nurses nook) in each building next to nurse’s office. Adequate amount of personal protective equipment (PPE) available, accessible, and provided for use.
3. SNAP is a health portal which will be utilized for parent/guardian and GCSSSD staff documentation to verify student/staff does not present with symptoms each day before student/staff arrival. This process will allow for parent/guardian(s) to document any necessary accommodations for students with disabilities.
4. Promote behaviors that reduce spread:
   a. 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.
   b. Resources will be shared with all stakeholders in regards to warning signs and potential symptoms.
5. Visual screening for symptoms upon student arrival (parent to screen before sending to school, paper screening at school).
6. Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
7. Results must be documented when signs/symptoms of COVID-19 are observed.
8. Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
9. Professional development for the GCSSSD arrival/dismissal bus staff: A small group of GCSSSD bus staff will be trained to screen the student prior to coming into the building. If the GCSSSD bus staff identifies signs and symptoms, a GCSSSD nurse will go to the bus and provide another screening before isolation is utilized.
10. If student is not feeling well after arrival to the classroom, he/she will go to isolation room to complete an in-depth screening. *If student is symptomatic, they will require isolation* If multiple students present with COVID-19 symptoms, they will be isolated separately.

11. If a student is in isolation, a GCSSSD staff member will remain in the room with the student, to ensure a continuous monitoring of symptoms. All GCSSSD staff being utilized will be required to wear Personal Protective Equipment (PPE), including but not limited to: masks, gowns, gloves and face shields.

12. If a student is in isolation, staff member will remain in the room with the student. All staff being utilized will require PPE.

13. The district-required paperwork for all students attending GCSSSD requires parental completion. This will include COVID-19 requirements if a child is screened with COVID-19 symptoms. The submitted paperwork will be referenced if a parent refuses to pick up when requested.

14. GCSSSD is requesting the student to be medically assessed prior to returning to school. The student will remain on remote instruction until written/medical clearance and/or test results are provided. School doctor has strongly recommended that we require student is seen/cleared by physician when sent home with COVID-19 symptoms.

15. 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 to the maximum extent practicable. Methods to assist in contact tracing will include: records of groups/cohorts, assign staff and daily attendance.

16. Students and staff with symptoms related to COVID-19 must be safety and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.

17. 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.

18. Students sent out for testing will need to produce a note from a medical doctor in order to return to school.

19. Medical staff/district personnel will follow and enforce Policy 8841 (Care Of Injured and Ill Persons).
20. Mandatory quarantine will be imposed as per CDC and Department of Health guidelines related to COVID-19. If a student has been in direct contact with a person diagnosed with COVID-19, they will be mandated to quarantine for 14 days from the last known contact with the infected person. If a student has been diagnosed with COVID-19, they will follow the Department of Health and their physician guidelines. The positive diagnosed student will need to remain home from school for at least 10 days for the contagious period. Once a student has been free of symptoms for 72 hours, they can start their 14-day quarantine. The student must provide a physician’s note for return to school.

21. Nurses office to be kept clean for student meds, well visits, and scheduling of specific non-medical issues.

22. Staff to contact nurse to schedule appointment for non-medical issues.

23. Professional development to be provided to all staff for when a student should visit a nurse’s office.

24. Use of screening tool (https://promedsoftware.com/) to assess students/staff prior to coming to school.

25. GCSSSD staff will continue to utilize fobbing stations for signing in-out of work each day. Each employee will do a daily self-evaluation health check before reporting to work (https://www.promedsoftware.com). We are going to use the fobbing in as staff’s certification that they are entering the building symptom free. A sign will be placed above each fobbing station indicating that by fobbing in an employee is saying that they are symptom free. Employees should not enter the building unless they have submitted their daily self-evaluation on SNAP.

26. Bankbridge Elementary Preschool at Shady Lane: All staff and students will be required to have their temperature checked upon entering the building. In addition, a check list for staff must be completed upon entering. This checklist will be sent to Kelly Shields to share with the County Health Department by 11:00 a.m. daily. The BBE nurse and/or designated employee will provide temperature checks prior to staff/student arrival. * It must be noted, BBE Preschool at Shady Lane is the only GCSSSD program requiring temperature and checklist prior to entering the building.

27. Bankbridge Elementary Preschool at Shady Lane: The maintenance/food services delivery must be scheduled daily and the staff member must have their temperature checked and answer the health questions prior to entering the building.
B) Staff
   1. Visual screening for staff who present symptoms.
   2. Immediately send staff home if they meet the criteria for COVID-19 symptoms.
      a. Follow district policy for sick leave if diagnosed with COVID-19.
         Information can also be found on
         For additional questions, contact Human Resources.
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.

In an effort to keep school communities safe from the threat of contagious disease, GCSSSD will implement contact tracing:

1. The Superintendent and any designee(s) will work closely with the Gloucester County Health Department to support any efforts towards identifying students/staff necessary to facilitate contact tracing for confirmed COVID-19 cases that impact the district/school community.
2. Develop policies with the Department of Health, including triggers to activate and immediate notification protocols.
3. GCSSSD School Nurses will be the first point of contact.
   a. Assign staff and faculty members to various coverage locations throughout the school building to assist with contact tracing and identification of student assigned locations.
   b. School social worker, school psychologist, School Nurse and/or administrator staff will be in charge of notifications and carrying out contact tracing policy, ensuring compliance with FERPA and HIPAA.
4. GCSSSD/GCIT is utilizing Strauss Esmay (Appendix F) to evaluate and provide guidance in this policy.
5. Families First Coronavirus Response Act (FFCRA) was adopted by the GCSSSD/GCIT Board of Education July 15, 2020.
6. Educate staff, families, and the broader community on the role of contact tracing in keeping communities safe.
   a. The Superintendent and any designee(s) will work closely with the Gloucester County Health Department to support any efforts towards identifying students/staff necessary to facilitate contact tracing for confirmed COVID-19 cases that impact the district/school community.
7. Develop policies with Department of Health, including triggers to activate notification procedures.
8. Identify how the district and district personnel can help with contact tracing.
9. Identify staff member who will be in charge of notifications and carrying out contact tracing policy, ensuring compliance with FERPA and HIPAA.
10. Communications system (SNAP) to allow GCSSSD staff and parent/guardians to self-report symptoms/suspected exposure to GCSSSD school nurse.
11. Families/guardians/staff can access COVID-19 related announcements on the GCSSSD websites and social media, which will be updated as needed.
12. GCSSSD will adhere to all applicable federal and state requirements regarding privacy of education records.
13. Develop resources/guides to be posted on district website and social media platforms to educate all stakeholders and allow access for individuals to find information regarding reporting and tracing.
14. In order to better assist in the area of contact tracing, the district will perform the following:
   a. Each staff member will be required to maintain a seating chart for their classroom/shop.
   b. Students will be mandated to utilize the same assigned seat/desk/workspace, etc. so that the same student is utilizing the same equipment each day.
   c. Students will be assigned the same equipment, shop-related materials, etc. so that the same student is utilizing the same equipment each day.
   d. All lists of assigned seating and identification of location will be submitted to the Principal as well as the members of the Health Office.
   e. Attendance procedures will follow district policy.
   f. A list of all students/families who have requested the remote learning option will be forwarded to the Health Office and maintained with the Principal. Any changes to the scheduling of students will be provided to all staff and related personnel.
Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

A) GCSSSD will adhere to existing required facilities cleaning practices and procedures:
1. If on a hybrid schedule, Wednesday will be used for deep cleaning which includes the aforementioned expectations by the facilities cleaning practices and procedures (nurses office, cafeteria, main hallways, which are impacted by high touched areas will be a main focus).
   a. All maintenance staff/custodians will utilize a procedural manual to establish schedules for increase cleaning and disinfection.
   b. All maintenance staff will utilize a checklist to ensure all critical areas have been cleaned and sanitized.
   c. Maintenance will routinely clean all high touch areas multiple times a day (e.g., bathrooms, hallways, door handles, copy machines).
2. Staff and students when appropriate will clean their personal spaces and classrooms. The materials provided by the facilities department will meet the needs for COVID-19 provided by the EPA.
3. Staff will have a locked cabinet for cleaning supplies to ensure safe and correct use and storage of cleaning and disinfecting supplies.
4. Bathrooms: To the maximum extent possible, bathroom cleaning with electrostatic spray will be conducted at a minimum one time during the school day.
   a) Student and Staff bathrooms will be routinely cleaned throughout the school day.
3. Drinking Fountains: Automatic water fountain for all campuses. Request a reusable water bottle for each student to be sent in by parents. The bottle must be brought in empty.
   a) Drinking fountains will be routinely cleaned throughout the day.
6. Safe Rooms: Utilize the electrostatic cleaner immediately after the safe room has been vacated (a minimum of 10 minutes or until dry). Wearing of appropriate PPE and wiping it down will be required.
7. Facility will be utilizing the electrostatic sprayer nightly and adhering to the cleaning facility practices (e.g., entire school building).
8. If someone is diagnosed with COVID-19, utilize the electrostatic sprayer as per manufacturer recommendations. Wear proper PPE, wipe down (estimated wait time 10 minutes or until dry).
9. Professional Development for the maintenance staff on the new cleaning measures is required.
10. Maintenance/facility checklists will be maintained to ensure that areas are being cleaned.
11. PPE supplies will be inventoried and properly disseminated.
12. Facilities/Maintenance staff will maintain walkie-talkies in case of a crisis situation.
13. GCSSSD’s BBE, BDC and BBR will provide routine announcements during the school day to remind staff and students to sanitize their work stations and complete handwashing protocol.
14. Bankbridge Elementary Preschool at Shady Lane: The Shady Lane Maintenance staff are required to clean the facility at the end of the day. To the maximum extent practicable, the GCSSSD staff will wipe down high touch areas throughout the day.
15. It is our recommendation, a GCSSSD maintenance staff member clean the common areas for GCSSSD Personnel and students (GCSSSD offices, nurses’ office, kitchen, classrooms, and bathroom) daily after meal drop off.
16. All students will be required to wear face coverings, except where doing so would inhibit the individual’s health or in the following exceptions: A student’s documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering. Students unable to wear a mask due to health and/or developmental reasons should contact the building principal prior to the school year to discuss necessary accommodations if they are planning to attend school in person.
   a. Student is in extreme heat outdoors.
   b. Student is in water.
   c. Student is eating or drinking.
   d. Anyone who is having difficulty breathing or is unconscious.
   e. Anyone who is incapacitated or otherwise unable to remove the face covering without assistance.
Appendix H

Critical Area of Operation #8 – Meals

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

A) GCSSSD will continue to provide breakfast/lunch for their students:
    1. Free and reduced meals will remain intact while maintaining student confidentiality.
    2. Nutri-Serve will manage the nutrition component and will provide a modified selection for boxed lunches.
    3. Breakfast/lunch will be provided in the classroom.
    4. Nutri-Serve will require cafeteria tables for each campus for boxed lunch pickup by teaching staff.
    5. Staff serving meals will wash hands before/after handling food.
    6. GCSSSD staff will disinfect the desks before/after all meals.
    7. GCSSSD staff will ensure students are utilizing appropriate handwashing before/after all meals with soap, water, and alcohol-based hand sanitizer to reduce the contact and spread of COVID-19.
    8. GCSSSD to encourage students not to share food related items.
    9. Nutri-Serve will be provided with professional development on proper sanitization. Nutri-Serve will provide professional development for GCSSSD staff on State requirements.
    10. Nutri-Serve will receive professional development on the implementation of online form via google docs.
    15. Nutri-serve will implement all guidance from the NJDOE and CDC for best practices in food preparation and serving.
    12. All students will receive a grab and go bag on Tuesday afternoon upon dismissal.
    13. Paper roster required to check off students name after serving meal.
    14. Bankbridge Elementary Preschool at Shady Lane/BDC ACT will continue to be provided breakfast and lunch in their homeroom classroom on an established predetermined schedule.
    15. Bankbridge Career Center @ GCIT will eat breakfast and lunch in their homeroom classroom.
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.

A) Recess
1. Stagger recess periods to maximize social distancing. If multiple classes or groups are outside at one time, they must maintain a 6’ distance between students. Wherever practicable, there will be signage and marking to indicate the 6’ foot proper distance requirement.
2. Designate specific areas for each class during recess to avoid cohort mixing.
3. Sharing of equipment prohibited.
4. Staff will implement handwashing protocols before/after entering the playground areas.
5. Staff will sanitize playground/recreational equipment in between classes.
6. Maintenance will sanitize all playground/recreational equipment. Maintenance will be utilizing the electrostatic sprayer nightly on the playground equipment and adhering to the cleaning facility practices.
7. Provide students additional opportunities to access exterior of the building: nature walks, breaks, and non-contact movement opportunities.
8. Bankbridge Elementary Preschool at Shady Lane will utilize the porch play area of the building as their recreational area unless the Shady Lane Preschool’s schedule allows the integrated classroom only. GCSSSD/BBE and Shady Lane staff members will sanitize the play areas after each use.

B) Physical Education
1. Gyms will not be utilized for gym classes, as all classes will meet outside (weather permitting) and focus on health, wellness and general physical activities.
2. Physical education classes maybe held outside in the form of walks, non-contact sports/equipment, and calisthenics.
3. Video instruction will be utilized in the absence of direct instruction (e.g. remote learning if utilizing a hybrid school schedule and weather permitting).
4. Health classes will be provided in person and/or streamed into homerooms.
5. Bankbridge Elementary Preschool at Shady Lane will utilize virtual learning for their physical education classes provided by the Physical Education teacher.
6. Students may remove face coverings during physical education class or when engaged in high intensive aerobic or anaerobic activities when maintaining 6’ social distancing and/or in a well ventilated location.
7. Students will not be required to wear a face covering when it creates an unsafe Condition in which to operate equipment.
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.

1. Adhere to social distancing requirements and hygiene protocol during any extracurricular activities.
2. Field trips will not take place until further guidance is provided.
3. Structured Learning Experience (SLE) will be determined through the following but not limited to the sending district child study team, the parent/guardian, employer, and GCSSSD staff. Parents can access Department of Vocational Rehabilitation (DVR) for additional clarification and options.
4. A meeting with Special Olympics of New Jersey will be held on July 31, 2020 to determine the status of Fall sports. Special Olympics will follow the guidelines established by Special Olympics of New Jersey and the guidelines provided by Department of the Education and the Gloucester County Health Department. If there are significant safety concerns, seasons may be postponed or cancelled. Soccer has been postponed until Spring 2021.
5. The committee’s recommendation for use of our facilities after school hours has recommended that no one be permitted to use the building to reduce the threat of COVID-19.
6. GCSSSD in collaboration with the ARC of Gloucester County will provide afterschool childcare services. The ARC of Gloucester County will comply with the GCSSSD social distancing and sanitization practices.
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.

GCSSSD will implement a diverse professional development platform to address the unique needs of students and staff which will include by not limited to Educator Well-Being, Social Emotional Learning, and Trauma Informed Education.

1. Currently, GCSSSD utilizes the Rethinked.com online platform to enhance the current professional development opportunities for educational staff. The Rethinked Professional Development Modules consists of 38 Social Emotional Learning Training Series in the following areas:
   a. Aware of Self and Others: Self Knowledge, Emotions, Values, Wants and Needs, Learning Skills, Growth Mindset
   b. Self-Management: Self Control, Self-Management, Focus, Problem Solving, Goal Setting, Resilience
   c. Social Awareness: Cultural Competence, Empathy, Safe and Ethical Behavior, Support Systems, Social Contributions, Actions and Consequences
   d. Self-Care: Mindfulness, Self-Efficacy, Optimism, Self-Compassion, Self-Advocacy, Healthy Boundaries
   e. Social Skills: Fairness, Respect, Friendship, Relationships, Cooperation, Conflict Resolution
   f. Mental Health: Bullying Prevention in Schools, Suicide Prevention, Anxiety, Depression
   g. SEL and Equity: Culturally Responsive Teachers, Empowering Students to Address Injustice, The impact of Implicit Bias Educational Equity, Leveraging SEL to Promote Educational Equity.

2. All Staff will successfully complete the Rethink SEL training modules with a 90% or better score.

3. The GCSSSD-CRESS department will provide a Professional Development webinar series to address Social Emotional Learning, Trauma Informed Classrooms, and Adverse Childhood Experiences (ACES) based on the individual needs of BBE, BDC and BBR (use of the ScIP to identify needs).

4. Adjust Professional Development schedule to ensure adequate training is provided to the educational staff. Include in training the use of Microsoft Teams for all staff members.
5. All staff will be provided with trauma informed assessment, identification, and instructional protocols to support the social emotional behavioral and mental health challenges of students. In addition, GCSSSD staff will be provided professional development training in the areas of self-care and managing stress.

6. Embed SEL into the homeroom classroom curriculum to communicate the importance for educational success for students and families facilitated by the teacher, social worker, BCBA and counselors.

7. Provide trauma, SEL and Social Skills groups for students to the maximum extent practicable.

8. Utilize District Mental Health Professionals to support the medical needs of the students who attend GCSSSD.

9. Access and facilitate partnerships with community supports for students, families and staff.

10. Utilize school counselors for students and staff as needed upon return to the opening of the school in September 2020.
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.

Restart Committee (District Level)

Superintendent – Michael C. Dicken

Assistant Superintendent for Curriculum and Instruction – Brian Shakespeare

Assistant Superintendent for Business / Board Secretary – Amy Capriotti

Liaison to the Board of Education – Donna Ragonese

Liaison to the Board of Chosen Freeholders – Lyman Barnes

Liaison to the Restart Committee – Pandemic Response Team Chairperson(s)

Liaison to the Restart Committee – GCVTEA and GCSSEA Presidents.
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.

Pandemic Response Team Chairperson (Building Level)
- Bankbridge Regional School - Ronald Rutter
- Bankbridge Development Center – Thomas Lombardo
- Bankbridge Elementary School – Rosanne Carbonara
- Director of Secondary Education – Ralph Ross will serve as Co-Chair for the Secondary Programs at BBR/BDC.
  - Members of the GCVTEA and GCSSEA are required to be on each team.
  - Facilities Managers are required to be on each team.
  - Food Service Directors and School Nurses are required to be on each team.

Shared Administrator Assignments
- Chief Academic Officer – Dr. Gina Mateka
- Director of Clinical Services – Dr. Susan Heiken will be part of each team.
- Pandemic Response Team will serve as a liaison to the Restart Committee.
- Director of Transition/School To Careers – Kimberly Alexander
- Director of Campus Technology – Steven Fisher will serve as a consultant.
- Director of Human Resources – Aja Thomas will serve as a consultant.
- Director and Supervisor of Educational Support Services (CRESS) – Kathleen Monti and Dana Lamonica will serve as consultants.

RE-OPENING PLANNING COMMITTEE

Ron Rutter – Principal @ BBR
- Ralph Ross – Director of Secondary Education
- Chris Sedgwick – Assistant Principal @ BBR
- Dawn Capone – Secretary @ BBR
- Irene Green – Teacher @ BBR
- Alex Guay – Specialized Program Assistant @ BBR
- Danielle Davis – Specialized Program Assistant -@ BBR
Caroline Randazzi – (Parent) @ BBR
Robert Gassler – Facility Manager @ BBE
Kevin Howarth – Facility Manager @ BDC
Jeanne Marston – Facility Manager @ BBR
Katie McKenna – Behavior Specialist @ BBR
**Rosanne Carbonara – Principal @ BBE**
Heather Worthington – Assistant Principal @ BBE
Cindy Fornes – Social Worker @ BBE
Mary Nicoletto – Teacher @ BBE
**Tommy Lombardo – Principal @ BDC**
Meg Daly – Assistant Principal @ BDC
Christina Boucot – Nurse @ BDC
Sara Sterling – Speech-Language Specialist @ BDC
Justin Dickerman – Teacher @ BDC-ACT
**Katie Monti – Director of CRESS**
Dana Lamonica – Supervisor of CRESS
Jen Ford – Occupational Therapist/Safety Care
**Leslee Miller – Nutri-Serve Manager**
**Dr. Gina Mateka – Chief Academic Officer @ GCIT**
Kim Alexander – Director of School to Careers/Transition
**Dr. Susan Heiken – Director of Clinical Services/Vocational Specialist**
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:

a. School Day
b. Educational Program

Please refer to Appendix A: A) 1-4
Please refer to Appendix B: B) 1-8
Appendix O

Staffing

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

Please refer to Appendix A: A0 6,9
Appendix C: A) 2 B) 1-6
Appendix D: A) 4,5 C) 4
Appendix E: A) 3-4, 11
Appendix G: 9
Appendix H: 9
Appendix K: 1-10
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.

Please refer to Appendix I: B) 1-5
Appendix J: 1-6
Appendix Q

Remote Learning Options for Families

This school district should include in Appendix Q the locally developed protocols and Policy Guide 1648.02 addressing the anticipated minimum standards as required by the NJDOE Guidance titled “Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021”.

Please refer to Appendix A:  
A) 2, 3, 4, 5, 7  
B) 1

Please refer to Appendix B:  
B) 1-9  
D) 6

Please refer to Appendix F:  
1-11

Please refer to Appendix H:  
A) 1-2, 12

Please refer to Appendix I:  
B) 3  
K) 6-10
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