***Westampton Township Schools***



Restart and Recovery Plan to Reopen Schools – Plan R

Fall 2020

Board of Education Approved – August 10, 2020

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**Introduction**

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

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

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

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

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

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

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

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

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

**The Board of Education’s Restart and Recovery Plan**

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

1. Conditions for Learning;
2. Leadership and Planning;
3. Policy and Funding; and
4. Continuity of Learning.

A. Conditions for Learning

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

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

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

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

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

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

Ten Critical Areas of Operation

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

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

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

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

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

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

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

(i) Chronic lung disease or asthma (moderate to severe);

(ii) Serious heart conditions;

(iii) Immunocompromised;

(iv) Severe obesity (body mass index, or BMI, of 40 or higher);

(v) Diabetes;

(vi) Chronic kidney disease undergoing dialysis;

(vii) Liver disease;

(viii) Medically fragile students with Individualized Education Programs (IEPs);

(ix) Students with complex disabilities with IEPs; or

(x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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

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

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

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

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

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

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

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

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

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

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

(b) At entrances and exits of buildings.

(c) Near lunchrooms and toilets.

(d) Children ages five and younger should be supervised when using hand sanitizer.

(e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:

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

(b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.

(c) Results must be documented when signs/symptoms of COVID-19 are observed.

(d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.

(2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:

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

(b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

(c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:

(i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.

(ii) Following current Communicable Disease Service guidance for illness reporting.

(iii) An adequate amount of PPE shall be available, accessible, and provided for use.

(iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.

(v) Continuous monitoring of symptoms.

(vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.

(vii) Written protocols to address a positive case.

(3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.

(4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.

(5) Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

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

(6) Exceptions to requirements for face coverings shall be as follows:

(a) Doing so would inhibit the individual's health.

(b) The individual is in extreme heat outdoors.

(c) The individual is in water.

(d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.

(e) The student is under the age of two and could risk suffocation.

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

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

**f. Critical Area of Operation #6 – Contact Tracing**

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

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

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

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

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

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

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

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

(b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).

(c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.

(d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:

(i) Classroom desks and chairs;

(ii) Lunchroom tables and chairs;

(iii) Door handles and push plates;

(iv) Handrails;

(v) Kitchens and bathrooms;

(vi) Light switches;

(vii) Handles on equipment (e.g. athletic equipment);

(viii) Buttons on vending machines and elevators;

(ix) Shared telephones;

(x) Shared desktops;

(xi) Shared computer keyboards and mice;

(xii) Drinking fountains; and

(xiii) School bus seats and windows.

(e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

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

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

(1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board’s Plan, if applicable:

(a) Stagger times to allow for social distancing and clean and disinfect between groups.

(b) Discontinue family style, self-service, and buffet.

(c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.

(d) Space students at least six feet apart.

(e) Require individuals must wash their hands after removing their gloves or after directly handling used food service items.

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

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

(1) The Board’s Plan regarding recess and physical education should include protocols to address the following:

(a) Stagger recess, if necessary.

(b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.

(c) The use of cones, flags, tape, or other signs to create boundaries between groups.

(d) A requirement that all individuals always wash hands immediately after outdoor playtime.

(e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.

(f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).

(g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.

(i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.

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

(2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

(3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

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

**j. Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours – Anticipated Minimum Standards Incorporated into the Plan**

(1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.

(2) The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

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

**2. Academic, Social, and Behavioral Supports**

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

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

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

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

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

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

1. 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. It is being utilized in this plan.

1. 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. MTSS and RtI plans are being developed by school officials for use in this plan.

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. Wraparound supports are being developed by School Officials for use in this plan.

 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. Distribution plans are being utilized in this plan.

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. Child care options are being utilized in this plan.

[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

1. A Restart Committee should be established as collaboration is critical to the development of the Board’s Plan.
2. 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.
3. 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.
4. 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

1. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
2. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
3. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
4. 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.
5. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
6. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:

(1) School Principal or Lead Person;

(2) Teachers;

(3) Child Study Team member;

(4) School Counselor or mental health expert;

(5) Subject Area Chairperson/Director;

(6) School Nurse;

(7) Teachers representing each grade band served by the school district and school;

(8) School safety personnel;

(9) Members of the School Safety Team;

(10) Custodian; and

(11) Parents.

g. The Pandemic Response Team is responsible for:

(1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.

(2) Adjusting or amending school health and safety protocols as needed.

(3) Providing staff with needed support and training.

(4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.

(5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.

(6) Providing necessary communications to the school community and to the school district.

(7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

 [See Appendix M – Pandemic Response Team]

3. Scheduling

a. The Board’s Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.

b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.

(1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.

(2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.

(1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology- based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

(2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:

(1) Provide teachers common planning time.

(2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.

(a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.

(b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.

(3) Secure a steady supply of resources necessary to ensure the safety of students and staff.

(4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.

(5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.

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

[See Appendix N – Scheduling of Students]

4. Staffing

* 1. 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.
	2. 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.
	3. 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.
	4. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
	5. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:

(1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.

(2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).

(3) Certification

(a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

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

[See Appendix O – Staffing]

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

a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.

b. Instructional staff should:

(1) Reinforce social distancing protocol with students and co-teacher or support staff.

(2) Limit group interactions to maintain safety.

(3) Support school building safety logistics (entering, exiting, restrooms, etc.).

(4) Become familiar with district online protocols and platforms.

(5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.

(6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.

(7) Provide regular feedback to students and families on expectations and progress.

(8) Set clear expectations for remote and in-person students.

(9) Assess student progress early and often and adjust instruction and/or methodology accordingly.

(10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).

(11) Instruct and maintain good practice in digital citizenship for all students and staff.

(12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.

(13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.

(14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).

(15) Limiting on-line activities for pre-school students.

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c. Mentor teachers should:

(1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

(2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.

(3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.

(4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.

(5) Continue to maintain logs of mentoring contact.

(6) Mentor teachers should consider all health and safety measures when doing in-person observations.

(7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

(8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.

d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:

(1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.

(2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.

(3) Prioritize vulnerable student groups for face-to-face instruction.

(4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.

(5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.

(6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.

(7) Define and provide examples of high-quality instruction given context and resources available.

(8) Assess teacher, student, and parent needs regularly.

(9) Ensure students and parents receive necessary supports to ensure access to instruction.

(10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).

(11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.

(12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.

(13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.

(14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.

(15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.

(16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.

(17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

(18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.

e. Educational services staff members should:

(1) Lead small group instruction in a virtual environment.

(2) Facilitate the virtual component of synchronous online interactions.

(3) Manage online platform for small groups of in-person students while teacher is remote.

(4) Assist with the development and implementation of adjusted schedules.

(5) Plan for the completion of course requests and scheduling (secondary school).

(6) Assist teachers with providing updates to students and families.

(7) Support embedding of SEL into lessons.

(8) Lead small group instruction to ensure social distancing.

(9) Consider student grouping to maintain single classroom cohorts.

(10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

f. Support staff/paraprofessionals may:

(1) Lead small group instruction to ensure social distancing.

(2) Consider student grouping to maintain single classroom cohorts.

(3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

(4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.

(5) Provide real-time support during virtual sessions.

(6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.

(7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.

(8) Lead small group instruction in a virtual environment.

(9) Facilitate the virtual component of synchronous online interactions.

(10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

(1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.

(2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.

(3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:

(1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.

(2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).

(3) To the extent possible, provide district one-to-one instructional devices and connectivity.

(4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).

b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:

(1) Train student teachers to use technology platforms.

(2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.

(3) Survey assistant teachers to determine technology needs/access (Pre-school).

(4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

c. Student teachers should:

(1) Obtain a substitute credential to gain the ability to support students without supervision as needed.

(2) Lead small group instruction (in-person to help with social distancing).

(3) Co-teach with cooperating teacher and maintain social distancing.

(4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.

(5) Implement modifications or accommodations for students with special needs.

(6) Facilitate one-to-one student support.

(7) Lead small group instruction virtually while the classroom teacher teaches in-person.

(8) Provide technical assistance and guidance to students and parents.

(9) Develop online material or assignments.

(10) Pre-record direct-instruction videos.

(11) Facilitate student-centered group learning connecting remote and in-person students.

d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:

(1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.

(2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).

(3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.

(4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.

(5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

1. Athletics

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

[See Appendix P – Athletics]

C. Policy and Funding

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

1. School Funding

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

 (1) Elementary and Secondary School Emergency Relief Fund;

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

 (3) State School Aid.

b. School District Budgets

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

c. School Funding

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

(1) Purchasing

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

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

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

 (3) Costs and Contracting

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

D. Continuity of Learning

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

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

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

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

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

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

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

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

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

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

(3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

(4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.

(5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.

(6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

2. Technology and Connectivity

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

b. Districts should:

(1) Conduct a needs assessment.

(2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.

(3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.

(4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.

(a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

3. Curriculum, Instruction, and Assessment

a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).

b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students’ family members and caregivers.

 c. Virtual and Hybrid Learning Environment

(1) Curriculum

(a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.

(b) To accelerate students’ progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.

(c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

(2) Instruction

(a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.

(b) In crafting an instructional plan, the school district should consider the following:

(i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.

(ii) Design for student engagement and foster student ownership of learning.

(iii) Develop students’ meta-cognition.

(iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.

(v) Assess the district’s data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.

(vi) Assess ELLs’ levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(3) Assessment

(a) For the purposed of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.

(b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.

(c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.

(d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.

(e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.

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

4. Professional Learning

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

b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.

c. Professional learning opportunities should be:

(1) Presented prior to the beginning of the year;

 (2) Presented throughout the school year;

(3) Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;

(4) Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and

(5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.

d. Mentoring and Induction

(1) Induction must be provided for all novice provisional teachers and teachers new to the district.

(2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.

(3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.

(4) Mentoring must be provided in both a hybrid and fully remote learning environment.

(5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

e. Evaluation

(1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.

(2) School districts should develop observation schedules with a hybrid model in mind.

(3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.

(4) School districts should consider the School Improvement Panel’s (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.

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

5. Career and Technical Education (CTE)

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

b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.

c. Guiding Principles

(1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.

(2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.

d. Quality CTE Programs

(1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLS, CTE Core Content Standards, industry certifications, college credit agreements, etc.

(2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.

e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

**Appendices**



**Restart and Recovery Plan**

**Westampton Township Schools**

**Fall 2020**

**Appendix A**

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

* Maintain communication with local and state authorities to determine current

mitigation levels in our community

* Protect and support staff and students who are at higher risk for severe

illness, such as providing options for remote work and virtual learning

* Closely following CDC’s Guidance for Schools and Childcare Programs
* Promoting behaviors that reduce spread
	+ Communication with parents
	+ Signage throughout building
	+ Messages from teachers to students regarding safe practices including hand hygiene and respiratory etiquette
	+ Facial coverings required for all staff, students, and visitors
* Special Cases to Review on case by case basis with reasonable accommodations made as needed:
	+ Fragile students with Individualized Education Programs (IEPs)
	+ Students with complex disabilities with Individualized Education Programs (IEPs)
	+ Students who require accommodations

**Protocol for High Risk Staff Members**

* Staff will self-identify if they feel they are high risk
* Reasonable accommodations will be provided for individuals that fall under CDC identifiers as having higher risk for severe illness due to COVID-19 through interactive process

**Protocol for High Risk Students**

* Students identified by school nurse/doctor, Supervisor of Special Services, or parent
* Individual plans created based on need of student

**Isolation Space Identified**

* Isolation space at WMS/WIS – Small therapy area next to Guidance Counselor’s office. Back up spaces include conference room and outer office to Principal’s Office.
* Isolation space at Holly Hills – CST conference room. Back up would be small group instruction room next to CST conference room.

**Appendix B**

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

**Protocols for Social Distancing**

* All classrooms will provide 49-64 square feet of space per student (7 feet to 8 feet of separation) and up to 160 square feet of “teaching space”.
* Desks will be set up to maximize the benefit of this space (desks all facing the same way, students spaced apart at tables, etc.)
* Face coverings will be required for all staff, students, and visitors, at all times.
* Teachers may call for “mask breaks” by following appropriate guidelines
	+ Students are all seated and socially distant by more than 6 feet
	+ No instruction would be taking place, no talking would be permitted
	+ Students would remain seated during the break and not interact with other students

**Cleaning of hands and materials/ Air quality**

* Shared materials will be kept to an absolute minimum and cleaned between uses
* All HVAC units will be regularly checked for efficiency
* Hand sanitizer stations will be in each classroom and at every entrance, with 60%+ based alcohol sanitizer. Classrooms and bathrooms that have sinks will have soap readily available.
* A schoolwide plan for appropriate hand washing at regular intervals will be in place and enforced.

**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:

**Protocols for Social Distancing on School Buses**

* Students and drivers will be required to wear masks at all times.
* Students will seat the bus from the back to the front and dismiss from the bus from the front to the back whenever possible. This will minimize close contact while entering and exiting the bus.
* One student per seat will be assigned. Students will sit against the outside of the bus in their assigned seat at all times, maximizing the distance between them and the student across from them.

**Cleaning and Safety Protocols Enumerated from School Bus Vendor**

**Buses:**

* All buses will be inspected after each bus route.
* All buses will be cleaned and sanitized after every AM & PM shift.
* Hand sanitizer and extra masks (provided by the schools for the students) will be placed at entrance of the bus. Drivers will not be responsible to hand them out however, any student who refuses to wear a face mask will not be allowed entry to the bus.
* Cameras will be checked periodically to ensure they are working properly.
* Windows will be opened for circulation whenever possible.
* Students will be given assigned seats (by school administration) to ensure social distancing. Students should load from back to front and unload from front to back.

**Drivers:**

* Drivers will have temperature checks and a health question screening before each shift.
* Drivers will periodically check the rearview mirror to make sure that students are remaining in their seats and have their masks on. If students are not following these procedures, the drivers will remind them to do so. Drivers will report (on a bus conduct report form) any student not following safety procedures.
* Drivers will wear masks at all times while driving on the bus, on company property and on school property.
* Drivers will not get out of the driver’s seat unless in an emergency situation.

**Appendix D**

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

**Student and Staff Health Screenings Protocol**

* Each day, parents/guardians must perform a symptom check and temperature check for each of their children coming to school. The parent/guardian must submit electronically (through a district provided application) assurance that their child does not show any symptoms before sending the child to school. All staff will complete the daily check, as well.
* Student temperatures will be randomly checked at school. This is to ensure that there is not a “back up” during arrival which could provide a dangerous exposure/transmission opportunity. Temperatures would be taken with no-contact thermometers.

**Entry, Exit, and Traffic Flow. Minimization of Common Area Traffic**

* Students will be assigned to a single classroom group. This group will not leave their assigned classroom. If needed for instructional purposes, teachers will rotate into classrooms instead of student movement. This minimizes “cohort mixing” and travel and protects against widespread transmission by one individual.
* Hand sanitizing stations will be available in all classrooms and building entrances. Soap is available in every restroom.
* Signs will be posted reminding students and staff about proper hand washing and respiratory etiquette.
* Hallways, where practical, will be “one-way”.
* Doors will be marked as Entrance Only or Exit Only. Floor markings to promote social distancing will be used where applicable.

**Appendix E**

**Critical Area of Operation #5 - Screening, PPE, and Response to Students and**

**Staff Presenting Symptoms**

**Screening, PPE, and Response to Students and Staff Presenting Symptoms**

* Staff will confirm daily with families that students coming to school are free of COVID-19 symptoms via an online application. This symptom check was created by the CDC.
* Results must be documented when signs/symptoms of COVID-19 are observed.
* Any screening policy/protocol will take into account students with disabilities and accommodations that may be needed in the screening process for those students.
* Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. School officials will follow current Board of Health guidance for illness reporting.
* If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
* Each school will establish an isolation space along with identifying 3 back up spaces. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation until picked up by an authorized adult.
* Following current Board of Health guidance for illness reporting.
* An adequate amount of PPE shall be available, accessible, and provided for use.
* Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
* Staff will be aware of and on continuous lookout for symptoms in their students
* Re-admittance policies will be consistent with Department of Health guidance
* 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.
* School staff, students, 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.
* 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, regulations, and guidance.
* If a visitor refuses to a wear a face covering for non-medical reasons and if such covering cannot be provided to the individual the point of entry, the visitor’s entry to the school/district facility will be denied.
* Face shields will be permitted only in addition to masks.

**Appendix F**

**Critical Area of Operation #6 - Contact Tracing**

**Contact Tracing**

* The Westampton Township School District is committed to assisting the Burlington County Department of Health in the efforts of contact tracing.
* The School Safety Specialist will attend the Johns Hopkins webinar on the topic of contact tracing. The link for training (https://coronavirus.jhu.edu/contact-tracing) will also be shared with administrators, nurses and guidance counselors.
* The school nurse shall consult with the local health department in the review and revision of the district contact tracing policy and procedures.
* The school nurse and the building principal are the designated staff liaisons responsible for providing notifications and carrying out other components of the board’s contact tracing policy.
* A staff member shall immediately notify the principal and the school nurse when he/she observes symptoms consistent with COVID 19 or becomes aware that an individual who has spent time in a district facility tests positive for COVID-19.
* When the individual exhibits symptoms the school nurse will ensure that the student is taken to the designated isolation area. The school nurse will examine the individual and may refer them for testing and treatment.
* A student exhibiting symptoms of COVID 19 may be required to submit to a COVID 19 test. The school nurse shall require the certification of a physician that the student is contagion free before readmitting a student to school.
* The school nurse shall report all students testing positive for COVID 19 to the health department.
* The health department shall conduct the contact tracing.
* The school nurse shall immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality when the COVID-19 test is positive.

**Appendix G**

**Critical Area of Operation #7 - Facilities Cleaning Practices**

**Cleaning Practices**

* Routinely clean and disinfect surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). Use all cleaning products according to the directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA’s website. Follow 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:
	+ Classroom desks and chairs
	+ Lunchroom tables and chairs
	+ Door handles and push plates
	+ Handrails
	+ Kitchens and bathrooms
	+ Light switches
	+ Handles on equipment (e.g. athletic equipment)
	+ Buttons on vending machines and elevators
	+ Shared telephones
	+ Shared desktops
	+ Shared computer keyboards and mice
	+ Drinking fountains
	+ School bus seats and windows
* Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).
* Regarding bathrooms:
	+ Avoid crowds by limiting the number of students who can enter at a time.
	+ Designate staff members to enforce limited capacity and avoid overcrowding.
	+ Consider purchasing no-touch foot pedal trash cans, if possible.
	+ Prop doors open to avoid touching handles.
* Drinking fountains should be cleaned and sanitized but encourage staff and students to bring their own water to minimize use and touching of water fountains.
* Hand sanitizer should be made available at the school bus entrance for each student to use when boarding. Similarly, students must be required to wear face coverings while riding on the bus if social distancing or physical barriers cannot be maintained.
* Bus drivers should be reminded to take certain personal hygiene actions (e.g., frequent hand washing) and be afforded the opportunity to do so (such as having sufficient time between routes).
* School districts that will transport students between home and school should develop procedures that detail how school buses will be cleaned and sanitized. For most districts, some portion of these transportation services are provided by contracted transportation providers. These entities will need to collaborate to develop these procedures and ensure that they are consistently followed.
	+ Districts should develop a cleaning/sanitizing checklist to be completed by the personnel responsible for the cleaning. The checklist serves two purposes: 1) providing a roadmap for the steps that need to be taken to properly clean and sanitize the bus; and 2) certifying that the process has been completed as required.
	+ The procedures should identify sanitizing agents that may be used and should be limited to products included on the U.S. Environmental Protection Agency’s list of products that have shown to be effective against COVID-19.
	+ These procedures should likely include two stages: cleaning, which removes dirt and germs from surfaces, and disinfecting, which kills germs on surfaces that remain after cleaning.
* Develop a process for the routine cleaning and disinfecting of furniture, accounting for the materials used in furniture in each school building.
* Provide EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use.
* Ensure adequate supplies to support cleaning and disinfection practices.
* Ensure safe and correct use and storage of cleaning and disinfection supplies, including storing products securely away from children, and ensuring appropriate ventilation so students and staff are not exposed to toxins or fumes.
* Add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least 6 feet apart.
* Cleaning and disinfecting a school building after a person has been identified as COVID-19 positive:
	+ Schools might need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures:
		- Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible.
		- Open outside doors and windows to increase air circulation in the area.
		- Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
* Restrict use of school/district facilities to district-sponsored extra-curricular activities and groups. Limit public use of school facilities or design a method, such as scheduling or increased cleaning, to ensure the use will not conflict with hygiene standards.
* Cleaning/disinfecting schedule may not allow for in-person gatherings outside school hours.
* In addition, the following checklist was developed to be fully compliant with cleaning protocols referenced in The Road Back and will be used by every custodian and facilities administrator.



**Appendix H**

**Critical Area of Operation #8 – Meals**

**Meal Preparation**

* Food Service staff are required to wear face masks
* Staff will perform self-health assessment before reporting to work
* Staff will follow proper handwashing procedures. Handwashing is to occur immediately upon entering the kitchen, between tasks, and before and after the use/change of disposable gloves.
* Kitchens will be set up to maintain 6 feet of distance between staff members whenever possible
* Clean as you go policy-Cafeteria staff will clean food contact surfaces and sanitize after each use, between tasks, and again at the end of the day.
* Custodial staff will then clean the kitchen and disinfect daily.

**Meal Distribution**

* Westampton School District will provide serve-only meals, allowing us to serve meals safely and efficiently
* Feeding will be “grab and go” bagged type, pickup, or delivery to minimize contact
* Meals will be recorded upon pickup/delivery and students will be charged at their applicable rate.

**Appendix I**

**Critical Area of Operation #9 – Recess/Physical Education**

**Recess**

* Westampton Schools will be running an abbreviated day, academic subject only, schedule. Recess will be encouraged to take place at home.

**Physical Education**

* Westampton Schools will be running an abbreviated day, academic subject only, schedule. Physical education classes, along with Health classes, will be delivered remotely.

**Appendix J**

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

**Field Trips**

* Live field trips will be postponed until further notice. Remote field trips are permissible and at the discretion of the Principal and the Teachers.

**Extra-Curricular Activities**

* Live extra-curricular activities will be postponed until further notice. Clubs that can be held remotely may be approved by the building principal.

**Use of Facilities Outside of School Hours**

* The use of indoor facilities after school hours is postponed until further notice.
* The use of outdoor facilities after school hours will be considered after consultation with the district’s insurance carrier and the local Board of Health.

**Appendix K**

**Academic, Social, and Behavioral Supports**

**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.
* Each school has an existing Climate and Culture team that will meet to work toward supporting the unique SEL needs of students during a hybrid schedule
* School counselors, Psychologist, and Social Worker will work with teachers, administrators, and parents to assist in meeting the SEL needs of students

**Multi-Tiered Systems of Support (MTSS)/Response to Intervention (RtI)**

* MTSS/RtI 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.
* School specific Identification procedures will be in place to identify students in need of additional assistance.
* Programs are in place to chart progress, determine student’s response to intervention, and intensify the intervention as needed.

**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.
* Wraparound services are addressed through individual educational plans as necessary.

**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.

**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.
* The District will work with the local AfterCare provider to maximize child care opportunities

**Appendix L**

**Restart Committee**

* A Restart Committee has been established as collaboration is critical to the development of the Board’s Plan.
* The Restart Committee includes district and school-level administrators, members of the local Board of Education, the President of the local education association and a diverse set of content experts, educators, and parents.
* Full parent participation was offered through regular communication, surveys, and a dedicated e-mail address.
* The Restart Committee works closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan.
* The Restart Committee reflects the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
* The Restart Committee has created subcommittees to focus on age or grade-level specific needs, school specific needs, and other specific areas of the opening plan.

**Appendix M**

**Pandemic Response Teams**

* School-based Pandemic Response Teams will be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making. This team may be the Crisis Response Team.
* Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
* Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
* 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.
* Pandemic Response Team shall consider consist of members representing the expertise of:
	+ School Principal or Lead Person;
	+ Child Study Team member;
	+ School Counselor or mental health expert;
	+ Subject Area Chairperson/Director;
	+ School Nurse;
	+ Teachers representing each grade band served by the school district and school;
	+ Members of the School Safety Team;
	+ Custodian;
	+ Parents.
* The Pandemic Response Team is responsible for:

Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.

Adjusting or amending school health and safety protocols as needed.

Providing staff with needed support and training.

Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.

Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.

Providing necessary communications to the school community and to the school district.

Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

**Appendix N**

**Scheduling of Students**

**For the safety of all students, staff, and community, In-person instruction will be limited to Self-contained Special Education students. With this limited student and staff count, we can ensure safety protocols can be followed with fidelity. K-8 general education students and all other special education students will be engaged in rigorous full remote instruction. Considerations are being made for in-person related services on a case by case basis.**

**Kindergarten** **General Education, ICS, ICR students**

* Students will be assigned an A or B cohort
* A Cohort will meet virtually with live instruction from 8:30 – 11:00
* B Cohort will meet virtually with live instruction from 12:30 -3:00

**1st – 3rd grade**

* Each day will begin with Morning Meeting at 8:30. This will support SEL and mental health by having daily connections within a routine
* Live lessons will follow combining whole group (which are also recorded for students who cannot log on due to family situations), small group, and individual lessons.
* Each day students will have a special area (Art, Music, etc.) and a lunch/recess break
* Small group instruction, enrichment programs, and teacher “office hours” will occur from 1:30 – 3:30 daily

**4th – 5th grade**

* Students will work in two sessions during the day (Monday, Tuesday, Thursday, and Friday) with live lessons in LA/SS or Math/Science from 9:00 a.m.-11:00 a.m. and then the alternate subjects from 12:30 p.m.-2:00 p.m. Students have a lunch break between 11-12:30 each day as well as one special area lesson
* Wednesdays will be organized in small group and individual sessions for at-risk/vulnerable students for additional instructional needs, special area instruction, and office hours for teachers.
* Special Areas will be on a cycle with one special area lesson per week occurring every 6-8 weeks over the course of the year for the following specials: art, music, library, Spanish, and STEM. Physical education/Heath will have two lessons per week all year long.
* Students will be participating all day. They will have a schedule personalized for each student with small group and whole group meeting times to log on and participate in live instruction. The remaining minutes with each subject area teacher will be spent completing center activities and independent assignments through Google Classroom and a variety of websites.
* Remote learning will consist of live lessons, small group lessons, recorded “on-demand” lessons, group chats, office hours for individual questions, and independent assignments.
* Attendance will be taken every day for every student. Students will need to participate in the daily lessons regardless of being remote or in-person.
* Special Education students will receive support and services to the fullest extent possible as per their IEP

**6th – 8th Grades**

Daily Agenda: A daily schedule template will be provided

* M/T/Th/F students will have 4 academic classes (LIVE) at a scheduled time each day according to the template provided prior to the start of school. Special Education students will receive support and services to the fullest extent possible as per their IEP.
* On Wednesday, students will have 2 special area classes (H/PE and 1 other) at a scheduled time according to the schedule provided prior to the start of school.
* Special Area classes will also meet an additional day each week for a second lesson and/or office hours/support.
* Office hours/small group support will be available for all academic classes in the afternoon each day. Special Education teachers will also be available for office hours/small group support.

Attendance:

* Students will be required to submit an attendance question for each subject area class each day prior to 11:30am. It will be called, “Question of the Day” and found on each teacher’s Google Classroom.
* The same attendance procedure will be completed for each Special Area class. Special area classes will be assigned by marking period
	+ World Language, Art, Music, STEM marking period rotation
	+ PE/Health full year
	+ Additionally, students will be required to log-in once a week for office hours for each class

Grading will be based on the following:

* Participation-
	+ Students are actively engaged in all classes
	+ Camera and microphone ON unless told otherwise by teacher
* Assignments/Classwork-
	+ All assignments submitted properly via Google Classroom
	+ Adhere to due dates specific to each class
* Assessments-
	+ May be LIVE during class and/or office hours at each teachers’ discretion
	+ Adhere to due dates specific to each class
* Student Expectations:
	+ Students will be required to log-in daily for academic classes at the schedule time
	+ Students will be required to log-in once a week for office hours for each class
	+ Students will be required to have video camera and microphone ON during live lessons. Camera is not to be pointed to the ceiling, floor, or wall. Student should be visible at all times.)
	+ Proper attire during virtual classes
	+ Quiet work space/headphones
	+ Digital etiquette
	+ Participation
	+ Use of full name when participating
	+ Communicate with teacher for individualized support

**Sample Student Schedules**

* Each grade level will be divided into 4 groups. Students will rotate each Marking Period for Art, Music, Spanish and STEM (Groups 1, 2, 3, 4 to represent the marking period).
* H/PE: Each grade level will be divided into 3 groups (A, B, C).
* On Mondays (the additional meeting day for H/PE for all grade levels) Last Names A-L meet at 1:00 - 1:30; Last Names M-Z meet at 1:30 - 2:00.
* Academic Office Hours (OH) - Students will be expected to attend 1 Office Hour per class/week, but they will have the ability to choose which class and when based on what is happening in class that week. Teachers will need to communicate with each other to schedule small group support so as not to double book students.
* Students will receive a key and template to fill in their marking period schedules.

**Sample Student Schedule - Daniel Jones - Grade 7 (Group B, Spanish MP1)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |  |
| **8:30 - 9:20** | Class 1 | Class 1 | 8:30 - 9:15 |  | Class 1 | Class 1 | **8:30 - 9:20** |
| **9:30 - 10:20** | Class 2 | Class 2 | 9:25 - 10:10 | H/PE | Class 2 | Class 2 | **9:30 - 10:20** |
| **10:30 - 11:20** | Class 3 | Class 3 | 10:20 - 11:05 | Spanish | Class 3 | Class 3 | **10:30 - 11:20** |
| **11:30 - 12:20** | Class 4 | Class 4 | 11:15 - 12:00 |  | Class 4 | Class 4 | **11:30 - 12:20** |
| **12:20 - 1:00** | Lunch | Lunch | 12:00 - 12:30 | Lunch | Lunch | Lunch | **12:20 - 1:00** |
| **1:00 - 2:00** | H/PE (1:00-1:30) | Spanish | 12:30 - 3:10 | Academic OH |  |  | **1:00 - 2:00** |
| **2:00 - 3:10** | Academic OH | Academic OH |  |  | Academic OH | Academic OH | **2:00 - 3:10** |

**Sample Student Schedule - Cierra Smith - Grade 6 (Group A, Art MP1)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |  |
| **8:30 - 9:20** | Class 1 | Class 1 | 8:30 - 9:15 | H/PE | Class 1 | Class 1 | **8:30 - 9:20** |
| **9:30 - 10:20** | Class 2 | Class 2 | 9:25 - 10:10 | Art | Class 2 | Class 2 | **9:30 - 10:20** |
| **10:30 - 11:20** | Class 3 | Class 3 | 10:20 - 11:05 |  | Class 3 | Class 3 | **10:30 - 11:20** |
| **11:30 - 12:20** | Class 4 | Class 4 | 11:15 - 12:00 |  | Class 4 | Class 4 | **11:30 - 12:20** |
| **12:20 - 1:00** | Lunch | Lunch | 12:00 - 12:30 | Lunch | Lunch | Lunch | **12:20 - 1:00** |
| **1:00 - 2:00** | H/PE |  | 12:30 - 3:10 | Academic OH |  | Art | **1:00 - 2:00** |
| **2:00 - 3:10** | Academic OH | Academic OH |  |  | Academic OH | Academic OH | **2:00 - 3:10** |

**Appendix O**

**Staffing**

* The school district will consider access and equity for all staff to ensure continuity of student learning. The Board’s Plan and decision-making throughout the school year will consider unique health needs of each staff member.
* When making staffing scheduling and assignments, the school district will 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.
* The school district will 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.
* As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

**Appendix P**

**Athletics**

* Fall athletics are postponed until further notice. If athletics are reinstated during the 2020-2021, coordination with area school districts will occur to maximize effectiveness of the athletic program.

**Chart of useful links**

|  |
| --- |
| **Conditions for Learning** |
| **Section**  | **Title** | **Link** |
| Critical Area of Operation #1 | CDC Activities and Initiatives supporting the COVID-19 Response and the President’s Plan for Opening American Up Again | <https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46> |
|  | Childcare, Schools, and Youth Programs | <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html> |
|  | People Who Are at Increased Risk for Severe Illness | <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html> |
|  | Considerations for Schools | <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html> |
|  | Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries | <https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief> |
| Critical Area of Operation #2 | ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance | <https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance> |
|  | When and How to Wash Your Hands | <https://www.cdc.gov/handwashing/when-how-handwashing.html> |
| Critical Area of Operation #3 | Bullock announces phased approach to reopen Montana | <https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana> |
|  | What Bus Transit Operators Need to Know About COVID-19 | <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html> |
| Critical Area of Operation #4 | Stop the Spread of Germs (Printable Poster) | <https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf> |
|  | Handwashing (Printable Posters) | <https://www.cdc.gov/handwashing/posters.html> |
| Critical Area of Operation #5 | Communicable Disease Service | <https://www.nj.gov/health/cd/> |
| **Section**  | **Title** | **Link** |
|  | COVID-19: Information for Schools | <https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml> |
|  | Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19 | <https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf> |
|  | Guidance for Child Care Programs that Remain Open | <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html> |
|  | General Business Frequently Asked Questions | <https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html> |
| Critical Area of Operation #7 | Guidance for Cleaning and Disinfecting | <https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf> |
|  | EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19) | <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19> |
| Critical Area of Operation #8 | EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19) | <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19> |
| Social Emotional Learning and School Climate and Culture | A Trauma-Informed Approach to Teaching Through Coronavirus | <https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus> |
|  | CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community | <https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf> |
| Multi-Tiered Systems of Support (MTSS) | New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines | <https://www.nj.gov/education/njtss/guidelines.pdf> |
|  | RTI Action Network | <http://www.rtinetwork.org/> |
|  | The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS | <https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf> |
| Wraparound Supports | SHAPE  | <http://www.schoolmentalhealth.org/SHAPE/> |
|  | Child Care Resource and Referral Agencies | <https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx> |
|  | Coronavirus Resources for Mentoring | <https://nationalmentoringresourcecenter.org/> |
| **Section**  | **Title** | **Link** |
| Food Service and Distribution | Benefits of School Lunch | <https://frac.org/programs/national-school-lunch-program/benefits-school-lunch> |
| Quality Child Care | Child Care Resource and Referral Agencies | <https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx> |
|  | Division of Early Childhood Education | <https://www.nj.gov/education/ece/hs/agencies.htm> |
| **Leadership and Planning** |
| **Section** | **Title** | **Link** |
| Scheduling | New Jersey Specific Guidance for Schools and Districts | <https://www.nj.gov/education/covid19/sped/guidance.shtml> |
| Staffing | Mentoring Guidance for COVID-19 Closures | <https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml> |
|  | Educator Evaluation During Extended School Closure as a Result of COVID-19 | <https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml> |
|  | Performance Assessment Requirement for Certification COVID-19 Guidance | <https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml> |
|  | Educator Preparation Programs and Certification | <https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml> |
| Athletics | Executive Order No. 149 | <http://d31hzlhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf> |
|  | NJSIAA COVID-19 Updates | <https://www.njsiaa.org/njsiaa-covid-19-updates> |
|  | NJSIAA provides return-to-play guidelines – Phase 1 | <https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1> |
|  | Guidance for Opening up High School Athletics and Activities | <https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf> |
| **Policy and Funding** |
| **Section** | **Title** | **Link** |
| Elementary and Secondary School Emergency Relief Fund | CARES Act Education Stabilization Fund | <https://www.nj.gov/education/covid19/boardops/caresact.shtml> |
|  | NJDOE EWEG | <https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx> |
| FEMA – Public Assistance | Request for Public Assistance (RPA) Process | <https://njemgrants.org/site/rpasubmission.cfm> |
| **Section**  | **Title** | **Link** |
| Purchasing | New Jersey School Directory | <https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission> |
|  | NJSTART | <https://www.njstart.gov/bso/> |
|  | Division of Local Government Services | <https://www.nj.gov/dca/divisions/dlgs/> |
|  | Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves | <https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf> |
|  | Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance | <https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf> |
| Costs and Contracting | E-rate | <https://www.usac.org/e-rate/> |
|  | Technology for Education and Career (NJSBA TEC) | <https://www.njsba.org/services/school-technology/> |
| **Continuity of Learning** |
| **Section** | **Title** | **Link** |
| Ensuring the Delivery of Special Education and Related Services to Students with Disabilities | IDEA | <https://sites.ed.gov/idea/> |
|  | Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020 | <https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml> |
| Technology and Connectivity | Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond | <https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf> |
| Curriculum, Instruction, and Assessment | Learning Acceleration Guide | <https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf> |
|  | Mathematics: Focus by Grade Level | <https://achievethecore.org/category/774/mathematics-focus-by-grade-level> |
|  | Teacher Resources for Remote Instruction | <https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml> |
|  | NJDOE Virtual Professional Learning | <https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml> |
| **Section**  | **Title** | **Link** |
| Professional Learning | Distance Learning Resource Center | <https://education-reimagined.org/distance-learning-resource-center/> |
| Career and Technical Education (CTE) | Communicable Disease Service | <https://www.nj.gov/health/cd/topics/covid2019_schools.shtml> |
|  | Considerations for Schools | <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html> |