

---

# RESTART & RECOVERY

1



Restart and Recovery Plan  
to Reopen Schools

LITTLE EGG HARBOR and  
PINELANDS REGIONAL SCHOOL DISTRICTS

Boards of Education

Fall 2020

---

---

# RESTART & RECOVERY

2

July 30, 2020

The following plan has been developed for the Pinelands and Little Egg Harbor School Districts. Over 60 stakeholders were involved in this process including teachers, parents, Board members, administrators, nurses, facilities representatives, transportation representatives, and paraprofessionals.

All stakeholders have been surveyed to determine needs and gather data. Parents have been asked if they would be sending their children to school or selecting virtual instruction. Staff has been asked if they would be applying for a leave due to COVID concerns. This information was used in the creation of this plan.

Please note, this plan is subject to change in response to NJDOE directives or a staff shortage due to COVID related concerns.

Dr. Melissa Ann McCooley  
Superintendent

---

---

# RESTART & RECOVERY

3

## TABLE OF CONTENTS

	<u>Page #</u>
Introduction	6
A. Conditions for Learning	8
1. Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning	8
a. Critical Area of Operation #1 General Health and Safety Guidelines	9
b. Critical Area of Operation #2 Classrooms, Testing, and Therapy Rooms	11
c. Critical Area of Operation #3 Transportation	13
d. Critical Area of Operation #4 Student Flow, Entry, Exit, and Common Areas	13
e. Critical Area of Operation #5 Screening, PPE, and Response to Students and Staff Presenting Symptoms	14
f. Critical Area of Operation #6 Contact Tracing	17
g. Critical Area of Operation #7 Facilities Cleaning Practices	19
h. Critical Area of Operation #8 Meals	19
i. Critical Area of Operation #9 Recess/Physical Education	20
j. Critical Area of Operation #10 Field Trips, Extra-Curricular Activities,	21

---

---

# RESTART & RECOVERY

	and Use of Facilities Outside of School Hours	4
2.	Academic, Social, and Behavioral Supports	21
a.	Social Emotional Learning (SEL) and School Climate and Culture	22
b.	Multi-Tiered Systems of Supports (MTSS)	22
c.	Wraparound Supports	22
d.	Food Service and Distribution	23
e.	Quality Child Care	24
B.	Leadership and Planning	24
1.	Establishing a Restart Committee	24
2.	Pandemic Response Teams	25
3.	Scheduling	27
4.	Staffing	29
5.	In-Person and Hybrid Learning Environments: Roles and Responsibilities	31
6.	Educator Roles Related to School Technology Needs	37
7.	Athletics	39
C.	Policy and Funding	39
1.	School Funding	40
D.	Continuity of Learning	41
1.	Ensuring Delivery of Special Education and Related Services to Students with Disabilities	42

---

---

# RESTART & RECOVERY

	5
2. Technology and Connectivity	43
3. Curriculum, Instruction, and Assessments	44
4. Professional Learning	46
5. Career and Technical Education (CTE)	48
Appendices	51

---

---

# RESTART & RECOVERY

6

## 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

---

# RESTART & RECOVERY

7

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.

---

---

# RESTART & RECOVERY

8

## **THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN**

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

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

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

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

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

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

Throughout this Health and Safety Section, the provisions marked "anticipated minimum standards" as outlined in the NJDOE Guidance

---

---

# RESTART & RECOVERY

9

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;
-

---

# RESTART & RECOVERY

10

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).
-

---

# RESTART & RECOVERY

11

[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.
-

---

# RESTART & RECOVERY

12

- (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
  - (a) In each classroom (for staff and older children who can safely use hand sanitizer).
  - (b) At entrances and exits of buildings.
  - (c) Near lunchrooms and toilets.
  - (d) Children ages five and younger should be supervised when using hand sanitizer.
  - (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- (8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
  - (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

---

---

# RESTART & RECOVERY

13

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]

---

---

# RESTART & RECOVERY

14

- e. Critical Area of Operation #5 – Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms – Anticipated Minimum Standards Incorporated into the Plan
    - (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
      - (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
      - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
      - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
      - (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
    - (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:
      - (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
      - (b) If the school district becomes aware that an individual who has spent time in a district facility
-

---

# RESTART & RECOVERY

15

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

- (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
    - (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
    - (ii) Following current Communicable Disease Service guidance for illness reporting.
    - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
    - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
    - (v) Continuous monitoring of symptoms.
    - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based
-

---

# RESTART & RECOVERY

16

## 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.
-

---

# RESTART & RECOVERY

17

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

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

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

- (1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
  - (2) The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
-

---

# RESTART & RECOVERY

18

- (a) A schedule for increased routine cleaning and disinfection.
  - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. door knobs, light switches, classroom sink handles, countertops).
  - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
  - (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
    - (i) Classroom desks and chairs;
    - (ii) Lunchroom tables and chairs;
    - (iii) Door handles and push plates;
    - (iv) Handrails;
    - (v) Kitchens and bathrooms;
    - (vi) Light switches;
    - (vii) Handles on equipment (e.g. athletic equipment);
    - (viii) Buttons on vending machines and elevators;
    - (ix) Shared telephones;
-

---

# RESTART & RECOVERY

19

- (x) Shared desktops;
  - (xi) Shared computer keyboards and mice;
  - (xii) Drinking fountains; and
  - (xiii) School bus seats and windows.
- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

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

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

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

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

---

---

# RESTART & RECOVERY

20

- i. Critical Area of Operation #9 – Recess/Physical Education – Anticipated Minimum Standards Incorporated into the Plan
    - (1) The Board’s Plan regarding recess and physical education should include protocols to address the following:
      - (a) Stagger recess, if necessary.
      - (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
      - (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
      - (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
      - (e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
      - (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
      - (g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
        - (i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.
        - (ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is
-

---

# RESTART & RECOVERY

21

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

---

---

# RESTART & RECOVERY

22

Guidance. However, the NJDOE recommends school officials consider the following elements while developing the Board's Plan.

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

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

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

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

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

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

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

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

b. Multi-Tiered Systems of Support (MTSS)

MTSS is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through twelve for academics and

---

---

# RESTART & RECOVERY

23

behavior that offers educators and families a mechanism to identify individual students who need extra support.

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

c. Wraparound Supports

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

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

d. Food Service and Distribution

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

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

e. Quality Child Care

---

---

# RESTART & RECOVERY

24

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

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

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

## B. Leadership and Planning

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

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

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

### 1. Establishing a Restart Committee

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

---

# RESTART & RECOVERY

25

- 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.
-

---

# RESTART & RECOVERY

26

- 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.
-

---

# RESTART & RECOVERY

27

- (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

---

# RESTART & RECOVERY

28

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 classrooms 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.
-

---

# RESTART & RECOVERY

29

- (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.
-

---

# RESTART & RECOVERY

30

- c. The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
  - d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
  - e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
    - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
    - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
    - (3) Certification
      - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.
-

---

# RESTART & RECOVERY

31

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

[See Appendix O – Staffing]

- 5. In-Person and Hybrid Learning Environments: Roles and Responsibilities
    - a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.
    - b. Instructional staff should:
      - (1) Reinforce social distancing protocol with students and co-teacher or support staff.
      - (2) Limit group interactions to maintain safety.
      - (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
      - (4) Become familiar with district online protocols and platforms.
      - (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
      - (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
      - (7) Provide regular feedback to students and families on expectations and progress.
-

---

# RESTART & RECOVERY

32

- (8) Set clear expectations for remote and in-person students.
  - (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
  - (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
  - (11) Instruct and maintain good practice in digital citizenship for all students and staff.
  - (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
  - (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
  - (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
  - (15) Limiting on-line activities for pre-school students.
- c. Mentor teachers should:
- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
  - (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
  - (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
-

---

# RESTART & RECOVERY

33

- (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
  - (5) Continue to maintain logs of mentoring contact.
  - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
  - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
  - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
  - (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
  - (3) Prioritize vulnerable student groups for face-to-face instruction.
  - (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
  - (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
  - (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
-

---

# RESTART & RECOVERY

34

- (7) Define and provide examples of high-quality instruction given context and resources available.
  - (8) Assess teacher, student, and parent needs regularly.
  - (9) Ensure students and parents receive necessary supports to ensure access to instruction.
  - (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
  - (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
  - (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
  - (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
  - (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
  - (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
  - (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
-

---

# RESTART & RECOVERY

35

- (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 an 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:
-

---

# RESTART & RECOVERY

36

- (1) Lead small group instruction to ensure social distancing.
- (2) Consider student grouping to maintain single classroom cohorts.
- (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
- (5) Provide real-time support during virtual sessions.
- (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- (8) Lead small group instruction in a virtual environment.
- (9) Facilitate the virtual component of synchronous online interactions.
- (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

- (1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
  - (2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
  - (3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.
-

---

# RESTART & RECOVERY

37

- (4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

[See Appendix O – Staffing]

## 6. Educator Roles Related to School Technology Needs

- a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:
    - (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
    - (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
    - (3) To the extent possible, provide district one-to-one instructional devices and connectivity.
    - (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
  - b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:
    - (1) Train student teachers to use technology platforms.
    - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
    - (3) Survey assistant teachers to determine technology needs/access (Pre-school).
    - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need
-

---

# RESTART & RECOVERY

38

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

---

# RESTART & RECOVERY

39

- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
- (2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
- (3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
- (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
- (5) Increase the 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

---

---

# RESTART & RECOVERY

40

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

## 1. School Funding

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

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

- b. School District Budgets

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

- c. School Funding

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

---

---

# RESTART & RECOVERY

41

(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.

---

---

# RESTART & RECOVERY

42

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
-

---

# RESTART & RECOVERY

43

and determine the need for additional services to address learning loss.

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

## 2. Technology and Connectivity

- a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.
  - b. Districts should:
    - (1) Conduct a needs assessment.
-

---

# RESTART & RECOVERY

44

- (2) Consider the attendant needs associated with deployment of needed technology, including student and parent training and acceptable use policy implementation.
- (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
- (4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
  - (a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

## 3. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).
- b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.
- c. Virtual and Hybrid Learning Environment
  - (1) Curriculum
    - (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account

---

# RESTART & RECOVERY

45

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 support 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.
-

---

# RESTART & RECOVERY

46

- (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 purposes 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.
-

---

# RESTART & RECOVERY

47

- (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

## 4. Professional Learning

- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
  - b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.
  - c. Professional learning opportunities should be:
    - (1) Presented prior to the beginning of the year;
    - (2) Presented throughout the school year;
    - (3) Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
    - (4) Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and
    - (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.
  - d. Mentoring and Induction
    - (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
-

---

# RESTART & RECOVERY

48

- (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
- (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
- (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
- (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

e. Evaluation

- (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
- (2) School districts should develop observation schedules with a hybrid model in mind.
- (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
- (4) School districts should consider the School Improvement Panel's (SciP) role in informing professional learning, mentoring, and other evaluation-related activities.
- (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

5. Career and Technical Education (CTE)

- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
-

---

# RESTART & RECOVERY

49

- 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

---

---

# RESTART & RECOVERY

50

compromised in a time of increased social distancing; therefore, modifications must be developed to maintain program quality.

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

---

# RESTART & RECOVERY

51

## **Appendices**

### **Restart and Recovery Plan to Reopen Schools**

PINELANDS REGIONAL  
LITTLE EGG HARBOR

**Board of Education**

**Fall 2020**

---

---

# RESTART & RECOVERY

52

## 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:

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

- Chronic lung disease or asthma (moderate to severe)
- Serious heart conditions
- Immunocompromised
- Severe obesity (body mass index of 40 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease
- Medically fragile students with Individualized Education Programs (IEPSs)
- Students with complex disabilities with Individualized Education Programs (IEPs)
- Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504)

#### A. High Risk Protocol for Staff

All staff members will consult with their personal healthcare provider to determine if they have specific health care concerns, or chronic disease. Staff members will be required to contact the Superintendent to request reasonable accommodations in writing. In the event that a staff member is requesting leave, they are required to complete all necessary paperwork (available online). The Superintendent in consultation with the

---

---

# RESTART & RECOVERY

53

School Physician if necessary, will determine said reasonable accommodations and/or leave requests.

[Employee Rights](#)

[COVID-19 Scenarios and Benefits Available](#)

[CHECKLIST](#)

## B. High Risk Protocol for Students

The Pinelands Regional School District will coordinate decision-making around a student's educational program with the family, school nurse and the family's healthcare provider if there are specific health concerns, chronic disease, or complex social or emotional dynamics in the home to determine the most appropriate educational setting: in person, hybrid, or full time remote. If a student has been identified as a high risk for a severe illness for COVID-19 and is full time, virtual instruction will be the most appropriate educational setting.

All students are eligible for full time remote learning; eligibility cannot be conditioned on a family/guardian demonstrating a risk of illness or other selective criteria. This includes students with disabilities who attend in-district schools or receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).

A student participating in full time remote learning option will be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs (e.g. students participating in a hybrid model). This includes, for example, access to standards-based instruction of the same quality and rigor as that afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the

---

---

# RESTART & RECOVERY

54

greatest extent possible. Like in-person and hybrid programs, full time remote learning must adhere to length of school day requirements pursuant N.J.A.C. 6A:32-8.3, local attendance policies, and any other local policies governing delivery of services to, and district expectations of, students participating in remote programs and their families.

**A student that elects to receive virtual instruction will need to remain in that format until January 1, 2021.**

---

# RESTART & RECOVERY

55

## 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:

#### PRSD

- Students and staff are encouraged to wipe down their own workstations upon entering and leaving their work spaces
  - Students and staff will wear masks
  - All desks facing the same direction
  - All seats will be at least 6' apart
  - Charging stations available
  - Alternative seating must also adhere to social distancing protocols
  - Physical barriers (such as plexiglass) will be installed where social distancing isn't possible
  - Staff workstations will have a physical barrier available for use
  - Students are 1:1 with Chromebooks
    - Turnstyle plugs in classrooms for students to ensure devices stay charged
    - Wipes available in every classroom for use in disinfecting work spaces
  - Paper transit passes
  - Limit sharing of materials:
    - Students bring their own pencils/pens and Chromebooks
    - Keep each student's belongings separated from others'. Used items should be taken home each day and cleaned.
    - Ensure adequate supplies to minimize sharing of high touch materials (art supplies, lab equipment, computer equipment etc. assigned to a single student) or limit use of supplies and equipment by one group of students at a time and clean and disinfect between use.
    - Limit sharing of electronic devices, books, shop equipment, musical instruments, games, learning aids, etc..
-

---

# RESTART & RECOVERY

56

## **Frog Pond**

### **Classrooms, Testing, and Therapy Rooms**

- Students will be seated in desks facing the front of the room
  - Students will be positioned six feet apart.
  - Classroom doors will be left open
  - Students and staff will wear a mask
  - Mask breaks will be scheduled
  - Students will remain in the same classroom all day, except for PE
  - Fourth, fifth, and sixth grade teachers will move to students to teach their content.
  - Special Area teachers (Art, Music, Health, World Language, and STEAM) will move from classroom to classroom to teach their content
  - Physical Education will be held in the gymnasium and outdoors when possible
  - FPE is equipped with hand sanitizing stations in every classroom by the doors
  - FPE teachers will schedule hand washing breaks throughout the day and document the times in their lesson plans
  - Students and teachers will wash their hands each time they enter the classroom
  - Students are 1:1 with Chromebooks
  - Limit sharing of materials:
    - Students bring their own pencils/pens and Chromebooks
    - Keep each student's belongings separated from others'. Used items should be taken home each day and cleaned.
    - Ensure adequate supplies to minimize sharing of high touch materials (art supplies, lab equipment, computer equipment etc. assigned to a single student) or limit use of supplies and equipment by one group of students at a time and clean and disinfect between use.
    - Limit sharing of electronic devices, books, musical instruments, games, learning aids, etc..
-

---

# RESTART & RECOVERY

57

## George J. Mitchell

**Classrooms, Testing, and Therapy Rooms** – Schools and districts must allow for social distancing to the maximum extent possible. When social distancing is difficult or impossible, face coverings are required, and face coverings are always required for visitors and staff unless it will inhibit the individual’s health. School districts must also minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.

All K-2 classrooms will use individual desks. They will be spaced 4 feet apart. This will result in student chairs being 6 feet apart and all facing forward. Our largest classrooms can accommodate 12 desks in this setup.

GJM is equipped with hand sanitizing stations in every classroom by the doors.

GJM teachers will schedule hand washing breaks throughout the day and document the times in their lesson plans.

## Early Childhood Center

Classroom Design will be adjusted to implement the social distance requirements. Carpets, soft furnishings, and furniture will be removed. An Individual Materials Plan has been developed to provide students with items needed for centers and ensure cleaning between use. The number of centers will be reduced in the classroom: Blocks, Library/Writing, Small Toys & Games, Discovery, Art, & Technology. Students rest mats, bedding, and personal items will be stored individually. Each center will have a “dirty” toys basket.

---

---

# RESTART & RECOVERY

58

Classroom materials will be sanitized daily in a Zono Disinfecting and Sanitizing Cabinet. One for each hallway has been leased. Preschool classrooms will be “deep” cleaned daily.

## Technology

### 1:1 Opening Technology Distribution Plans

#### Full In session opening:

- **Distribution:**
  - Chromebooks will be delivered to either homeroom or first period class to be handed out. Advised to wait until the last week in August because the schedule changes each day.
  - Chromebooks will be labeled and inventoried forms will be signed and collected by teachers at the time of distribution. IT will collect forms and collect any devices not picked up.
  - Technology Kiosk or Support table schedules will be established in each building for students to receive assistance or ask questions with their new device.
- **Support**
  - Five person, In-person staff Support and schedule.

#### Hybrid Opening:

- **Distribution:**
    - Chromebooks will be delivered to either homeroom or first period class to be handed out.
    - Pickup locations and time schedule will be established for parents prior to opening who will not be sending their children to school.
    - Chromebooks will be labeled and inventoried forms will be signed and collected by teachers.
    - Technology Kiosk or Support table schedules will be established in each building for students to receive assistance or ask questions with their new device.
-

---

# RESTART & RECOVERY

59

- **Support**

- IT staff will rotate 2 full days on-site/delivery support and 3 days virtual support
- Virtual support availability schedules will be developed so users know when they can expect assistance

## **Full Remote Learning:**

- **Distribution:**

- Chromebook Pickup will be coordinated with district learning material pickup (Books, etc.) .
- Pickup locations and time schedule will be established for parents prior to opening.
- Delivery will be available
- After hours methods of Pickup/Drop off are being investigated.
- Chromebooks will be labeled and inventoried forms will be signed at the time of Pickup or delivery.

- **Support**

- IT Staff will rotate 1 full day on-site/delivery support and 4 days virtual support days
  - Virtual support availability schedules will be developed so users know when they can expect assistance
-

---

# RESTART & RECOVERY

60

## 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:

Transporting students poses a particularly difficult challenge to restarting school operations in the presence of COVID-19. In the 2019-2020 school year, nearly 740,000 students were transported to and from school in New Jersey. The transportation department at Pinelands Regional School District and Little Egg Harbor School District has always stressed safety as our number one priority. We will continue to do this during these trying times. Using the guidelines that were recommended to us by the New Jersey Department of Education, here is how Pinelands Regional School District and Little Egg Harbor School District will be handling its transportation operations for the 2020-2021 school year.

- With an A/B schedule, the daily student population will be reduced by 50%. This should help social distancing measures on our school buses.
  - A parent survey went out to all parents with one of the questions being if a parent would send their child on the bus. Out of all who responded, 38% of Pinelands parents would not send their child on the school bus. 41% of LEH parents said the same. This should help further reduce numbers on our school buses
  - Face masks must be worn by all students and staff riding on a school transportation vehicle.
    - Students or staff will not be permitted to ride the bus without a mask that covers their mouth and nose.
    - Students will be required to keep the mask on their face from the time they enter the bus, until the time they exit the bus.
-

---

# RESTART & RECOVERY

61

- Failure to keep your mask on or refusal to wear a mask will result in a write up. If multiple write ups are reviewed by administration for this infraction, a bus suspension could be considered. If a student forgets their mask, a mask may be provided by the bus driver. The student will still be written up. Multiple write ups may result in a bus suspension.
  - Bus drivers will be required to use masks in the workplace, including when interacting with students on and around the bus. When the vehicle is in motion, drivers may only wear masks if they do not present a safety issue to the driver (fogging of glasses, difficulty breathing, or any other safety issue). The first row of seats on the bus will remain vacant to create social distance between the driver and the passengers when the bus is in motion. When the vehicle stops for the loading or unloading of children, or when it is necessary for the driver to interact with children, such as while addressing student management, masks should be worn.
  - Students will maintain as much social distance as possible.
    - At bus stops, it is recommended that you stay six feet apart from other students and wear a mask (TIP: If a student's parent or guardian is able to drive their student to the bus stop, waiting in the car until the bus comes is a safe precaution students can take to maintain a safe distance from other students).
    - There will be assigned seats to best help out with social distancing, but also to maintain the safety of each school bus.
    - There should be one student per seat until that is no longer possible. Once all the seats are taken by one student, other students should begin to sit in the "three seaters" (this would have two students per seat) prior to having full rows of seating. Again, we want to keep as much distance as possible. Students who reside in the same household will be required to sit together in the same seat.
  - School buses will be required to be cleaned to CDC guidelines at least daily.
-

---

# RESTART & RECOVERY

62

- Pinelands and Little Egg Harbor will be working with our school bus contractors to make sure they are abiding by these guidelines.
  - School bus windows are recommended to be open (weather permitting) for the duration of a bus run.
  - Pinelands and Little Egg Harbor School District will not be transporting any non curriculum based field trips for the 2020-2021 school year.
  - Late Buses
    - We are planning one run of late buses at 4:30pm (time subject to change based on need) with four buses
    - We will track who is taking the bus everyday
    - Masks will be required to be worn on all late bus runs
    - Students should sit in a way where they are socially distancing as much as possible.
  - Athletics Transportation
    - Busing will be provided for athletics
    - Student athletes and coaches will be required to wear masks on the bus.
    - Student athletes should sit in a matter where they are socially distancing as much as possible.
    - Coaches will be made aware that they must enforce wearing masks and social distancing on the bus.
    - Parents will be allowed to transport students to/from games.
  - Special Education Transportation
    - Special Education bussing will be provided everyday students are in session.
    - Only students whose IEP states a small bus is needed will be permitted to ride our 16 or 24 passenger buses. This will help each bus social distance as much as possible by not overcrowding buses.
    - Extra buses could be provided if needed
-

---

# RESTART & RECOVERY

63

- Masks will be required to be worn on buses. Special accommodations may be made for students who are unable to wear masks.
  - Vocational Transportation
    - In partnership with OCTVS, we plan on transporting our students to vocational school.
    - Full time vocational students will be transported daily to and from their vocational centers.
    - Shared time students will be transported Monday, Tuesday, Thursday, and Friday.
    - Students must wear a mask on the bus and sit in a way to maximize social distancing as much as possible.
    - The vocational schedule is subject to change.
  - Pinelands and Little Egg Harbor School District will not be permitting any non-public or choice transportation to take place during the 2020-2021 school year by bus unless that school is in the Pinelands sending district. All non-public or choice students will receive Aid in Lieu of Transportation if they qualify based on the New Jersey Department of Education criteria.
  - Students will not be permitted to ride their friends buses or any different bus home or to school for any reason. Students will only be allowed to ride the bus in which they are assigned. Babysitter and alternate transportation pickup/dropoff forms will be honored as usual.
  - Please see recent FAQ page from our main contractor, Durham School Services ([attachment](#))
-

---

# RESTART & RECOVERY

64

## 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:

#### PRSD

##### Entrances & Exits

- Designated entrances and exits in each building
- Room designated in each building for persons who evidence symptoms
- Temperature scans for all persons entering the building
  - Thermal cameras monitoring entrances
    - Staff monitoring cameras
  - Persons may also be scanned with non-touch thermometer
    - Students escorted to the specified room if symptoms are found
- Staggered release of students from buses to allow for social distancing/scanning
- 6' markers placed at entrances to demonstrate social distancing standards
- Signage visible promoting:
  - Entrances/exits
  - Masks required
  - Social distancing - 6' apart
- Students report immediately to class upon entering the building

##### Hallways, Stairwells, and Common Areas

- One-way hallways (where feasible)
  - Paper passes will be utilized
  - No congregating
  - Hand sanitizer available in every hallway
  - Signage:
-

---

# RESTART & RECOVERY

65

- Arrows
  - Floor markers with proper social distancing standards
  - No congregating signs
  - Mask reminders
- Masks required in hallways

## **Lockers and Bathrooms**

### **Lockers:**

- HS - assigned as needed
- JHS - All students will be assigned a locker
- Backpacks permitted in both buildings

### **Bathrooms:**

- Limiting how many students in the bathroom - approximately four per bathroom
- Certain stalls, urinals, and sinks will be closed to adhere to social distancing guidelines
- Signage:
  - Installation of signs promoting handwashing
  - Occupancy
- Encouraging bathroom use during classes to limit excess students in the bathrooms between classes

## **Auditorium and Media Center**

- No one seated less than 6' apart
- In order to avoid large gatherings we will use virtual tools to share information as much as possible
- Closed for students
  - Rooms used for classes as needed

## **Gymnasium**

- No one seated less than 6' apart
  - No changing for physical education in locker rooms
  - Weight room closed during the day
-

---

# RESTART & RECOVERY

66

- Minimal sharing of equipment
- Health and physical education planned around social distancing
- Outside is be the preferred location for physical activities

## **Nurses' Office**

- Seats 6' apart
- Initial location for student showing symptoms of COVID
- Another room will be designated for student overflow from the nurse's office

## **Early Childhood Center**

The RCW ECC recognizes that the preschool experience is about relationships and the learning that happens between children and teachers and among the children themselves. The ECC Return to school plan is for an in-person, five days per week (current enrollment (7/27/20) is 8-10 students per classroom). The square footage of the early childhood classrooms allow for the students and staff to be present while maintaining the suggested distance requirements. Staff daily schedule will be 9:00-4:00 and students will attend from 9:45-3:45.

Masks- preschool students will be expected to wear masks on the bus, in the hallways, and at any time when they cannot maintain a 6 foot distance or be blocked by a physical structure such as a bookcase or shelving unit. Preschool students will not be required to wear a mask during rest time while they are on their rest mat.

Transportation will be provided with students required to wear a mask on the bus, seated every other row. A driver and aide will be on each preschool bus.

Arrival- buses will unload in a staggered order to provide distance between students as they enter the building. Parent car line/drop off will be one way to encourage pull-up and drop off. Parents will be discouraged to park, gather in front of the ECC, and drop off.

Dismissal- classes will be called in a staggered timeline to load students into busses.

---

---

# RESTART & RECOVERY

67

Temperature checks will be done as students and staff enter through doorways equipped with temperature scanners. Staff and students will be assigned doorways to enter and exit. Health screenings and Isolation will be implemented as per the District General Health & Safety Guidelines. Specialist and Health staff will be permitted to move across the two hallways, with classroom staff being instructed to stay within their assigned hallway as much as possible.

## **George J. Mitchell**

**Student Flow, Entry, Exit, and Common Areas** – School district reopening plans should establish the process and location for student and staff health screenings. This should include providing physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart. When it is not possible to maintain physical distancing, schools must require the use of face coverings.

### **Hallways**

- Masks required whenever children are not seated 6' apart from one another.

### **GJM 6ft markings throughout the school**

- Lunch table benches will be marked to indicate where students can sit.
- The hallways will be marked to show a 6ft distance.

## **Frog Pond**

### **Student Flow, Entry, Exit, and Common Areas**

- Designated entrances and exits in each building
  - Staggered release of students from buses to allow for social distancing

---

# RESTART & RECOVERY

68

- During entry to school, third and fourth grade students from the first wave of buses will report to the cafeteria. Benches will be down and students may only sit on dots designating six feet distance
- During entry to school, fifth and sixth grade students from the first wave of buses will report to the gymnasium. The students will sit on the floor with six feet distance between them.
- During dismissal, third and fourth grade students from the second wave of buses will report to the cafeteria. Benches will be down and students may only sit on dots designating six feet distance
- During dismissal, fifth and sixth grade students from the second wave of buses will report to the gymnasium. The students will sit on the floor with six feet distance between them.
- Parent pick-up
  - Parents will not enter the building
  - The Clerk will be outside for parents to sign-out students and to call students via radio
  - Pick-up students will report to the cafeteria
- Signage visible promoting:
  - Entrances/exits
  - Masks required
  - Social distancing - 6' apart
- Room designated for persons who evidence symptoms
- Bathrooms
  - Teachers will have designated bathroom breaks for the class when the teacher will take the whole class to the bathroom
  - For emergencies between bathroom breaks, there will be a limit of three students in the bathroom at a time

## Nurse's Office

- The Health Office will have designated "Sick" and "Well Visit" entrances
-

---

# RESTART & RECOVERY

69

## 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
- c. Protocols for Face Coverings

#### **GJM Staff Health Screenings**

- No admittance into the building prior to 7:30am.
- Staff must enter through the front door or the back door- Exit 14.
- Staff temperatures will be taken via the thermal scanner.

The main office clerk will oversee the monitor. If a staff member has a temperature greater than 100degrees F, they will be asked to exit the building and seek assistance from their health care provider. Staff members must have a doctor's note to return to work.

#### **FPE Staff Health Screenings**

- Screening Procedures for Staff
  - Implement daily staff screening in order to separate and contain any person that may be positive with COVID-19. Screening may include monitoring of symptoms of COVID-19, history of exposure and daily temperature checks via non contact temperature readings
  - Main Office Clerk will conduct temperature checks in the staff lounge
  - Staff will enter through Staff Lounge Door A, Sign-in, and exit Staff Lounge Door B
  - Temperature will be logged on the sign-in sheet by clerk
    - If non contact reading is at or above 99.5, then temporal re-check to be done by trained staff

---

---

# RESTART & RECOVERY

70

- Once any temperature reading is at or above 100.0 student or staff member shall be isolated in designated area until they can be safely removed from the school building in order to obtain further medical assessment to rule out COVID-19
- Any staff member who is exhibiting symptoms of COVID-19 such as cough, chills, muscle pain, sore throat, shortness of breath, and new onset loss of smell of taste shall be isolated in designated area until they can be safely removed from the school building in order to obtain further medical assessment to rule out COVID-19
- Any staff member who has had recent exposure to COVID-19, or has recently traveled to an area that falls within state guidelines to quarantine, shall be isolated in designated area until they can be safely removed from the school building
  - Main Office Clerk will notify Building Administrator
    - Staff member is sent home
    - Administrator notifies Superintendent

## **FPE Student Health Screenings**

- Prior to the start of the school year, inform parents via email, and social media their responsibility to daily screen their child for symptoms of COVID-19 and exposure outside of school.
    - Screening at home to include temperature checks, monitoring for new cough, chills, muscle pain, sore throat, shortness of breath, and new onset loss of smell of taste
    - Additional screening includes assessing for possible exposure to COVID-19 outside of school and travel restrictions
  - Implement daily student screening in order to separate and contain any person that may be positive with COVID-19.
  - Daily Procedures
    - Staff must visually check students for symptoms upon arrival
  - If a student is exhibiting symptoms
    - Call Nurse's Office
    - Send student to Nurse's Office
    - Nurse will screen student
-

---

# RESTART & RECOVERY

71

- Screening may include monitoring of symptoms of COVID-19, history of exposure and daily temperature checks via non contact temperature readings
  - If non contact reading is at or above 99.5, then temporal re-check to be done by trained staff
- Once any temperature reading is at or above 100.0 student shall be isolated in designated area until they can be safely removed from the school building in order to obtain further medical assessment to rule out COVID-19
- Any student who is exhibiting symptoms of COVID-19 such as cough, chills, muscle pain, sore throat, shortness of breath, and new onset loss of smell of taste shall be isolated in designated area until they can be safely removed from the school building in order to obtain further medical assessment to rule out COVID-19
- Any student who has had recent exposure to COVID-19, or has recently traveled to an area that falls within state guidelines to quarantine, shall be isolated in designated area until they can be safely removed from the school building

## **FPE Face Coverings**

- All staff and students will wear masks upon entering the Frog Pond Elementary school
  - Students and staff who are unable to wear a mask must submit documentation from their personal care provider and will be documented in their IEP, 504, Individual Health plan, etc.
- Students will be asked to bring a mask from home. The school will provide a mask for a student who does not bring one to school
- Masks must cover the mouth and nose

## **PRSD**

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

---

---

# RESTART & RECOVERY

72

## Daily Screenings

- Prior to the start of the school year, inform parents via email, and social media their responsibility to daily screen their child for symptoms of COVID-19 and exposure outside of school.
  - Screening at home to include temperature checks, monitoring for new cough, chills, muscle pain, sore throat, shortness of breath, and new onset loss of smell of taste
  - Additional screening includes assessing for possible exposure to COVID-19 outside of school and travel restrictions
- Implement daily student and staff screening in order to separate and contain any person that may be positive with COVID-19.
  - Screening may include monitoring of symptoms of COVID-19, history of exposure and daily temperature checks via non contact temperature readings
    - If non contact reading is at or above 99.5, then temporal re-check to be done by trained staff
  - Once any temperature reading is at or above 100.0 student or staff member shall be isolated in designated area until they can be safely removed from the school building in order to obtain further medical assessment to rule out COVID-19
  - Any student or staff member who is exhibiting symptoms of COVID-19 such as cough, chills, muscle pain, sore throat, shortness of breath, and new onset loss of smell of taste shall be isolated in designated area until they can be safely removed from the school building in order to obtain further medical assessment to rule out COVID-19
  - Any student or staff member who has had recent exposure to COVID-19, or has recently traveled to an area that falls within state guidelines to quarantine, shall be isolated in designated area until they can be safely removed from the school building

## Face Coverings

---

---

# RESTART & RECOVERY

73

- 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.
- Students and staff who are unable to wear a mask must submit documentation from their personal care provider and will be documented in their IEP, 504, Individual Health plan, etc.
- 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.

---

# RESTART & RECOVERY

74

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

#### Face Coverings

- 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.
- 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.

#### Transmission Containment

Measures should be undertaken to limit the spread of germs amongst students and staff. These include "social distancing" or "non-pharmaceutical interventions" and include the following:

- Increasing separation amongst students
  - Hand, cough and sneeze hygiene
  - Disinfection of contaminated surfaces
-

---

# RESTART & RECOVERY

75

## Mitigation Measures, Including Social Distancing

Implement prevention strategies to make the school environment conducive to good hygiene by:

- Reminding students and staff to clean their hands and make sure they have the supplies to do so by making soap, alcohol-based hand rubs, paper towels, and sinks accessible.
- Reminding students and staff to cover noses and mouths with a tissue or sleeve when coughing or sneezing and have tissues readily available. Make sure tissues are available in all classrooms and common areas such as libraries and lunchrooms and remind students and staff to dispose of used tissues in waste receptacles.
- Conducting frequent sanitary, health & safety inspections of the schools. Encourage staff and the custodial team to wipe down any surfaces that may have been contaminated by saliva or other respiratory secretions.

Reduce the spread of the virus by identifying the Schools' responsibilities to the students and community:

- Set up prominent notices at all entry points to facilities, advising staff, students, and visitors not to enter if they have symptoms of COVID-19.
  - Educate employees, students, and visitors on how to stop the spread of the virus. Notices containing information regarding hand hygiene, covering coughs and sneezes, and student spacing should be placed around the schools. Fact sheets with this information should be distributed also.
  - Established procedures for implementing containment measures (canceling sports events and other mass gatherings).
  - Ensure adequate supplies of tissues, hand sanitizing gels, soap and water and cleaning supplies are available to students and staff.
  - In collaboration with the Health Department, develop and implement support plans for "Student Health Centers" that will be designated to triage/evaluate and/or treat COVID-19 patients not requiring hospital care.
-

---

# RESTART & RECOVERY

76

## Daily Screenings

- Prior to the start of the school year, inform parents via email, and social media their responsibility to daily screen their child for symptoms of COVID-19 and exposure outside of school.
    - Screening at home to include temperature checks, monitoring for new cough, chills, muscle pain, sore throat, shortness of breath, and new onset loss of smell of taste
    - Additional screening includes assessing for possible exposure to COVID-19 outside of school and travel restrictions
  - Implement daily student and staff screening in order to separate and contain any person that may be positive with COVID-19.
    - Screening may include monitoring of symptoms of COVID-19, history of exposure and daily temperature checks via non contact temperature readings
      - If non contact reading is at or above 99.5, then temporal re-check to be done by trained staff
    - Once any temperature reading is at or above 100.0 student or staff member shall be isolated in designated area until they can be safely removed from the school building in order to obtain further medical assessment to rule out COVID-19
    - Any student or staff member who is exhibiting symptoms of COVID-19 such as cough, chills, muscle pain, sore throat, shortness of breath, and new onset loss of smell of taste shall be isolated in designated area until they can be safely removed from the school building in order to obtain further medical assessment to rule out COVID-19
    - Any student or staff member who has had recent exposure to COVID-19, or has recently traveled to an area that falls within state guidelines to quarantine, shall be isolated in designated area until they can be safely removed from the school building to complete duration of required quarantine and/or isolation period
-

---

# RESTART & RECOVERY

77

## Isolation Room

- Designate an isolation room that ensures proper cleaning and further mitigation prevention measures to prevent further spread of possible COVID-19.
- Isolation room should maintain social distancing
- Students or staff who are isolated to room shall wear face covering and use proper hand hygiene
- Those entering isolation room to monitor the isolated staff or students should wear appropriate PPE to protect themselves (including N95 or surgical mask, face shield, gown, and gloves) and use proper hand hygiene
- Proper disposal of PPE to occur upon exiting of isolation room

## Suspected COVID-19 Cases

- Students or staff with suspected COVID-19 cases should be removed from the school building in order to obtain further medical assessment to rule out COVID-19
- Communicate, collaborate, and coordinate surveillance, epidemiology, and containment activities with public health authorities.
- Schools will track the number absentees and specifically monitor for student and staff reporting signs and symptoms of COVID-19. The timing, specifics and scope of surveillance activities will be conducted under the supervision and close coordination of the local health department.

## Confirmed Covid-19 Cases as per N.J.S.A. 18A:17-43.2

- Notify Health Officials and Close Contacts
    - In accordance with state and local laws and regulations, school administrators should notify local health officials, staff, and families of any case of COVID-19 while maintaining confidentiality
  - Follow the guidance and direction of local health department
  - Inform those who have had close contact with a person diagnosed with COVID-19 to stay home for 14 days from last contact with confirmed case, even if tested negative
    - A close contact is considered being within 6 feet for a period of at least 10 minutes
-

---

# RESTART & RECOVERY

78

## **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.

#### **Little Egg Harbor & Pinelands Regional COVID-19 Cleaning & Disinfecting Guidance for School**

The purpose of this document is to provide guidance for cleaning and disinfecting in schools. This guidance is based on the Centers for Disease Control and Prevention (CDC) recommendation for schools, workplaces and community locations.

#### **How COVID-19 Spreads**

The virus that causes COVID-19 is mainly spread by respiratory droplets. When someone infected with COVID-19 coughs or sneezes, respiratory droplets that contain the virus are expelled and can be breathed by someone nearby. Although the virus cannot enter the body through the skin, the respiratory droplets carrying the virus can get into your airways or mucous membranes of your eyes, nose, or mouth to infect you. The virus can also be spread if you touch a surface contaminated with the virus and then touch your eyes, nose or mouth, although this is not the primary way the virus spreads.

#### **Guidance for Cleaning and Disinfecting**

Routine cleaning and disinfecting is key to maintaining a safe environment for faculty, students and staff.

Disinfecting kills most germs, depending on the type of chemical and only when the chemical product is used as directed on the label.

#### **Routing cleaning and disinfecting**

Clean and disinfect at least daily (or more, depending on use patterns) frequently touched surfaces and objects such as:

---

---

# RESTART & RECOVERY

79

- . Face shields
- . Door knobs
- . Stair rails
- . Classroom desks and chairs
- . Lunchroom tables and chairs
- . Countertops
- . Handrails
- . Light switches
- . Handles on equipment
- . Pencil sharpeners
- . Push-buttons on vending machines and elevators
- . Shared toys
- . Shared remote controls
- . Shared telephones
- . Shared desktops
- . Shared computer keyboards and mouse
- . Bathrooms
- . Stalls/handles
- . Soap dispenser
- . Paper towel dispenser
- . Toilet paper dispenser
- . Urinals
- . Toilets
- . Sinks
- . Sanitary napkin holder

Note: Computer keyboards are difficult to clean. Shared computers should have signs posted instructing proper hand hygiene before and after using them to minimize disease transmission. To facilitate cleaning, consider using covers that protect the keys but enable use of the keys.

---

---

# RESTART & RECOVERY

80

It is not necessary to routinely apply disinfectants to surfaces that are not high-touch or high-risk (e.g. floors, bookcases, tops of filing cabinets). Soft surfaces such as carpets, rugs and drapes can be cleaned using a cleaner appropriate for the material.

## **Cleaning cloth face coverings and face shields**

Cloth face coverings should be laundered as needed and changed if visibly soiled.

The CDC provides guidance for the use and care of cloth face covering and face shields.

Review the [Use of Cloth Face Coverings to Help Slow the Spread of COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html)

(<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>)

Face shields should be cleaned following manufacturer's instructions.

While wearing gloves, carefully wipe the inside, followed by the outside of the face shield or goggles using a clean cloth saturated with neutral detergent solution or cleaner wipe.

Carefully wipe the outside of the face shield or goggles using a wipe of clean cloth saturated with EPA-registered hospital disinfectant solution.

Wipe the outside of face shield or goggles with clean water or alcohol to remove residue.

Fully dry (air dry or use clean absorbent towels).

Remove gloves and perform hand hygiene.

## **When a student or staff member becomes ill**

When a student or staff member develops any symptoms of illness consistent with COVID-19 in a school:

Isolate the person in a separate room while they wait to be picked up or until they are able to leave the facility on their own. Ensure that they have hygiene supplies available, including a cloth face covering/face shield, facial tissues and alcohol based hand sanitizer.

Remind staff who are monitoring the student or staff member with symptoms to wear a cloth face mask and practice social distancing. Close off the space used for isolation after the ill person leaves.

---

---

# RESTART & RECOVERY

81

**Wait 24 hours** before you clean or disinfect. If 24 hours is not feasible, wait as long as possible. Open outside doors and windows and use ventilating fans to increase air circulation in the area.

Open the space for use after proper cleaning and disinfecting.

Clean and disinfect all areas used by the person who is sick, such as high-touch surfaces and items they have touched (e.g., individual desk, cot, recently used toys, shared equipment)

Wear gloves when cleaning and wash hands after removing gloves.

## **General precautions for the cleaning staff after an ill student has been in your facility**

The risk of getting COVID-19 from cleaning is low. The following are general precautions for cleaning staff, given that community transmission of COVID-19 is occurring:

Staff should not touch their face while cleaning and only after they can wash hands after cleaning.

Cleaning staff should wear uniforms (or designated work clothes) and disposable gloves when cleaning and handling trash.

Cleaning staff should be thoroughly wash hands with soap and water for at least 20 seconds after gloves are removed.

Staff who are responsible for cleaning and disinfecting should be trained to use disinfectants safely and effectively and to safely clean up potentially infectious materials and body fluids, blood, vomit, feces and urine.

All cleaning staff should be trained on the hazards of the cleaning chemicals used in the workplace in accordance with OSHA's Hazard Communication Standard 29 CFR 1910.1200 ([www.osha.gov/laws-regs/regulations/standardnumber/1910/1920.1200](https://www.osha.gov/laws-regs/regulations/standardnumber/1910/1920.1200)).

## **Resource**

Botanical Disinfectant Solution ( Disinfectant)

Use an EPA-registered household disinfectant and follow the manufacturer's instructions to ensure safe and effective use of the product.

List N: Disinfectants for Use Against SARS-CoV-2(COVID-19)

---

---

# RESTART & RECOVERY

82

(<https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid19>)

Many products recommended:

Keeping the surface wet for a period of time (see the product label)

Wearing gloves and ensuring good ventilation during use of the product

Practice social distancing, wear facial coverings, and follow proper prevention hygiene, such as washing your hands for 20 seconds and using alcohol-based (60%) hand sanitizer when soap and water are not available.

---

# RESTART & RECOVERY

83

## 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.

#### PRSD

- Grab-and-go food
    - Even “hot” meal of the day is pre-bagged for pick-up
  - Socially distanced in lines to get food
  - One-way entering to get food and exiting
  - Additional Cashier Stations
  - Breakfast:
    - Eat in classrooms - no eating in the cafeteria
  - Lunch:
    - Limited seating at each table in the cafeteria
    - Alternate locations for eating will be available
    - Possible staggered purchasing of food
  - **Signage:**
    - Lines for the cafeteria will be marked with signs 6' apart
    - Encouraging handwashing and hand sanitizing
    - No congregating
    - Table locations
    - Entrance/exits visibly marked
  - Designated entrances/exits
  - Students will be dismissed to get food/leave the cafeteria to ensure proper social distancing protocols
  - Cafeteria will only be open during Breakfast and Lunch times only.
  - Increased frequency and quality of cleaning of tables, chairs and other commonly touched items
  - Hand sanitizer available throughout the cafeteria, mostly at exits/entrances
  - Condiments all pre-packaged
-

---

# RESTART & RECOVERY

84

- Utensils pre-packaged
- Lunch person is keying-in student ID numbers

## **Breakfast GJM**

Students will report to their classrooms in the morning. Building Admin will assign staff members to work in teams to visit all classrooms between 8:30am and 9am with breakfast on a cart and deliver breakfast to classrooms. The Director of Food Services will review with us how to account and keep accurate records as we deliver. Students will wash their hands before and after breakfast.

## **Lunch GJM**

The majority of classes in both schools will eat in the classroom. Classes will be assigned times in groups of 3 or 4 to travel to the lunchroom with a CPA supervising them to retrieve their lunch (wearing masks) and to then return to their classroom and eat. Social distancing will take place while in line. Snacks will be available to purchase. Hot lunch will be offered. Students will go through the lines and cash register as usual. The Director of Food Services will be looking to buy trays with lids. If we don't have a 1:1 adult to class ratio for lunch supervision, we may have 2 classes in the lunchroom spread out and supervised by one aide. Students will wash their hands before and after lunch.

## **Early Childhood Center**

Breakfast/Lunch will be provided daily in individual containers/portions and delivered to classrooms. Individual classroom lunch schedules will be staggered, reflecting the outdoor times, and will impact rest time and therefore teacher and aide lunch. These staggered times will allow for fewer staff members to be present in the staff lounge if they choose to make use of that space.

## **Frog Pond Meals**

- Breakfast
  - Students will report to their classrooms in the morning

---

---

# RESTART & RECOVERY

85

- Staff member teams will visit each classroom between 8:30am and 9am with breakfast on a cart to deliver breakfast to classrooms
  - Students will wash their hands before and after breakfast
- Lunch
  - Students will be assigned to eat in the classrooms or the cafeteria. For classes who eat in the cafeteria, an accurate daily roster must be kept
  - Small groups of students will be assigned times to buy lunch in the cafeteria (wearing masks and social distancing)
  - Snacks will be available to purchase
  - Hot and cold lunch choices will be offered
  - Students will return to the classroom after purchasing lunch
  - Students will wash their hands before and after lunch

---

# RESTART & RECOVERY

86

## **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.

#### **PRSD**

- No one seated less than 6' apart
- No changing for physical education in locker rooms
- Weight room closed during the day
- Minimal sharing of equipment
- Health and physical education planned around social distancing
- Outside is be the preferred location for physical activities

#### **Frog Pond**

##### **Recess/Physical Education**

- Each class will be assigned a 20 minute recess time
- Each class will be assigned an area of the outside play area with boundaries to participate in a teacher led game which promotes social distancing during recess
- Physical Education classes will be held in the gymnasium or outside when available

#### **George J. Mitchell**

##### **Physical Education**

- The gym will be partitioned into two areas.
  - The two PE teachers will work with their students in separate locations in the gym or on the back field.
  - To start the school year, students will only participate in Go Noodle or other activities that do not require equipment or physical interactions.
-

---

# RESTART & RECOVERY

87

## **Early Childhood**

Playground schedules have been developed to stagger arrival and departure times. Classes have been assigned to specific areas to maintain distancing of cohorts. Students will wear masks to and from the playground but may remove them outside when maintaining a distance. All playground equipment will be sanitized between classes.

---

# RESTART & RECOVERY

88

## **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.

#### **PRSD**

PRSD will not have Field Trips at this time.

Clubs and Extracurricular activities can be held via zoom or Google Meet. All meetings and participation should be documented by the advisors.

Pinelands Regional High School's 18-21 Transition Program will continue to have students participate in the in-person job site training. Students and staff members will follow social distancing guidelines as well as any guidelines and procedures laid out by the workplace. Students and staff will be transported on the district's bus. Students will be required to wear masks and socially distance on the bus.

\*The Elementary School District will not have field trips or extracurricular activities at this time.

---

---

# RESTART & RECOVERY

89

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

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

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

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

- [Revising discipline practices with a trauma informed lens/restorative practices](#)
  - [Focused Attention Practices](#)
  - [Brain Intervals](#)
  - [Relationship Mapping](#)
  - Staff PD (Summer HEAT, Lunch and Learns, Staff Orientation Days, “Behavior Bits”--[example](#), etc)
  - Nonviolent Crisis Intervention (NVCi)/ Crisis Prevention Intervention (CPI) training for staff
  - Student Zen Den/Calming Corner, etc.- Reset Room
  - CPS Training
-

---

# RESTART & RECOVERY

90

- Staff surveys
  - Stakeholder climate surveys
  - Staff Book Clubs
  - Facebook Staff Wellness Group
  - Shared leadership (committees, team approach, etc.)
  - During all-virtual instruction: Staff virtual meetings to connect with each other
  - During all-virtual instruction: Staff PD and Wellness Activities
  - Parent Supports: Behaviorists virtual meetings, informational videos, [SEL/Mental Health Resources on website](#) and staff support, etc.
  - All counselors available for all students and staff
  - S.A.C. Individual and Psychoeducational Groups
  - Elementary: Morning Meetings required (both in-school instruction and virtual)
  - Staff common prep periods and PLC time when possible
  - Student/Adult Mentor and/or Case Manager Support
  - School Climate/Safety Teams analyzing data, implementing programs, etc.
  - Active I& R,S Committees
  - College and Career Planning
  - Crisis Intervention
  - Parent Engagement Programs
  - Employment Services
  - Recreation/enrichment Activities
  - Family Therapy
  - Individual Counseling
  - Prevention Services
  - Learning Support
  - [Educator Self Care Program](#)
-

---

# RESTART & RECOVERY

91

## 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

☒ Currently Being Utilized

- PBSIS
- [Collaborative and Proactive Solutions Model](#)
- Zen Den
- Intervention Teams
- Universal screening of students with ongoing data collection
- Norm-referenced assessments (K-12)
- Schoolwide approach to expectations (students in good standing)
- Use of evidence-based practices
- Personalized instruction based on collected data
- Multiple means of engagement, student representation (voice/inclusivity), and expression in the academic setting
- Mental Health Practitioner for student evaluation/programming

## c. Wraparound Supports

---

---

# RESTART & RECOVERY

92

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

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

- SBYS
- Resiliency Training
- Mental Health Practitioner for student evaluation/programming
- Basic Skills Program
- I&RS; Intervention Plans
- Student and Family Support Counselor

d. Food Service and Distribution

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

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

---

---

# RESTART & RECOVERY

93

- Meal distribution provided for all students, regardless of Title 1 status, throughout the Spring and summer months.

e. Quality Child Care

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

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

Before and Aftercare offered at LEH

---

# RESTART & RECOVERY

94

## 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.

Barchetto, AJ	LEH/PRS D	Parent LEH and Pinelands	<a href="mailto:ajbarchetto@gmail.com">ajbarchetto@gmail.com</a>
Bellone, John	PRSD	Facilities Manager	<a href="mailto:jbellone@prsdnj.org">jbellone@prsdnj.org</a>
Beranato, John	LEH/PRS D	Assistant Superintendent LEH	<a href="mailto:jberanato@prsdnj.org">jberanato@prsdnj.org</a>
Bond, James	PRSD	IT Manager	<a href="mailto:jbond@prsdnj.org">jbond@prsdnj.org</a>
Brown, Nick	LEH/PRS D	Business Administrator Pinelands/LEH	<a href="mailto:nbrown@prsdnj.org">nbrown@prsdnj.org</a>
Cole, Seth	LEH	Facilities Manager	<a href="mailto:scole@lehsd.org">scole@lehsd.org</a>
Clark, Kimberly	PRSD	Assistant Principal - PRJHS	<a href="mailto:kclark@prsdnj.org">kclark@prsdnj.org</a>
Cummings, Chrissy	LEH	Frog Pond Elementary Supervisor	<a href="mailto:chrissycummings@lehsd.org">chrissycummings@lehsd.org</a>
Cummings, Marcy	PRSD	Pinelands B & G Secretary	<a href="mailto:mcummings@prsdnj.org">mcummings@prsdnj.org</a>
Daleo, August	PRSD	LEH Board Member/ Parent	<a href="mailto:adaleo@prsdnj.org">adaleo@prsdnj.org</a>
Denning, Tom	LEH	Frog Pond Principal	<a href="mailto:tdening@lehsd.org">tdening@lehsd.org</a>
Elwood, Marisa	LEH/PRS D	Supervisor of Special Services	<a href="mailto:melwood@prsdnj.org">melwood@prsdnj.org</a>
Flynn, Anne	LEH	ECC Principal	<a href="mailto:aflynn@lehsd.org">aflynn@lehsd.org</a>

---

---

# RESTART & RECOVERY

95

Finnigan, Jaclyn	LEH	LEH Staff	<a href="mailto:jfinnigan@lehsd.org">jfinnigan@lehsd.org</a>
Frasca Gina	PRSD	Assistant Superintendent Pinelands	<a href="mailto:gfrasca@prsdnj.org">gfrasca@prsdnj.org</a>
Gangemi, Janet	Tuckerton	Superintendent/ BA Tuckerton	<a href="mailto:jgangemi2@tesnj.com">jgangemi2@tesnj.com</a>
Gibaldi, Brianna	Tuckerton	Supervisor of Special Services Tuckerton	<a href="mailto:bgibaldi@tesnj.com">bgibaldi@tesnj.com</a>
Giannuzzi, Debbie	LEH	LEH Board Member	<a href="mailto:GiannuzziD@lehsd.org">GiannuzziD@lehsd.org</a>
Grayson, Siobhan	Tuckerton	Tuckerton Principal	<a href="mailto:sgrayson@tesnj.com">sgrayson@tesnj.com</a>
Guinan, Deniese	LEH	GJM Principal	<a href="mailto:dguinan@lehsd.org">dguinan@lehsd.org</a>
Harper, Rachel	LEH/PRS	Parent/ Pinelands BOE Member	<a href="mailto:rharper@lehsd.org">rharper@lehsd.org</a>
Hanadel, Kim	PRSD	Board member	<a href="mailto:khanadel@prsdnj.org">khanadel@prsdnj.org</a>
Hawrylo, Dolores	LEHSD	Nurse Assistant (FPE)	<a href="mailto:dhawrylo@lehsd.org">dhawrylo@lehsd.org</a>
Houck-Elco, Amy	PRSD/LE H	Board Attorney	<a href="mailto:AELCO@cooperlevenson.com">AELCO@cooperlevenson.com</a>
Horner, Trisha	Tuckerton	Tuckerton BOE President	<a href="mailto:thorner@tesnj.com">thorner@tesnj.com</a>
Irons, Tim	PRSD/LE H	Insurance	<a href="mailto:TIrons@tcirons.com">TIrons@tcirons.com</a>
Kenney, Karen	PRSD	Director of School Based Youth Services	<a href="mailto:kkenney@prsdnj.org">kkenney@prsdnj.org</a>
Kenny, Karen	PRSD	Director of Student Services	<a href="mailto:kkeny@prsdnj.org">kkeny@prsdnj.org</a>
Laurence, Allison	PRSD	Pinelands Teacher Rep	<a href="mailto:alaurence@prsdnj.org">alaurence@prsdnj.org</a>
Lichtenwalner, Erin	LEH/PRS D	Director of Special Services	<a href="mailto:elichtenwalner@prsdnj.org">elichtenwalner@prsdnj.org</a>

---

---

# RESTART & RECOVERY

96

Loiseau, Kelli	PRSD	Pinelands Lead Nurse	kpotopchuk@prsdnj.org
Maleski, Matthew	PRSD	Pinelands Asst. Principal	mgmaleski@prsdnj.org
Maleski, Michele	PRSD	Parent/ Teacher	mlmaleski@prsdnj.org
Maloney, Nora	LEH	LEH Teacher Rep	nmaloney@lehdsd.org
Manzoni, Patti	LEH/PRS D/Tuckerton	Durham Bus Manager	pmanzoni@durhamschoolservices.com
Martucci, Teri	LEH/PRSD	Communication Liason	tmartucci@lehdsd.org
Mathis, Brian	Tuckerton	Facilities Manager Tuckerton	bmathis@tesnj.com
McAdam, Steve	LEH	LEH Association President	smcadam@lehdsd.org
McCooley Melissa	LEH/PRSD	Superintedent LEH & Pinelands	mmccooley@prsdnj.org
McVey, Betti Anne	PRSD	Pinelands BOE Member	bamcvey@prsdnj.org
Morfitt, Teri-Anne	LEHSD	LEH School Nurse (ECC)	tmorfitt@lehdsd.org
Morgan, Chuck	PRSD	Pinelands Supervisor	cmorgan@prsdnj.org
Nass, Amy	PRSD	Pinelands Asst. Principal	anass@prsdnj.org
Nazarok, Paul	LEH	GJM Elementary Supervisor	pnazarok@lehdsd.org
Palazzi, Alisa	LEH	Supervisor of Curriculum and Instruction	apalazzi@lehdsd.org
Pasterak, Mikki	PRSD	Principal's Secretary	mpasterak@prsdnj.org

---

---

# RESTART & RECOVERY

97

Powers, Barbarann	Tuckerton	TES Association President	bpowers@tesnj.com
Pschorr, Eric	PRSD	Principal - PRJHS	fpschorr@prsdnj.org
Reid, Mel	PRSD	Pinelands Association President	mreid@prsdnj.org
Reigelman, Trina	PRSD/LEH	Energy Manager	treigelman@prsdnj.org
Rosetti, Tom	PRSD	Board Member/Parent	trossetti@prsdnj.org
Sauer, Susan	Tuckerton	School Nurse Tuckerton	ssauer@tesnj.com
Simoncini, Mike	LEH/PRSD/Tuckerton	NurtiServe Food Manager	msimoncini@prsdnj.org
Snyder, Christine	LEH	LEH BOE Member	csnyder@lehsd.org
Stranahan, Bruce	LEH/PRSD	Supervisor of Facilities	bstranahan@prsdnj.org
Sundermann, Will	PRSD	Pinelands Athletic Supervisor	wsundermann@prsdnj.org
Suralik, Jen	Tuckerton	BOE Member/Parent Tuckerton	jsuralik@tesnj.com
Talarico, Nick	LEH/PRSD	Transportation Coordinator	ntalarico@prsdnj.org
Truzzolino, Jackie	LEH	LEH Director Elementary Education	jtruzzolino@lehsd.org
Welsh, Caitlin	PRSD	Nurse	cwelsh@prsdnj.org
Yates, Jonathan	LEH/PRSD	Assistant Business Administrator	jyates@prsdnj.org

---

---

# RESTART & RECOVERY

98

## **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.

Dr. Melissa McCooley, Superintendent  
Gina Frasca, Assistant Superintendent  
John Berenato, Assistant Superintendent  
Karen Kenny, Director of Guidance  
Erin Lichtenwalner, Director of Special Services  
Teri Ann Morfitt, Lead Nurse  
Mel Reid, PEA President  
Steven McAdam, LEA President  
Michelle Maleski, Parent  
Deborah Giannuzzi, Board President  
Betti Anne McVey, Board President  
John Bellone, Facilities  
Mike Simoncini, Food Services

---

# RESTART & RECOVERY

99

## 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:

#### PRSD

<b>Staff Attendance</b>	<ul style="list-style-type: none"><li>• Staff will use the Aesop system to take a personal or sick day. Personal days are to be approved ahead of time by administration and sick days must be entered by 5:30am on the day that the staff member will be out sick.</li></ul>
<b>Taking Student Attendance</b>	<p><b>Hybrid Model</b></p> <ul style="list-style-type: none"><li>• Teacher will take attendance of all students in-person and those attending virtually</li></ul> <p><b>Students Learning Virtually</b></p> <ul style="list-style-type: none"><li>• Students will log-in during their assigned class time</li></ul>
<b>Schedules</b>	<p><b>Hybrid Model (LEH ALSO)</b></p> <ul style="list-style-type: none"><li>• A-L- Monday and Thursday (Green Group)</li><li>• M-Z Tuesday and Friday (Gold Group)</li><li>• Self contained groups Monday, Tuesday, Thursday, Friday -all four days - case manager will be in touch.</li><li>• Wednesday- all students virtual</li></ul> <p><b>VOCATIONAL STUDENTS</b></p> <p>In partnership with OCTVS and Transportation, we plan the following for our students that attend vocational school. This is not finalized and may change.</p> <ul style="list-style-type: none"><li>• Shared Time Students attend Monday, Tuesday, Thursday, Friday- all four days voc/in person</li><li>• Full time Students attend all five days.</li></ul> <p><b>Virtual Model</b></p> <ul style="list-style-type: none"><li>• Teachers will host scheduled classes synchronously and asynchronously via their google classroom/google meet/zoom.</li></ul>

# RESTART & RECOVERY

100

<b>Virtual Posting Classwork</b>	<ul style="list-style-type: none"> <li>Students will be required to submit their classwork through Google Classroom</li> </ul>
<b>Virtual Platform</b>	<ul style="list-style-type: none"> <li>Google Classroom/Google Meet/Zoom</li> </ul>
<b>Virtual and Hybrid I&amp;RS /CST Meeting/504 Participation and Preparation</b>	<ul style="list-style-type: none"> <li>Guidance Counselors/Case Managers will share responsibility with teachers to meet student needs related to established additional school supports (ELL, 504, IEP, I&amp;RS). This may include additional time and resources for these students during these remote learning days as well as upon their return to school.</li> </ul>
<b>Related Services</b>	<p>All related services will be provided according to students' IEPs, to the greatest extent possible.</p> <p><u>Speech</u></p> <p><b>Virtual</b></p> <ul style="list-style-type: none"> <li>Students on an A/B schedule will be given speech therapy during their virtual day.</li> <li>Self contained students attending all four days will use a quiet space in their classroom and participate virtually.</li> <li>Paraprofessionals can support students, as needed, for in-person/virtual model</li> </ul> <p><i>The Speech Therapist can push into a classroom for services, if it is deemed appropriate.</i></p> <p><u>Occupational Therapy and Physical Therapy</u></p> <p><b>Hybrid Model</b></p> <p>Will be given through a hybrid model of in-person and virtually, determined by the provider on a case-by-case basis.</p> <p><b>Virtual</b></p> <ul style="list-style-type: none"> <li>Therapy sessions will be scheduled in coordination with the families during school hours only.</li> <li>Therapists will complete surveys with families to ensure supplies are readily available for activities at home.</li> </ul>

# RESTART & RECOVERY

101

	<ul style="list-style-type: none"> <li>○ If supplies are not available, the therapist will coordinate with administration to have supplies delivered.</li> <li>● Direct Therapy Services will be provided according to the students IEP.</li> </ul> <p><u>Counseling and Behavioral Supports</u></p> <p><b>Hybrid Model</b></p> <ul style="list-style-type: none"> <li>● In-person counseling sessions will be conducted on Monday, Tuesday, Thursday and Friday. Counselors will provide virtual counseling on Wednesdays.</li> </ul> <p><b>Virtual Model</b></p> <ul style="list-style-type: none"> <li>● Counselors will conduct counseling sessions via Google Meet.</li> </ul> <p><u>Multi-sensory Reading Program</u></p> <p>Virtual services will be provided.</p>
--	---

## George J. Mitchell

<b>Staff Attendance</b>	<ul style="list-style-type: none"> <li>● Staff will use the Aesop system to take a personal or sick day. Personal days are to be approved ahead of time by administration and sick days must be entered by 5:30am on the day that the staff member will be out sick.</li> </ul>
<b>Taking Student Attendance</b>	<p><b>Hybrid Model</b></p> <ul style="list-style-type: none"> <li>● Attendance will be taken by 9:00am on the students you have in class using OnCourse.</li> </ul> <p><b>Students Learning Virtually</b></p> <p>Attendance will be recorded by 11:59pm each day. Staff will determine if a student is present or absent by their participation in 50% of the learning activities assigned each day. We must be flexible with the times that students choose to complete the work for the day. Remain in contact with administration for students who are completing less than 50%.</p>
<b>Schedules/Morning Meeting Small</b>	<p><b>Hybrid Model</b></p> <ul style="list-style-type: none"> <li>● Teachers are responsible for hosting a whole class in-person morning meeting for the students who are in school.</li> </ul>

---

# RESTART & RECOVERY

102

<b>Group Expectations</b>	<ul style="list-style-type: none"> <li>Teachers are responsible for hosting a whole class morning and afternoon meetings on the day that school is virtual for all students.</li> <li>Teachers are responsible for hosting at least 3 small group lessons on the virtual learning day.</li> <li>Self contained groups Monday, Tuesday, Thursday, Friday -all four days - case manager will be in touch.</li> <li>Wednesday- all students virtual</li> </ul> <p><b>Virtual Model</b></p> <ul style="list-style-type: none"> <li>Teachers are responsible for hosting a whole class morning and afternoon meeting everyday. Students must attend one.</li> <li>Teachers are responsible for hosting 4 small group lessons a day with the exception of Fridays. (See Virtual Schedule)</li> <li><a href="#">K-2 Hybrid Schedule Example</a></li> <li><a href="#">K-2 Virtual Schedule Example</a></li> </ul>
<b>Virtual- Posting Classwork</b>	<ul style="list-style-type: none"> <li>All classroom assignments must be posted in Google Classroom by 8:15am each day school is in session.</li> </ul>
<b>Virtual Platform</b>	<ul style="list-style-type: none"> <li>Google Classroom/Google Meet</li> </ul>
<b>Virtual &amp; Hybrid I&amp;RS/CST Meeting Participation and Preparation</b>	<ul style="list-style-type: none"> <li>Teachers are responsible for collecting and maintaining data on student performance to be used by the I&amp;RS and CST teams.</li> <li>Teachers are to bring student academic and behavioral concerns to the attention of the I&amp;RS Coordinators by completing the appropriate I&amp;RS documents. Please speak to the I&amp;RS coordinator prior to completing any documentation.</li> </ul>
<b>Related Services</b>	<p>All related services will be provided according to students' IEPs, to the greatest extent possible.</p> <p><u>Speech</u> <b>Virtual</b></p> <ul style="list-style-type: none"> <li>Students on an A/B schedule will be given speech therapy during their virtual day.</li> <li>Self contained students attending all four days will use a quiet space in their classroom and participate virtually.</li> </ul>

---

---

# RESTART & RECOVERY

103

	<ul style="list-style-type: none"><li>● Paraprofessionals can support students, as needed, for in-person/virtual model</li></ul> <p><i>The Speech Therapist can push into a classroom for services, if it is deemed appropriate.</i></p> <p><u>Occupational Therapy and Physical Therapy</u></p> <p><b>Hybrid Model</b></p> <p>Will be given through a hybrid model of in-person and virtually, determined by the provider on a case-by-case basis.</p> <p><b>Virtual</b></p> <ul style="list-style-type: none"><li>● Therapy sessions will be scheduled in coordination with the families during school hours only.</li><li>● Therapists will complete surveys with families to ensure supplies are readily available for activities at home.<ul style="list-style-type: none"><li>○ If supplies are not available, the therapist will coordinate with administration to have supplies delivered.</li></ul></li><li>● Direct Therapy Services will be provided according to the students IEP.</li></ul> <p><u>Counseling and Behavioral Supports</u></p> <p><b>Hybrid Model</b></p> <ul style="list-style-type: none"><li>● In-person counseling sessions will be conducted on Monday, Tuesday, Thursday and Friday. Counselors will provide virtual counseling on Wednesdays.</li></ul> <p><b>Virtual Model</b></p> <ul style="list-style-type: none"><li>● Counselors will conduct counseling sessions via Google Meet.</li></ul> <p><u>Multi-sensory Reading Program</u></p> <p>Virtual services will be provided.</p>
--	--

## Frog Pond

<b>Staff Attendance</b>	<ul style="list-style-type: none"><li>● Staff will use the Aesop system to take a personal or sick day. Personal days are to be approved ahead of time by</li></ul>
-------------------------	---

---

# RESTART & RECOVERY

104

	administration and sick days must be entered by 5:30am on the day that the staff member will be out sick.
<b>Taking Student Attendance</b>	<p><b>Hybrid Model</b></p> <ul style="list-style-type: none"> <li>Attendance will be taken by 9:00am on the students you have in class using OnCourse.</li> </ul> <p><b>Students Learning Virtually</b></p> <p>Attendance will be recorded by 11:59pm each day. Staff will determine if a student is present or absent by their participation in 50% of the learning activities assigned each day. We must be flexible with the times that students choose to complete the work for the day. Remain in contact with administration for students who are completing less than 50%.</p>
<b>Schedules/Morning Meeting Small Group Expectations</b>	<p><b>Hybrid Model</b></p> <ul style="list-style-type: none"> <li>Teachers are responsible for hosting a whole class in-person morning meeting for the students who are in school.</li> <li>Teachers are responsible for hosting a whole class morning and afternoon meetings on the day that school is virtual for all students.</li> <li>Teachers are responsible for hosting at least 3 small group lessons on the virtual learning day.</li> <li>Synchronous learning will be available for students who are working from home via Google Meet using camera and microphone in the classroom.</li> <li>Self contained groups Monday, Tuesday, Thursday, Friday -all four days - case manager will be in touch.</li> <li>Wednesday- all students virtual</li> </ul> <p><b>Virtual Model</b></p> <ul style="list-style-type: none"> <li>Teachers are responsible for hosting a whole class morning and afternoon meeting everyday. Students must attend one.</li> <li>Teachers are responsible for hosting 4 small group lessons a day with the exception of Fridays. (See Virtual Schedule)</li> <li><a href="#">3-6 Hybrid Schedule Example</a></li> <li><a href="#">3-6 Virtual Schedule Example</a></li> </ul>
<b>Virtual- Posting Classwork</b>	<ul style="list-style-type: none"> <li>All classroom assignments must be posted in Google Classroom by 8:15am each day school is in session.</li> </ul>
<b>Virtual Platform</b>	<ul style="list-style-type: none"> <li>Google Classroom/Google Meet</li> </ul>

---

# RESTART & RECOVERY

105

<b>Virtual &amp; Hybrid I&amp;RS/CST Meeting Participation and Preparation</b>	<ul style="list-style-type: none"><li>• Teachers are responsible for collecting and maintaining data on student performance to be used by the I&amp;RS and CST teams.</li><li>• Teachers are to bring student academic and behavioral concerns to the attention of the I&amp;RS Coordinators by completing the appropriate I&amp;RS documents. Please speak to the I&amp;RS coordinator prior to completing any documentation.</li></ul>
<b>Related Services</b>	<p>All related services will be provided according to students' IEPs, to the greatest extent possible.</p> <p><u>Speech</u></p> <p><b>Virtual</b></p> <ul style="list-style-type: none"><li>• Students on an A/B schedule will be given speech therapy during their virtual day.</li><li>• Self contained students attending all four days will use a quiet space in their classroom and participate virtually.</li><li>• Paraprofessionals can support students, as needed, for in-person/virtual model</li></ul> <p><i>The Speech Therapist can push into a classroom for services, if it is deemed appropriate.</i></p> <p><u>Occupational Therapy and Physical Therapy</u></p> <p><b>Hybrid Model</b></p> <p>Will be given through a hybrid model of in-person and virtually, determined by the provider on a case-by-case basis.</p> <p><b>Virtual</b></p> <ul style="list-style-type: none"><li>• Therapy sessions will be scheduled in coordination with the families during school hours only.</li><li>• Therapists will complete surveys with families to ensure supplies are readily available for activities at home.<ul style="list-style-type: none"><li>○ If supplies are not available, the therapist will coordinate with administration to have supplies delivered.</li></ul></li></ul>

# RESTART & RECOVERY

106

	<ul style="list-style-type: none"> <li>• Direct Therapy Services will be provided according to the students IEP.</li> </ul> <p><u>Counseling and Behavioral Supports</u></p> <p><b>Hybrid Model</b></p> <ul style="list-style-type: none"> <li>• In-person counseling sessions will be conducted on Monday, Tuesday, Thursday and Friday. Counselors will provide virtual counseling on Wednesdays.</li> </ul> <p><b>Virtual Model</b></p> <ul style="list-style-type: none"> <li>• Counselors will conduct counseling sessions via Google Meet.</li> </ul> <p><u>Multi-sensory Reading Program</u></p> <p>Virtual services will be provided.</p>
--	---

## Expectations for Certified Staff on a Remote Learning Day

<b>Elementary School Staff (K-6)</b>	
<b>Teachers From 8:15am-3:15pm</b>	<ul style="list-style-type: none"> <li>• Teachers will be available during the regular school day hours to review student work, interact with students, or provide other support.</li> <li>• Lesson plans will be posted into OnCourse by 8:15am each Monday Morning.</li> <li>• Teachers will keep a log of activities for days that learning is virtual.</li> <li>• Teachers will conduct a whole class meeting each day school is in session.</li> <li>• Teachers will host 4 virtual small group lessons a day.</li> <li>• Teachers will provide feedback and support as needed.</li> <li>• Communications from students/parents received by 2pm when instruction is virtual, will be answered that day.</li> </ul>
<b>Special Area Teachers</b>	<p><b>Hybrid Model</b></p> <ul style="list-style-type: none"> <li>• Special area teachers will follow their assigned schedule.</li> <li>• Physical Education Teachers will work separately in the Gym. A partition will separate the two classes.</li> <li>• <a href="#">Example Schedule Link</a> (5week rotation)</li> </ul> <p><b>Virtual Model</b></p> <ul style="list-style-type: none"> <li>• Special area teachers will follow their regular schedule and</li> </ul>

# RESTART & RECOVERY

107

	provide virtual instruction to classes. Special area teachers will use the Google Meet forum to conduct Virtual Lessons
<b>Child Study Team</b>	<p><b>Hybrid Model</b></p> <ul style="list-style-type: none"> <li>The Child Study Team will continue to test and hold parent meetings (virtually or in person).</li> </ul> <p><b>Virtual Model</b></p> <ul style="list-style-type: none"> <li>The Child Study Team will continue to test and hold parent meetings (virtually or in person).</li> </ul>
<b>I&amp;RS Coordinators</b>	<p><b>Hybrid Model</b></p> <ul style="list-style-type: none"> <li>Teachers will continue to follow the I&amp;RS timeline and submit appropriate paperwork to the I&amp;RS coordinator for students in need of assistance. I&amp;RS coordinator will host a PLC for every grade level (virtually or in person) to review the I&amp;RS process.</li> </ul> <p><b>Virtual Model</b></p> <ul style="list-style-type: none"> <li>Teachers will continue to follow the I&amp;RS timeline and submit appropriate paperwork to the I&amp;RS coordinator for students in need of assistance. I&amp;RS coordinator will host a Virtual PLC for every grade level to review the I&amp;RS process.</li> </ul>
<b>Literacy, Math, and Technology Coaches</b>	<p><b>Hybrid Model</b></p> <ul style="list-style-type: none"> <li>Coaches will provide on-going support and coaching cycles for staff members. Coaches will maintain a log indicating the date, time, and type of support provided.</li> <li>Coaches will be responsible for hosting PLCs as deemed appropriate by administration.</li> </ul> <p><b>Virtual Model</b></p> <ul style="list-style-type: none"> <li>Coaches will provide on-going support and coaching cycles for staff members. Coaches will maintain a log indicating the date, time, and type of support provided</li> <li>Coaches will be responsible for hosting professional development opportunities for staff as deemed appropriate by administration.</li> </ul>
<b>Social Worker and Student Family Support Counselors</b>	<p><b>Hybrid Model</b></p> <ul style="list-style-type: none"> <li>In-person counseling sessions will be conducted on Monday, Tuesday, Thursday and Friday. Counselors will provide virtual counseling on Wednesdays.</li> </ul> <p><b>Virtual Model</b></p>

---

# RESTART & RECOVERY

108

	<ul style="list-style-type: none"><li>● Counselors will conduct counseling sessions via Google Meet. Counselors will host a PLC at the beginning of Virtual Learning to explain how to refer students for services. Counselors may conduct group or 1:1 sessions.</li></ul>
<b>Related Service Providers</b>	<ul style="list-style-type: none"><li>● Related Service Providers will set up virtual therapy sessions with students who are on an A/B schedule and receive therapy virtually.</li><li>● Related Service Providers will complete therapy logs, evaluations and IEPs during remote learning days, if teletherapy is not scheduled for the full school day.</li></ul>

## **Pinelands Regional School District (JHS/HS)** **Expectations for Certified Staff on Remote Learning Days**

<b>Teaching Staff</b>	<ul style="list-style-type: none"><li>● Established office hours for Wednesdays</li><li>● Educators are expected to livestream their lessons on in-person days</li><li>● Maintaining Google Classrooms/online platforms</li><li>● Attendance will be taken</li><li>● Maintaining parent/student contact</li><li>● Lesson planning</li><li>● Grading/assessment</li><li>● Connection with guidance/CST concerning struggling students</li><li>● Collaboration with peers</li></ul>
<b>Guidance and S.A.C.</b>	<ul style="list-style-type: none"><li>● Established office hours on Wednesdays</li><li>● Routine connection with students in caseload</li><li>● Work collaboratively with other guidance/CST/Teaching staff members to ensure the needs of all students are met</li><li>● Focus on 100% remote learners</li><li>● Home visits as needed</li><li>● Completion of professional paperwork</li><li>● Teletherapy</li></ul>
<b>Child Study Team</b>	<ul style="list-style-type: none"><li>● Established office hours on Wednesdays</li><li>● Routine connection with students in caseload</li><li>● Work collaboratively with other guidance/CST members to ensure the needs of all students are met</li><li>● Focus on 100% remote learners</li><li>● Teletherapy</li></ul>

# RESTART & RECOVERY

109

	<ul style="list-style-type: none"> <li>• Home visits as needed</li> <li>• Completion of professional paperwork (IEPs, testing, etc.)</li> </ul>
<b>I&amp;RS Coordinators</b>	<ul style="list-style-type: none"> <li>• Established office hours on Wednesdays</li> <li>• Maintaining Google Classrooms/online platforms</li> <li>• Home visits as needed</li> <li>• Completion of professional paperwork (learning plans, ASLUPs, testing, etc.)</li> <li>• Collaboration with other teachers regarding struggling students and instructional practices</li> <li>• Connection with guidance/CST concerning struggling students</li> <li>• Maintaining parent/student contact</li> </ul>
<b>Literacy/Math Coaches/Intervention Team</b>	<ul style="list-style-type: none"> <li>• Established office hours on Wednesdays</li> <li>• Educators are expected to livestream their lessons on in-person days</li> <li>• Maintaining Google Classrooms/online platforms</li> <li>• Attendance will be taken</li> <li>• Maintaining parent/student contact</li> <li>• Lesson planning</li> <li>• Grading/assessment</li> <li>• Connection with guidance/CST concerning struggling students</li> <li>• Home visits as needed</li> <li>• Completion of professional paperwork (learning plans, ASLUPs, testing, etc.)</li> <li>• Collaboration with other stakeholders regarding struggling students</li> </ul>
<b>Social Workers/Family Support/SBYS</b>	<ul style="list-style-type: none"> <li>• Established office hours on Wednesdays</li> <li>• Focus on remote/virtual learners</li> <li>• Maintaining parent/student contact</li> <li>• Teletherapy</li> <li>• Connection with guidance/CST concerning struggling students</li> <li>• Home visits as needed</li> <li>• Completion of professional paperwork</li> <li>• Collaboration with other stakeholders regarding struggling students and instructional practices</li> </ul>
<b>Related Service Providers</b>	<ul style="list-style-type: none"> <li>• Related Service Providers will set up virtual therapy sessions with students who are on an A/B schedule and receive therapy virtually.</li> <li>• Related Service Providers will complete therapy logs, evaluations and IEPs during remote learning days, if teletherapy is not scheduled</li> </ul>

---

# RESTART & RECOVERY

110

	for the full school day.
--	--------------------------

## **Early Childhood Center**

The RCW ECC recognizes that the preschool experience is about relationships and the learning that happens between children and teachers and among the children themselves. The ECC Return to school plan is for an in-person, five days per week (current enrollment (7/27/20) is 8-10 students per classroom). The square footage of the early childhood classrooms allow for the students and staff to be present while maintaining the suggested distance requirements. Staff daily schedule will be 9:00-4:00 and students will attend from 9:45-3:45.

---

# RESTART & RECOVERY

111

## 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.

The school districts have considered access and equity for all staff to ensure continuity of student learning. Teachers and paraprofessionals have access to technology as well as professional development to ensure effective instruction is taking place. Onsite, mental health experts are available to staff. Staff members with childcare concerns have been informed of the EFMLA as well as other options.

When making staffing scheduling and assignments, the school district has complied 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, the school districts have consulted with the local bargaining units and legal counsel.

School administration will oversee the delivery of instruction as well as the needs of the students and staff. The teachers and paraprofessionals will deliver instruction both in-person and virtually. Support staff will follow the direction of their immediate supervisor. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

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:

---

# RESTART & RECOVERY

112

## 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.

Summer Session - Phases 1-3 - General Guidelines for all Phases Rationale The NJSIAA summer recess period will run from Monday, July 13th, through Friday, August 28th. Participation in the summer recess period is optional and districts may choose which date to start. Summer recess workouts will run according to the guidelines issued by NJSIAA and the Medical Advisory Task Force. All schools participating in the summer workouts must start with the Phase 1 guidelines regardless of the start date. Each Phase must be completed to advance to the next Phase. The Medical Advisory Task Force guidelines are only applicable to the summer recess period. Once regular season practices commence on September 14, all practices will be run in accordance with local school district policies. Additional information regarding the conducting of safe regular-season practices may also be forthcoming from NJSIAA as well. The Medical Advisory Task Force guidelines are consistent with research-based best practices used throughout the country at all levels of competition including both the professional and collegiate levels. Note: Only a Doctor of Osteopathic Medicine (DO) or a Doctor of Medicine (MD) can clear athletes for summer workouts concerning COVID-19 signs, symptoms, and history.

Screening 1. Who can conduct the daily screening process?

- a. Each district must designate sufficient school personnel to conduct the daily screening process.
- b. Any school-approved employee may conduct the screening process.
- c. The screener does not have to be the same each day although it is strongly recommended.

2. COVID-19 Daily screening Questions

- a. The COVID-19 daily screening form is required before each workout.
- b. Student-athletes must fill this form out before they arrive on site.
- c. If there is a "YES" answer on the form, students should not come to the workout until they are cleared by a DO or MO.

3. Responsibilities of the screener

- a. The screener must always wear a face covering.
  - b. The screener must fill out the pre-screening questionnaire for themselves and have their temperature checked.
  - c. The screener must confirm that all coaches are wearing face coverings and have a completed pre-screening questionnaire in hand, or they will not be screened.
-

---

# RESTART & RECOVERY

113

- d. The screener must not start the screening process until the coach has arrived and been cleared.
  - e. The screener must confirm that all student-athletes must be wearing face coverings and have a completed pre-screening questionnaire, or they will not be screened.
  - f. The screeners must confirm that the student-athlete answered “NO” to all the screening questions and take the temperature of the student-athletes one at a time.
  - g. The screener only needs to document the temperature on the pre-screening questionnaire if it is 100.4 or above.
  - h. The screener must collect all completed documents and file them in accordance with the district's normal procedure for collecting such forms.
4. Can an assistant coach perform the screening if they are coaching on the same day?
- a. This is permissible only when there is more than one coach involved in coaching that day. There always needs to be at least one supervising coach that is not involved with the Revised 7/22/20 screening process to supervise the student-athletes. The supervising coach must concentrate on getting the student-athletes in their 10-person workout groups (pods) and making sure that student-athletes adhere to social distancing requirements and are wearing face coverings.
  - b. If there is only one coach, then there must be another district approved employee who can conduct the screenings.
  - c. To the fullest extent possible, districts should consider staggered arrival and departure times of student-athletes.
  - d. Multiple screenings may take place at the same time and/or at different locations if the district has the resources and personnel to do so and can ensure that all screening procedures are followed.
5. The supervising coach's responsibility during the screening process.
- a. All coaches must always wear a face covering.
  - b. The supervising coach needs to get the student-athletes into their workout groups (pods), making sure the student-athletes adhere to social distancing requirements (6 feet apart) and wearing face coverings.
  - c. The student-athletes must keep their face coverings on until the screening process is completed, and they are instructed to remove them by their supervising coach.
6. Student-athletes who have pre-existing medical conditions and/or are immunocompromised (e.g., diabetes, asthma, auto-immune disorders, etc.) shall provide written clearance from a DO or MO before he/she will be permitted to participate in workouts.
- a. Personnel conducting the screenings may or may not know the student-athletes that have pre-existing medical conditions; therefore, school districts shall notify all parents/guardians that student-athletes with pre-existing medical conditions should consult with a doctor before they are permitted to participate in the workouts.
-

---

# RESTART & RECOVERY

114

7. Procedure for anyone that arrives on-site and has answered “YES” on the screening form or has a temp of 100.4 or above.

- a. Stop the screening process immediately.
- b. Separate the athlete from the rest and call the parent back. Parents must be instructed to remain at the drop-off point until the athlete clears the screening process.
- c. The student-athlete is not permitted to begin workouts until cleared by a DO or MO.
- d. If the supervising coach has answered “YES” or has a temp of 100.4 or above, then the workout will be canceled, and the athletes should return home unless there are additional coaches.

Procedure for student-athletes/coaches that are symptomatic or have tested positive for COVID-19

1. A Student-athlete has signs or symptoms of COVID-19

- a. Student-athlete must self-quarantine and contact their doctor for further instructions.
- b. A return-to-play note from a DO or MO must be completed before the student-athlete may return to workouts.
- c. The related pod will be permitted to continue until results are known of the symptomatic student-athlete.
- d. All members of the related pod must be extremely vigilant in checking for signs or symptoms multiple times a day.

2. A Student-athlete has tested positive for COVID-19

- a. Student-athlete must self-quarantine for 14 days from the date of the positive test and follow their doctors’ orders.
- b. all members of the related pod must self-quarantine for 14 days from the date of the last exposure and follow their doctors’ orders. Revised 7/22/20
- c. A return-to-play note from a DO or MO must be completed before all student-athletes of the related pod may return to workouts.

3. A Coach has signs or symptoms of COVID-19

- a. The coach must self-quarantine and contact their doctor for further instructions.
- b. A return-to-play note from a DO or MO must be completed before the coach may return to workouts.
- c. The related pod will be permitted to continue until results are known of the symptomatic coach.
- d. All members of the related team/pod must be extremely vigilant in checking for signs or symptoms multiple times a day.

4. A coach has tested positive for COVID-19

- a. The coach must self-quarantine for 14 days from the date of the positive test and follow their doctors’ orders.
  - b. If the coach was not directly engaged in a particular pod, and just supervised workouts while maintaining proper social distances and wearing a mask, then the team and pod may continue if other coaches are available.
-

---

# RESTART & RECOVERY

115

- c. If the coach was directly engaged in a particular pod, then all members of the related pod must self-quarantine for 14 days from the date of the last exposure and follow their doctors' orders.
- d. A return-to-play note from a DO or MO must be completed for all coaches and studentathletes that were forced to quarantine before they may return to workouts.
- 5. Only a Doctor of Osteopathic Medicine (DO) or a Doctor of Medicine (MD) can clear athletes or coaches for summer workouts concerning COVID-19 signs, symptoms, and history.
- 6. It is the responsibility of the testing facility to notify the local agency of a positive test. The local agency will begin the contact tracing procedure.

## Workouts

- 1. Access to workouts must be limited to student-athletes, coaches, and appropriate school personnel.
- 2. Coaches must be mindful of practicing in the heat of summer. Proper hydration is essential. The NJSIAA heat policy is always available on our website as a reference during the summer recess period.
- 3. Coaches should have pre-drawn structured workouts for the duration of the session.
- 4. Hydration stations are not permitted during Phase 1 & 2. School districts should provide access to fluids in case of an emergency.
- 5. During all workouts, coaches and staff are reminded to be alert for any students exhibiting signs of distress regarding mental health secondary to the COVID-19 pandemic.
- 6. In case of inclement weather, each school district will need to monitor and be ahead of bad weather to the best of their ability. Altering workout times because of potential bad weather is strongly encouraged. School districts should also have a plan in place for safe evacuation if avoidance of bad weather is not possible.
- 7. A one-week unavoidable delay between phase 1 & 2 is acceptable as long as the following guidelines are completed:
  - a. Phase 1 must be completed without disruption during the 14-day cycle.
  - b. The blackout/off week must immediately follow the end of phase 1.
  - c. Coaches must check-in with their student-athletes at least 2 times and review the screening questions. This check-in can be done anyway the school/coach feels is the best procedure.
  - d. In the event that a student-athlete chooses to travel to one of the "hot spot" states, the district administration should advise the student-athlete that he/she cannot return to workouts until after a fourteen (14) day period of quarantine has been observed. Revised 7/22/20
  - e. Once the students-athletes comeback and start Phase 2, coaches are advised to condition them back slowly.

## Face Coverings

- 1. Student-athletes must wear face coverings until the start of the workout.
-

---

# RESTART & RECOVERY

116

2. It is critical that while the face coverings are off, a distance of at least six (6) feet apart is maintained at all times.
3. Once the workout is completed, face coverings must immediately be put back on.
4. Student-athletes are encouraged to wear masks while not engaged in high-intensity aerobic activity, e.g., sitting on the bench, reviewing plays, watching videos, etc.
5. Coaches and district personnel must wear face coverings at all times.
6. Coaches that workout with their student-athletes i.e. cross-country coaches, are permitted to remove the face-covering during the workout but must remain six (6) feet apart at all times.

## Pods

1. Once pods are determined, student-athletes may not switch to another pod, even for another sport.
2. Multiple pods can operate at the same time while following specific phase guidelines.
3. Student-athletes who participate in more than one sport are encouraged to be grouped with their fall sports teammates.
4. Social distancing of at least six (6) feet shall be maintained between student-athletes and staff at all times, including within the student-athlete pods.
5. There shall not be celebratory contact, e.g., fist bumps, high-fives, huddles, etc.

## Sports Equipment

1. Each student-athlete shall bring individual water bottles to each workout for his/her own personal consumption. There shall not be any trading or sharing of water bottles.
2. There should be no shared athletic equipment between students unless permitted during certain phases.
3. All sports equipment and touchpoints (e.g., balls, benches, agility cones, ladders, clipboards, etc.) must be cleaned and disinfected after each workout with EPA approved cleaners and disinfectants against COVID-19
4. Students should wear their own appropriate workout clothing (do not share clothing) individual clothing/towels should be washed and cleaned after every workout.
5. Schools are permitted to allow personal balls if they choose to as long as all hygiene and cleaning protocols are followed.
6. All other equipment like sticks, rackets, bats, etc. may be used if they are the student-athletes personal equipment and not shared.
7. It is recommended that gymnastics equipment not be used until the Fall season begins.

## Locker Rooms/Restrooms

1. Proper protocol regarding access to restrooms, locker rooms and other indoor facilities must be followed based on the guidelines set by the school district.
  2. All indoor facilities used, shall be cleaned and disinfected regularly following CDC and NJ DOH guidelines.
-

---

# RESTART & RECOVERY

117

3. To the fullest extent possible, appropriate social distancing shall be maintained, and face coverings are worn when more than one student-athlete is in the restroom.
4. Porta-johns are permitted but must be cleaned according to CDC and NJ DOH guidelines.

## Hygiene

1. Students and staff should make every effort to wash their hands as often as possible including before and after the workout.
2. Hand sanitizer shall be accessible at all times.
3. Student-athletes shall wear their workout gear to the workout and shall return home in the same workout gear.
4. There shall be no spitting, chewing seeds or gum during the workout.

## Forms

### 1. COVID-19 Questionnaire

- a. All student-athletes must have a COVID-19 questionnaire completed by the parent/guardian on file with the school district before they can participate in any workouts.
- b. The COVID-19 Questionnaire only needs to be completed one time.
- c. The optimal time for completing this form is 7 to 14 days before the first workout.
- d. Student-athletes are not permitted to participate in works if there is a “YES” answer on the questionnaire. In this case, the student-athlete must be cleared by a DO or MO before participation in workouts can begin.
- e. If a student-athlete has tested positive for COVID-19 antibodies, this is tantamount to testing positive for COVID-19. A positive test for COVID-19 antibodies means that the student-athlete had the virus at some point, even if he/she was asymptomatic.

### 2. COVID-19 Daily Pre-screening Questions

- a. The pre-screening form is required before each workout.
- b. Student-athletes must fill this form out before they arrive on site.
- c. If there is a “YES” answer on the form, students should not come to the workout until they are cleared by a doctor.

### 3. Health History Update Questionnaire (HHQ)

- a. Districts should follow their regular procedure for completion and submittal of the updated HHQ.
- b. Submission of the updated HHQ form is not required for the summer recess period
- c. Since the updated HHQ also has the same updated questions as the COVID-19 Questionnaire, you may use the updated HHQ form to clear student-athletes for the summer recess period. However, according to N.J.S.A.18A:40-41.7(b), the updated HHQ shall be reviewed by the school nurse and, if applicable, the athletic trainer shall review it as well. As with all health records, pursuant to N.J.A.C. 6A:32-7, these forms must be maintained in the school health office.

### 4. PPE (Sports Physicals)

---

---

# RESTART & RECOVERY

118

- a. There is legislation pending, which would eliminate the need for a PPE prior to fall sports participation.
- b. Until the PPE extension bill passes, schools are to proceed as they would in the usual course. If a student-athlete has or can get an appointment with his/her medical doctor, it is highly recommended that they do so.
- c. If the PPE extension bill passes, student-athletes will still need to get a physical but will have until the end of the fall season to get it.
- d. Winter and spring student-athletes are not part of the PPE waiver and must comply with state requirements for PPE's.
- e. Whether the bill passes or not, follow the school district's procedure regarding the requirement for a PPE for participation in the summer recess period.

[Summer Phase General Guidelines](#)

[NJSIAA Return To Play Guidelines Fall 2020](#)

---

# RESTART & RECOVERY

119

## CHART OF USEFUL LINKS

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

---

# RESTART & RECOVERY

120

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

# RESTART & RECOVERY

121

	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	<a href="https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf">https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf</a>
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	<a href="https://www.nj.gov/education/njtss/guidelines.pdf">https://www.nj.gov/education/njtss/guidelines.pdf</a>
	RTI Action Network	<a href="http://www.rtinetwork.org/">http://www.rtinetwork.org/</a>
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	<a href="https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf">https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf</a>
Wraparound Supports	SHAPE	<a href="http://www.schoolmentalhealth.org/SHAPE/">http://www.schoolmentalhealth.org/SHAPE/</a>
	Child Care Resource and Referral Agencies	<a href="https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx">https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx</a>
	Coronavirus Resources for Mentoring	<a href="https://nationalmentoringresourcecenter.org/">https://nationalmentoringresourcecenter.org/</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
Food Service and Distribution	Benefits of School Lunch	<a href="https://frac.org/programs/national-school-lunch-program/benefits-school-lunch">https://frac.org/programs/national-school-lunch-program/benefits-school-lunch</a>
Quality Child Care	Child Care Resource and Referral Agencies	<a href="https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx">https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx</a>
	Division of Early Childhood Education	<a href="https://www.nj.gov/education/ece/hs/agencies.htm">https://www.nj.gov/education/ece/hs/agencies.htm</a>
<b>Leadership and Planning</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Scheduling	New Jersey Specific Guidance for Schools and Districts	<a href="https://www.nj.gov/education/covid19/sped/guidance.shtml">https://www.nj.gov/education/covid19/sped/guidance.shtml</a>
Staffing	Mentoring Guidance for COVID-19 Closures	<a href="https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml</a>

# RESTART & RECOVERY

122

	Educator Evaluation During Extended School Closure as a Result of COVID-19	<a href="https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml">https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml</a>
	Performance Assessment Requirement for Certification COVID-19 Guidance	<a href="https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml</a>
	Educator Preparation Programs and Certification	<a href="https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml">https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml</a>
Athletics	Executive Order No. 149	<a href="http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf">http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf</a>
	NJSIAA COVID-19 Updates	<a href="https://www.njsiaa.org/njsiaa-covid-19-updates">https://www.njsiaa.org/njsiaa-covid-19-updates</a>
	NJSIAA provides return-to-play guidelines – Phase 1	<a href="https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1">https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1</a>
	Guidance for Opening up High School Athletics and Activities	<a href="https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf">https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf</a>
<b>Policy and Funding</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	<a href="https://www.nj.gov/education/covid19/boardops/caresact.shtml">https://www.nj.gov/education/covid19/boardops/caresact.shtml</a>
	NJDOE EWEG	<a href="https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx">https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx</a>
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	<a href="https://njemgrants.org/site/rpasubmission.cfm">https://njemgrants.org/site/rpasubmission.cfm</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
Purchasing	New Jersey School Directory	<a href="https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission">https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission</a>

# RESTART & RECOVERY

123

	NJSTART	<a href="https://www.njstart.gov/bso/">https://www.njstart.gov/bso/</a>
	Division of Local Government Services	<a href="https://www.nj.gov/dca/divisions/dlgs/">https://www.nj.gov/dca/divisions/dlgs/</a>
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	<a href="https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf">https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf</a>
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	<a href="https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf">https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf</a>
Costs and Contracting	E-rate	<a href="https://www.usac.org/e-rate/">https://www.usac.org/e-rate/</a>
	Technology for Education and Career (NJSBA TEC)	<a href="https://www.njsba.org/services/school-technology/">https://www.njsba.org/services/school-technology/</a>
<b>Continuity of Learning</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	<a href="https://sites.ed.gov/idea/">https://sites.ed.gov/idea/</a>
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	<a href="https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml">https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml</a>
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	<a href="https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf">https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf</a>
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	<a href="https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf">https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf</a>

---

## RESTART & RECOVERY

124

	Mathematics: Focus by Grade Level	<a href="https://achievethecore.org/category/774/mathematics-focus-by-grade-level">https://achievethecore.org/category/774/mathematics-focus-by-grade-level</a>
	Teacher Resources for Remote Instruction	<a href="https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml">https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml</a>
	NJDOE Virtual Professional Learning	<a href="https://www.nj.gov/education/covid19/teacherresources/virtualprofessionallearning.shtml">https://www.nj.gov/education/covid19/teacherresources/virtualprofessionallearning.shtml</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
Professional Learning	Distance Learning Resource Center	<a href="https://education-reimagined.org/distance-learning-resource-center/">https://education-reimagined.org/distance-learning-resource-center/</a>
Career and Technical Education (CTE)	Communicable Disease Service	<a href="https://www.nj.gov/health/cd/topics/covid2019_schools.shtml">https://www.nj.gov/health/cd/topics/covid2019_schools.shtml</a>
	Considerations for Schools	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a>