

Restart and Recovery Plan to Reopen Schools



Glassboro Public Schools Board of Education

Fall 2020



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Introduction

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

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

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

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

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

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



The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. The Board of Education will be updating existing policies that are affected by this plan.

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:

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

A. Conditions for Learning

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

1. Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning

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

Ten Critical Areas of Operation

- a. *Critical Area of Operation #1 - General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan*
 - (1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:



- (a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
- (b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.
- (c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.
- (d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.
- (e) Reasonable accommodations will be considered 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, when feasible. 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 temporary removal of face coverings may be considered, as directed by building administrator or designee, while students are seated at desks. Face masks should be worn when moving about the classroom and school building.
- (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 and after eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
 - (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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



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

- (1) Routes will be developed by cohort and students will be required to wear face masks. Students will be assigned seats for ALL runs and placed one student/family per seat. Students not wearing a mask will not be allowed to board the bus.
- (2) Accommodations for students who are unable to wear a face covering will be addressed according to that student's need and in accordance with all applicable laws and regulations.
- (3) Drivers will be trained to perform cleaning following the completion of each route.
A deep clean will be performed between cohorts by the custodial .

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

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. **(If we are "requiring" face masks for all students, then this needs to be edited, as most students should already have a mask on.)**
- (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/employees with disabilities and accommodations that may be needed in the screening process for those students/employees.
- (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, and close contacts, 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 Services 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 officials will notify parents that children who present with COVID-19 symptoms should be picked up as soon as possible.
- (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 required to wear face coverings (especially when social distancing cannot be maintained), unless doing so would inhibit the student's health or unless directed otherwise by the school Principal. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
 - (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
- (6) Exceptions to requirements for face coverings shall be as follows:
 - (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.
 - (c) The individual is in water.
 - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
 - (e) The student is under the age of two and could risk suffocation.
- (7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual 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 (course is 6 hours) 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) If/when playground equipment is permitted to be used, stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
 - (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local



parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).

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

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

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

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

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

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

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

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

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



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

2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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

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

___ Not Being Utilized

___ Being Developed by School Officials

X Currently Being Utilized



The Glassboro School District currently utilizes Social Emotional Learning to school culture and climate. Each building uses the corresponding Everyday SEL : Integrating Social-Emotional Learning and Mindfulness Into Your Classroom. Guidance counselors incorporate these SEL principles into classroom lessons and principals support SEL through social stories, Check-In Check-Out, restorative practices, and schoolwide PBSIS.

b. Multi-Tiered Systems of Support (MTSS)

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

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

Multi-Tiered System of Supports has been developed in the district and is currently being reviewed to see how to best provide these services to students in a hybrid schedule as well as fully virtual model (see Appendix K).

c. Wraparound Supports

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

☐ Not Being Utilized

☒ Being Developed by School Officials

☐ Currently Being Utilized

d. Food Service and Distribution

School meals are critical to student health and well-being, especially for low-income students. The NJDOE considers it a moral



imperative to ensure the seamless and continuous feeding of students during all phases of school reopening.

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

e. Quality Child Care

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

☐ Not Being Utilized

☒ Being Developed by School Officials

☐ Currently Being Utilized

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

B. Leadership and Planning

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

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

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



1. Establishing a Restart Committee

- a. A Restart Committee should be established as collaboration is critical to the development of the Board's Plan.
- b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.
- c. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.
- d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
- e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

- a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
- b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
- c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.



- d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
- e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
- f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
 - (1) School Principal or Lead Person;
 - (2) Teachers;
 - (3) Child Study Team member;
 - (4) School Counselor or mental health expert;
 - (5) Subject Area Chairperson/Director;
 - (6) School Nurse;
 - (7) Teachers representing each grade band served by the school district and school;
 - (8) School safety personnel;
 - (9) Members of the School Safety Team;
 - (10) Custodian; and
 - (11) Parents.
- g. The Pandemic Response Team is responsible for:
 - (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
 - (2) Adjusting or amending school health and safety protocols as needed.
 - (3) Providing staff with needed support and training.



- (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
 - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
 - (6) Providing necessary communications to the school community and to the school district.
 - (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3. Scheduling

- a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
- b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
 - (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
 - (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.



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



students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.

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

[See Appendix N – Scheduling of Students]

4. Staffing

- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.
- c. The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:



- (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
- (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
- (3) Certification
 - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.
 - (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

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

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



b. Instructional staff should:

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



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



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

7. Athletics

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

Spectators would be permitted to attend but must adhere to all NJ executive orders, especially the use of masks and social distancing. If the violator refuses to wear a mask and not social distance, they will be asked to leave the school district property.

[See Appendix P – Athletics]

C. Policy and Funding

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

1. School Funding



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

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

- b. School District Budgets

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

- c. School Funding

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

- (1) Purchasing

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

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

The school district shall apply for the approval from the Commissioner of Education prior to performing certain



budget actions, such as withdrawing from the emergency reserve or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

(3) Costs and Contracting

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



D. Continuity of Learning

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

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

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

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

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

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

The Glassboro School District will continue to meet their obligations under IDEA and the NJ Special Education Code to the greatest extent possible by implementing the following:

- **A one-to-one technology initiative**
- **Differentiated instruction provided by special education teachers.**
- **Data collection regarding academic instruction and academic progress.**



- **Related services via online platforms, including Theraplatform and Webex when in-person therapy is not feasible. Priority for in-person therapy will be given to students with language needs.**
 - **Parent communication regarding successes and challenges.**
 - **Providing aide support to those students who have aide support listed in their IEPs.**
 - **Providing four days of instruction to students in self-contained classrooms.**
- 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.

The Glassboro School District has implemented a virtual Extended School Year (ESY) Program, and the program was offered to all students who had an ESY program as part of their IEPs. Laptops and school supplies were offered to all ESY students. Related services were provided virtually during the ESY program. All special education teachers provided whole group instruction and individualized instruction targeted at students' specific needs.

- 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.

School nurses will work closely with the parents/guardians of medically fragile students and school nurses and guidance counselors will work closely with the parents/guardians of students who may require a 504 Plan. School staff will work with student safety at the forefront of all decisions.

- (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.

In response to (2) and (3) above: When school resumes, IEP teams will convene as needed to review services offered, services provided, missed services, and student progress toward IEP goals and objectives. The IEP teams will consider 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.

The Glassboro Child Study Team has developed a summer testing plan and procedures, so that evaluations can begin to be completed prior to the start of the 2020-2021 school year. Many of the safety procedures in our summer testing plan will also be utilized during the 2020-2021 school year for the completion of evaluations.

In addition, the following procedures are in place for the summer of 2020:

- **Students who are receiving Early Intervention (EI) Services and whose EI evaluations support eligibility, will have an IEP written and a special education program implemented.**
- **Initial evaluations will be completed prior to reevaluations as we want to ensure that students who require special education services receive an IEP and appropriate programming as quickly as possible.**
- **Preschool evaluations will be completed once it is determined that school-aged evaluations are able to be completed in a safe manner.**

- (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.

The outgoing Supervisor of Special Services and incoming Director of Special Services will work with case managers and guidance staff at the high school level to ensure that graduating seniors have received all necessary transition services to enable them to move from high school into their postsecondary plans. If students have been adversely impacted by the COVID-19 pandemic, additional services will be provided.

- (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.

The Glassboro Child Study Team (CST) will continue to communicate to parents the process of referring their child to the CST or for a 504 Plan. The CST secretaries and supervisor have been in the CST office to receive referrals and answer inquiries regarding referrals.

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 purposes of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
- (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
- (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
- (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
- (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
 - (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



Appendix A

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

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

Protocol for High Risk Staff Members - Reasonable accommodations will be considered 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 and serious underlying medical condition, which may include:

- 1. Chronic lung disease or asthma (moderate to severe)**
 - 2. Serious heart conditions**
 - 3. Immunocompromised**
 - 4. Severe obesity (body mass index, or BMI, of 40 or higher)**
 - 5. Diabetes**
 - 6. Chronic kidney disease undergoing dialysis**
 - 7. Liver disease**
-
- When a district employee reports that they have a medical condition that they feel will result in them not being able to return to work or will require accommodations to return to work, the district is obligated under the Americans with Disabilities Act to engage such employee in the interactive process.**
 - Should we have a request form for them to fill out at start of process?**
 - Employee should be directed to speak with medical provider to discuss essential job functions which employee will have trouble performing. Employee encouraged to get medical documentation of the same.**
 - Employer not necessarily entitled to know medical condition, but may request information about how medical condition interferes with employee's ability to perform essential functions of job.**
 - Dialogue required between employer and employee to identify reasonable accommodations that may assist employee with disability in performing essential functions of position.**
 - Some accommodations might include allowing employee to work from home, to function as a virtual instructor, providing enough protections for employee to return to work, possibly a leave of absence.**

Protocol for High Risk Students



Children who have medical complexity, who have specific neurologic, genetic, metabolic conditions or who have congenital heart disease might be an increased risk for severe illness from COVID-19 compared to other children. Some of these conditions include:

- 1. Serious heart conditions such as heart failure, coronary artery disease, or cardiomyopathies**
- 2. Chronic Kidney Disease**
- 3. Obesity (BMI> 30)**
- 4. Sickle Cell Disease**
- 5. Organ Transplant**
- 6. Type 2 diabetes mellitus**

Health Conditions currently under investigation as comorbidities related to poor COVID-19 outcomes include:

- 1. Chronic Lung Diseases**
- 2. asthma**
- 3. metabolic disorders**
- 4. Type1 diabetes mellitus**
- 5. immune deficiencies**
- 6. liver disease**
- 7. neurologic conditions**

If a parent/guardian has concerns about their child returning to school building due to medical concerns:

- Advise parents/guardians to seek input from child's primary care provider to determine if or when a student may return to class in the school building**
- School nurse can assist families and healthcare providers, as requested by sharing information, having knowledge of both the student and district COVID-19 mitigation plans.**
- District to review school re-opening plans and steps being taken to reduce possible spread of COVID-19 and support educational goals, including: promoting behaviors that reduce spread, maintaining healthy environments, maintaining healthy operations, preparing for when someone gets sick.**
- It may be determined that a period of or permanent virtual instruction is required to help ensure health of student.**
- No student should be "excluded" from school for medical condition unless deemed necessary by primary medical provider related to unique medical needs**
- Primary care providers, families and schools should partner together collaboratively to identify and develop accommodations, when needed.**
- Parent should contact building Principal or District appointed employee to report request for reasonable accommodations or virtual instruction related to a medical condition.**



Appendix B

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

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

Social Distancing in Instructional and Non-Instructional Rooms

- **Our priority is to maintain social distancing whenever feasible and to limit situations where there is less than six feet of distance for a period of 10 minutes or more .**
- **All rooms in the building that can be used for teaching and learning will be utilized.**
- **For the most part, only student desks and the teacher desk will be in the classroom.**
- **To the greatest extent possible, instruction will be paperless.**
- **Student desks will be arranged with 6 feet between them, whenever possible.**
- **All classrooms and instructional areas will have a designated “teacher only” area marked by tape on the floor to help provide physical distancing for staff.**
- **Students will be provided a designated space where they can keep their bookbags and coats.**
- **Students should bring only the necessary items to school.**
- **All student items must be taken home at the end of each school day. No personal items can remain in school.**
- **In grades K through 6, students will stay in their assigned class, they will not be switching classes.**
- **Teachers will move to the classroom to provide instruction as per their teaching schedule.**
- **No small group instruction will be provided until further notice, including BSI instruction.**
- **Materials will not be shared between students.**
- **The teacher will give the students opportunities to stand up (staying in their learning area) with their masks on and stretch or something similar to combat long amounts of time in a sedentary position.**
- **Each classroom will be assigned a specific bathroom to utilize when the need arises. Universal bathroom passes will not be permitted. Students should sanitize hands upon returning to the classroom to ensure hand hygiene.**
- **In grades K through 6, all special area classes will be provided during virtual instruction, until further notice.**



- **At all times, we will strive to maintain social distancing (6 feet) and to the highest extent possible, 6 foot markers will be put on the floor on the hallway to assist with social distancing in the hallway.**

Procedures for Hand Sanitizing/Washing

- **Hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol) will be available at designated locations including:**
 - **in each classroom and instructional area**
 - **in each office, including board office, main offices, nurses' offices, counseling offices, CST offices, technology offices, transportation offices**
 - **in lunch rooms, when in use**
 - **in food preparation areas**
 - **near bathrooms**
 - **at designated entrances and exits in each building**
 - **athletic fields**
- **Students should wash hands with soap and water for at least 20 seconds or use alcohol-based hand sanitizer at regular intervals during school hours:**
 - **upon arrival to school**
 - **at dismissal**
 - **before and after eating**
 - **after using bathroom**
 - **after coming in from outside activities such as recess**
 - **after blowing nose/coughing/sneezing**
 - **upon arrival to athletic field/site**
- **Students should use hand sanitizer upon returning to the classroom after using the bathroom to ensure hand hygiene.**
- **Staff should wash their hands with soap and water or use alcohol-based hand sanitizer at regular intervals during school hours.**
- **Students should be educated to wash their hands upon returning home from school.**
- **Educational posters for handwashing and hygiene should be posted throughout school buildings to help promote healthy behavior practices.**



Appendix C

Critical Area of Operation #3 – Transportation

Students on Buses:

- **Parents need to take their child's temperature before the child can ride the bus – temperature must be under 100 degrees. (100.4 per cdc)**
- **No student will be sitting in the first row behind the driver**
- **Students will be limited to one per seat whenever possible – exception siblings**
- **All students will be required to wear a mask**
- **When documentation is provided for students unable to wear masks, accommodations will be made in accordance with the laws and regulations.**
- **Whenever possible students will be loaded back to front**
- **Unloading of students whenever possible will be front to back**
- **Seating charts recommended for contact tracing purposes.**

Drivers and Aides:

- **Employees must take their temperature before reporting to the bus - Temperature must be under 100 degrees.**
- **Employees must wear masks**
- **Employees must follow social distancing on the bus whenever possible**
- **Employees must follow bus Cleaning and Disinfecting procedures**

Bus Cleaning and Disinfecting Procedures:

Every bus will have a cleaning and disinfecting bag that will remain on the bus. It is the responsibility of the driver to monitor their supplies and request refills through the transportation department when needed. A deep cleaning will be performed by the custodial department on Wednesdays, the all virtual day for students.

To be completed at the end of AM run:

- **Sweep floors, wipe up any spills – if you need to mop, use a disposable mop.**
- **Wipe all seats, seatbelts, railings, dash (any surface someone touches)**
- **Clean windows.**
- **Spray disinfectant on all seats and any touch surface.**

To be completed at the end of the day:

- **Sweep floors, wipe up any spills – if you need to mop, use a disposable mop.**
- **Wipe all seats, seatbelts, railings, dash (any surface someone touches)**



- **Clean windows.**
- **Spray disinfectant on all seats and any touch surface.**

Emergency medical closing, ALL BUSES in fleet:

- **Sweep floors, wipe up any spills – if you need to mop, use a disposable mop.**
- **Clean all surfaces: walls, ceiling, windows, seats, seatbelts, railings, dash(any surface someone touches)**
- **Spray disinfectant on all surfaces, except windows.**



Appendix D

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

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

Location of Student and Staff Screening

- **Parents/Guardians will be directed to complete a symptom check at home for all children under their care, who will attend in person instruction in the school district.**
- **District Symptom Assessment Form will be developed for this purpose and sent to parent/guardian via designated technology platform.**
- **Forms must be completed and electronically sent in each day via designated technology platform, prior to student leaving for school.**
- **Parent education must be provided on this requirement, including specifics of this procedure.**
- **Parents will be notified of any student for whom the symptom check form has not been received.**
- **Ongoing problems with receipt of the symptom check form may result in the need for virtual instruction. Students must be screened prior to entry into school, as per state regulations.**
- **Students arriving late to school must have a symptom check form completed and sent in prior to entry into school.**
- **Teachers will complete a general visual screen of students upon arrival into the classroom. If a teacher has a concern for any student related to student presentation, he or she will contact the school nurse and plan to send this student to the nurse's office for further evaluation.**
- **For precautionary reasons, students must remain home from school if they exhibit or answer yes to any questions on the Symptom Assessment Form:**
 - ☐ **A fever of 100.4° F or greater**
 - ☐ **Shortness of breath or difficulty breathing**
 - ☐ **New loss of taste or smell**
 - ☐ **Contact with someone with a confirmed case of COVID-19**
 - ☐ **Travel to any of the states that New Jersey has listed in any quarantine travel advisory (at the time of the screening)**
 - ☐ **Cough**
 - ☐ **Chills**
 - ☐ **Repeated shaking with chills**
 - ☐ **Muscle pain**



- ☐ Headache
- ☐ Sore throat
- ☐ Fatigue
- ☐ Congestion or runny nose
- ☐ Nausea or vomiting
- **Students who remain at home due to possible symptoms are encouraged to follow-up with their medical provider for further evaluation/direction.**

Social Distancing in Entrances, Exits, and Common Areas

- **Each school building will have limited, designated entrances and exits..**
- **Alcohol-based hand sanitizer will be available at these locations with directives to sanitize hands upon arrival and at dismissal**
- **Schools will have social distancing markers on the floor/ground to assist with 6 feet of social distancing and to decrease the likelihood of student congregation/clustering while waiting to enter school or to board the bus at the end of the school day.**
- **Social distancing markers will also help direct parents/guardians or other visitors to maintain distance while waiting to ring bell at door of school.**
- **All visitors to school, except in the case of official business, will be discouraged.**
- **Early pick-ups, prior to the end of the scheduled school day, are strongly discouraged.**



Appendix E

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

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

Screening Procedures for Staff

- **All Glassboro School District Staff will be required to complete a daily COVID-19 symptom self-screening form prior to entering the school grounds.**
- **The daily COVID-19 symptom self-screening form will be set to automatically email each staff member in the building each morning at 5 am.**
- **The Secretary to the Superintendent will check each morning to ensure that all staff have completed the screening prior to entering the school grounds.**
- **For precautionary reasons, personnel will not be permitted to enter the building if they exhibit:**

☐ One (1) or more of the following level 1 symptoms:

- ☐ **A fever of 100.4° F or greater**
- ☐ **Shortness of breath or difficulty breathing**
- ☐ **New loss of taste or smell**
- ☐ **Contact with someone with a confirmed case of COVID-19**
- ☐ **Travel to any of the states that New Jersey has listed in any quarantine travel advisory (at the time of the screening)**

☐ Two (2) or more of the following level 2 symptoms of COVID-19:

- ☐ **Cough**
- ☐ **Chills**
- ☐ **Repeated shaking with chills**
- ☐ **Muscle pain**
- ☐ **Headache**
- ☐ **Sore throat**
- ☐ **Fatigue**
- ☐ **Congestion or runny nose**
- ☐ **Nausea or vomiting**



- ☐ **Diarrhea**

***This list of symptoms is subject to change pending notification from the Department of Health.**

- **Confidentiality will be held to the highest level with the caveat that there are instances where we must report specific information to the local Department of Health.**

Screening Procedures for Students

- **Parents/Guardians will be directed to complete a symptom check at home for all children under their care, who will attend in person instruction in the school district.**
- **A District Symptom Assessment Form will be developed for this purpose and sent to parent/guardian via designated technology platform.**
- **Form must be completed and electronically sent in each day via designated technology platform, prior to student leaving for school.**
- **Parent education must be provided on this requirement and specifics of procedure.**
- **Parents will be notified of any student for whom symptom check form has not been received.**
- **Ongoing problems with receipt of symptom check form may result in the need for virtual instruction. Students must be screened prior to entry into school, as per state regulations.**
- **Students arriving late to school must have a symptom check form completed and sent in prior to entry into school.**
- **Teachers will complete a general visual screen of students upon arrival into the classroom. If a teacher has a concern for any student related to student presentation, he or she will contact the school nurse and plan to send this student to the nurse's office for further evaluation.**
- **For precautionary reasons, students must remain home from school if they exhibit the following or answer yes to any questions on the Symptom Assessment Form:**

- ☐ **A fever of 100.4° F or greater**
- ☐ **Shortness of breath or difficulty breathing**
- ☐ **New loss of taste or smell**
- ☐ **Contact with someone with a confirmed case of COVID-19**
- ☐ **Travel to any of the states that New Jersey has listed in any quarantine travel advisory (at the time of the screening)**
- ☐ **Cough**
- ☐ **Chills**



- ☐ Repeated shaking with chills
- ☐ Muscle pain
- ☐ Headache
- ☐ Sore throat
- ☐ Fatigue
- ☐ Congestion or runny nose
- ☐ Nausea or vomiting
- Students who remain home due to possible symptoms, are encouraged to follow-up with their medical provider for further evaluation/direction. A medical provider's note may be requested upon return to school.

Protocols for Symptomatic Students and Staff

- Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current guidance from NJDOH and CDC for illness reporting.
- The school nurse will assess for symptoms and advanced symptoms such as shortness of breath or blue discoloration to lips. Advanced symptoms will require transport to the Emergency Room via EMS.
- EMS is to be notified of COVID-19 symptoms at the time of the call.
- If a student presents with advanced symptoms, requiring transport to the Emergency Room, a parent/guardian is to be notified.
- The nurse will provide consistent monitoring of symptoms while waiting for the student to be picked up.
- Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
- Students with symptoms related to COVID-19 are not permitted to go home on a school bus.
- 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, families, and close contacts of a confirmed case, while maintaining confidentiality.
- 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.



Protocols for Face Coverings

- **Per the CDC, COVID-19 can be spread to others even if a person does not feel sick. A cloth face covering helps prevent a person who is sick from spreading the virus to others. Appropriate and consistent use of cloth face coverings is most important when students, teachers, and staff are indoors and increasingly important when social distancing of at least 6 feet is difficult to implement or maintain.**
- **Face coverings are required at all times for staff and visitors unless use of a face covering will inhibit an individual's health. Medical provider's notes are required for any face covering exemption.**
- **Face coverings are required for all students prior to getting on the school bus and(or) entering the district building/facility. Temporary removal of a face mask may be allowed by the building principal in specific situations and when social distancing is maintained.**
- **Face coverings may be challenging for some students, teachers, and staff including:**
 - **Younger students, such as those in early elementary school.**
 - **Students, teachers, and staff with severe asthma or other breathing difficulties.**
 - **Students, teachers, or staff with special educational or healthcare needs, including intellectual and developmental disabilities, mental health conditions, and sensory concerns or tactile sensitivity.**
 - **In these situations, it is important to maintain social distancing when feasible and to ensure appropriate PPE for staff working with these students.**
- **Face coverings should not be placed on:**
 - **Children younger than 2 years of age**
 - **Any person who has difficulty breathing or who is unconscious**
 - **Anyone who is incapacitated or otherwise unable to remove face covering without assistance**
- **Consider use of clear face coverings that cover the nose and wrap securely around the face for some teachers and staff. Clear face coverings should be determined not to cause any breathing difficulties or overheating for the wearer. Teachers and staff who may consider clear face coverings include:**
 - **those who interact with students or staff who are deaf or hard of hearing**
 - **teachers of young students learning to read**
 - **teachers of students in English as a second language classes**
 - **teachers of students with disabilities**
- **Clear face coverings are not face shields. The CDC does not recommend use of face shields for normal everyday activities or as a substitute for face coverings because of a lack of evidence of their effectiveness for source control.**



- **Face shields may be provided to designated staff, who have anticipated close and(or) prolonged contact with students or for situations where there is increased probability of body fluid exposure.**



Appendix F

Critical Area of Operation #6 - Contact Tracing

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

Critical Area of Operation #6 – Contact Tracing

- **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.**
- **School officials should engage the expertise of their school nurses on the importance of contact tracing.**
- **The NJDOE will credit certified School Safety Specialists with three (course is 6 hours) hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.**
- **Procedures and protocols related to management of COVID-19 confirmed and suspicious cases and directives for quarantine and isolation will change as needed to maintain compliance with New Jersey Department of Health Directives.**
- **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. Procedures may change to reflect most recent directives from New Jersey Department of Health and CDC.**
- **Verified recent emergency contact information is required prior to school attendance for 2020-2021 school year.**
- **Methods to assist in contact tracing include records of groups/cohorts, assigned staff, daily attendance, seating charts in classrooms and on buses, and cohorts in child care programs**
- **Contact tracing in school district settings will require notification to “Close contacts” of a COVID-19 positive person.**
- **If a student or staff member tests positive for COVID-19, he or she must identify the last date the person was in the building/facilities and assess for prolonged contact, which would constitute an exposure to a close contact.**



- A “close contact” is someone who has been within 6 feet of a person who has tested positive for COVID-19, for a period of 10 minutes or more.
- Parents/Guardians of a “close contact” must be notified of exposure.
- Gloucester County Health Department must be notified of a positive COVID-19 case, or they may be the agency notifying the school.
- Once close contacts have been identified, this must be reported to the Gloucester County Health Department
- Parents/Guardians of “close contacts” must be advised that a student is required to quarantine and remain home from school for 14 days from last known exposure with the COVID-19 positive person (or as per most recent directive from New Jersey Department of Health).
- If a school personnel member learns that a student has had exposure to a COVID-19 positive person, the school nurse must be notified immediately so further inquiry can be made.
- If a student has a household contact who is COVID-19 positive, then this student must self-quarantine for 14 days after the end of self-isolation for the affected household member (or as per most recent directive from New Jersey Department of Health).
- “Close contacts” will be referred for COVID-19 testing and referred to their medical provider.
- If a “close contact” displays COVID-19 symptoms, the Gloucester County Health Department must be notified.
- District contact tracers must assist parents/guardians in identifying quarantine and end of quarantine dates related to specific and varying situations.
- HIPAA and FERPA regulations remain in place related to possible and confirmed COVID-19 cases.
- The Gloucester County Health Department should also be notified of highly suspicious cases (3 of 5 symptoms) and testing recommended.



Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

- We have been using disinfectant, QT-plus before the pandemic happened, we were being proactive for other viruses, like the flu. So, we had already been ahead of the game for disinfecting the district when the pandemic hit with a product that kills the Covid19 virus.
- With our Chemical company and our staff we are working together to make sure we are doing everything possible to make sure our cleaning and disinfecting. The custodial staff will be taught any new techniques to help make their jobs more efficient and safer for all involved. We have a great staff that does an amazing job, but under this new environment we need to adjust and adapt to better ways to keep the building healthy and safe. Like the product QT-3 which will be used as our secondary and stronger defense against this virus with a quicker kill time of the Covid19 virus in 5 minutes. This will be used on top of our daily cleaning and disinfecting of the district, the slides below will show what we are doing to stay ahead of the virus. With a more rigorous cleaning and disinfecting schedule for all of our staff. Focusing on areas of "High Touch Hot Spots" and less time on the simpler items that don't need the attention as often.
- Our goal is to maintain the high level of cleanliness in the district but with a higher standard of disinfecting to ensure everyone's health is priority one. With an "All Hands" approach I expect everyone to chip in and make sure we are all protected with the highest standard possible and with the right products we can achieve this goal.



COVER

Preparedness

Cleaning Frequency

Cleaning & Disinfection

Hand Hygiene

Awareness

Next Steps

Guidelines

Make Hygiene Accessible

- ✓ Have hand sanitizer readily available throughout the facility for use by students, staff and visitors.
- ✓ Ensure access to sanitizer and disinfectant wipes in classrooms.
- ✓ Place hand sanitizer and disinfectant wipes near shared service areas.

Encourage and Reinforce Hygiene Etiquette

Create awareness, educate, and reinforce the importance of:

- ✓ **Hand Hygiene.** Staff and students will wash or sanitize hands upon entering or leaving classrooms and other spaces in the building.
- ✓ **Personal Hygiene.** Staff and students will avoid touching their face, and if they do touch their face, they will wash or sanitize their hands.
- ✓ **Social Distancing.** Staff and students will be aware of keeping appropriate personal space and refrain from handshakes, fist bumps and elbow bumps.

Execute Enhanced Cleaning and Disinfection Plan

- ✓ Perform daily cleaning of school buildings.
- ✓ **High-touch Hot Spots.** Identify and plan for disinfection. Hot spots can include athletic equipment between use.
- ✓ **Shared Materials.** Frequently clean and disinfect shared materials or equipment that cannot be designated for individual use.

Communicate Your Plan For Clean, Safe, Healthy

- ✓ Keep the students, staff, parents and community informed of how you are providing a clean, safe, and healthy learning environment.

Custodial Department Preparedness Checklist

- ✓ **Staffing, Tasks & Frequency Levels**
Evaluate and balance staff, tasks and frequencies for enhanced high-touch cleaning and disinfection.
- ✓ **Standardization of Processes**
Standardize cleaning and disinfection processes for:
 - Indoor surfaces and fixtures
 - Outdoor athletic equipment, and athletic complexes
 - Cleaning equipment and tools
- ✓ **Standardization & Availability of Product Systems**
Standardize critical product systems and identify appropriate supply levels for consumable products.

| Hand Hygiene | Disinfection | PPE |
|--------------|--------------|---------|
| 90 Days | 90 Days | 90 Days |
- ✓ **Staff Training, Development & Communication**
Implement a system to train custodial staff on standardized procedures, tasks and frequencies. Quickly adapt and communicate when cleaning frequencies change.
- ✓ **Compliance, Quality & Management Controls**
Implement a compliance and quality system to ensure cleaning & disinfection practices are being performed as prescribed and take corrective actions when necessary.
- ✓ **Stakeholder Awareness & Communication**
Implement a plan to communicate enhanced hygiene, cleaning and disinfection practices. Include facility-level awareness through signage, video, imagery and electronic communication copy.

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COVER
Preparedness
Cleaning Frequency
Cleaning & Disinfection
Hand Hygiene
Awareness
Next Steps

Review Tasks & Frequency For Enhanced - High Touch
Understanding Routine Levels of Clean

Tasks, Frequencies & High-Touch Hot Spots

| Description | Pre-Pandemic | Enhanced - High Touch |
|---|----------------|-----------------------|
| High-Touch Hot Spot Disinfection - Cat 1 | Daily | 2 X Day |
| High-Touch Hot Spot Disinfection - Cat 2 | Daily | Daily |
| Restroom - Cleaning, Disinfection & Stocking | Daily | 2 X Day |
| Drinking Fountain - Clean/Disinfect | Daily | 2 X Day |
| Spot Mopping | Daily | Alternate Days |
| Damp Mop | Alternate Days | Daily |
| Autoscrub | Daily | Alternate Days |
| Vacuum - High Traffic | Daily | Daily |
| Vacuum - Wall to Wall | Weekly | Weekly |
| Carpet Spot Removal | Monthly | Weekly |
| Spot Clean Interior Glass | Daily | Daily |
| Full Clean Interior Glass | Daily | Weekly |
| High / Low Dusting | Weekly | Daily |
| Spot Clean Walls & Doors | Weekly | Daily |
| Wipe Down Window Ledges | Weekly | Daily |
| Vacuum Vents - Dust Ceiling & Light Fixtures | Monthly | Alternate Days |
| Empty Trash, Replace Liners Clean Receptacles | Daily | Daily |
| Cleaning Equipment - Clean/Disinfect | Daily | Daily |

| High-Touch Hot Spots (Non-Restroom) | Cat 1 | Cat 2 |
|-------------------------------------|-------|-------|
| Door Handles / Push Plates | ✓ | |
| Light Switches | | ✓ |
| Faucets | ✓ | |
| Elevator Buttons | | ✓ |
| Tables - General | | ✓ |
| Tables - Cafeteria | ✓ | |
| Countertops | | ✓ |
| Desks | | ✓ |
| Chairs / Benches - Classroom | | ✓ |
| Chairs / Benches - Public Areas | | ✓ |
| Keyboards / Computer Mice | ✓ | |
| Desk Phones | | ✓ |
| Water Fountains | ✓ | |

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COVER

| Preparedness | Cleaning Frequency | Cleaning & Disinfection | Hand Hygiene | Awareness | Next Steps |
|--------------|--------------------|-------------------------|--------------|---------------|--------------------|
| Application | EPA List N | PPE | Process | Surface Wipes | Laundry / Warewash |

EPA List N Disinfectants

| Hillyard Name | Bulk Yield Per Gallon | Arsenal One Yield per 2.5L | Cleaning Companion Yield per 1/2 Gal | Dilution Rate | Follow Directions and Preparation For | Contact Time Minutes | Primary EPA Reg. No. |
|--|------------------------------|----------------------------|--------------------------------------|--------------------------|---------------------------------------|----------------------|----------------------|
| QT® Bulk | 516 RTU Qrts | - | - | Dilutable 1:128 | Rotavirus | 10 | 1839-166 |
| | | - | - | | | | |
| Vindicator +® | 1,028 RTU Qrts | 679 RTU Qrts | - | Dilutable 1:256 | Coronavirus | 10 | 1839-167 |
| | | | - | | | | |
| Re-Juv-Nal® | 260 RTU Qrts | 172 RTU Qrts | 32.5 Gallons | Dilutable 1:64 | Coronavirus | 10 | 1839-169 |
| Non-Acid RR/Dis. | | | | | | | |
| Q.T.-TB® Ready-To-Use | Ready-To-Use | - | - | RTU | Canine Parvovirus | 10 | 1839-83 |
| | | - | - | | | | |
| Pot & Pan Sanitizer 21 Above® System | 731 RTU Qrts | - | - | Dilutable 3.5 Oz : 5 Gal | Adenovirus | 10 | 1839-86 |
| | | - | - | | | | |
| Re-Juv-Nal® HBV | 260 RTU Qrts | - | - | Dilutable 1:64 | Coronavirus | 10 | 61178-1 |
| | | - | - | | | | |
| Q.T.® 3 | - | 341 RTU Qrts | - | Dilutable 1:128 | Enterovirus D68, Norovirus | 5 | 6836-349 |
| | - | | - | | | | |
| Q.T.® Plus | 516 RTU Qrts | 341 RTU Qrts | - | Dilutable 1:128 | Norovirus | 10 | 6836-77 |
| | | | - | | | | |
| Quick & Clean® Germicidal Disinfectant Wipes | Wipes 6 - 75 Wipe Containers | - | - | N/A | Feline calicivirus; Norovirus | 10 | 1839-174 |
| | | - | - | | | | |
| Evaclean/Earthsafe Purtabs | | - | - | 4 - 3.3g Tabs per Quart | Hepatitis A virus; Coxsackievirus B3 | 1 | 71847-6 |

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Understanding Routine Levels of Clean

| High-Touch Hot Spots (Non-Restroom) | Cat 1 | Cat 2 |
|-------------------------------------|-------|-------|
| Door Handles / Push Plates | ✓ | |
| Light Switches | | ✓ |
| Faucets | ✓ | |
| Elevator Buttons | | ✓ |
| Tables - General | | ✓ |
| Tables - Cafeteria | ✓ | |
| Countertops | | ✓ |
| Desks | | ✓ |
| Chairs / Benches - Classroom | | ✓ |
| Chairs / Benches - Public Areas | | ✓ |
| Keyboards / Computer Mice | ✓ | |
| Desk Phones | | ✓ |
| Water Fountains | ✓ | |

COVER

Preparedness

Cleaning Frequency

Cleaning & Disinfection

Hand Hygiene

Awareness

Next Steps

Additional Actions

Evaluate

Standardize

Train

Manage

Communicate

Next Steps

Staffing, Tasks & Frequency Levels

- ✓ Compare current staffing level to the level required for enhanced high-touch cleaning.

Standardization - Processes

- ✓ Order the tools and systems identified to provide standardized cleaning and disinfection processes .

Standardization & Availability of Product Systems

Order critical consumable products to supply the necessary volume for:

| Hand Hygiene | Disinfection | PPE |
|--------------|--------------|---------|
| 90 Days | 90 Days | 90 Days |

Staff Training, Development & Communication

- ✓ Develop job/task cards for routine and enhanced cleaning procedures.
- ✓ Provide staff training on new procedures.


Compliance, Quality & Management Controls

- ✓ Develop the quality control system on new tasks and frequencies.

Stakeholder Awareness & Communication

- ✓ Download appropriate material and order window clings and mirror-clings.

Reset Plan
(Adobe Reader/Acrobat Only)



HILLYARD
The Cleaning Resource®

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Appendix H

Critical Area of Operation #8 – Meals

Breakfast Served in Classroom:

- **Menu Options would include milk/fruit/grain**
- **Cleanup: Each classroom will have a separate trash can for breakfast trash double lined by the evening custodian daily. When students have finished their breakfast all trash will be placed in this can and the can placed outside the classroom. Trash will be collected outside the classroom and the can placed back onto the classroom.**

Lunch Grab and Go:

- **Menu Options: Milk/fruit/grain/veggie/meat or meat alternative**
- **Students in Cohort A & B will be given lunch and breakfast for three days at dismissal of their second in person day.**

Health and Safety Guidelines:

All guidelines followed in accordance with the School Lunch Nutrient Program in person would continue in a virtual setting.

Lunch Charges:

The district is currently approved for the Summer School Lunch Program, providing breakfast and lunch to ALL students under the age of 18 at no cost. The current procedure, biweekly surveys, will continue to be used to deliver meals on virtual days for all students who request meals.



Appendix I

Critical Area of Operation #9 – Recess/Physical Education

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

- **The locker rooms and lockers at GHS and GIS will be closed to all students and staff (sans the PE/Health teachers so they can use their offices).**
- **Students in grades K through 6 should wear something comfortable everyday because there will be physical activities conducted by each student at their learning area (stretching, yoga, etc...) Actual Physical Education classes will be held during the remote portion of a student's schedule.**
- **Actual physical education class will be conducted outside whenever possible at GHS and GIS. During inclement weather physical education will be conducted in the gymnasium.**
 - **Activities will be limited to those that do not include student contact.**
 - **Equipment will not be shared.**
 - **Students will participate in activities while remaining socially distant.**
- **A rotating and staggered schedule of recess will be developed for classes in grades K through 6 to go outside. However, the usage of playground equipment will not be permitted because the district does not have the staffing needed to properly sanitize the equipment between classes going outside.**
- **Staff and students must wash or sanitize hands upon re-entering the building after recess**



Appendix J

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

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

- **Field Trips will be virtual until NJDOE Guidance and CDC guidelines allow for safe travel.**
- **Extra-Curricular Activities will be mostly virtual. Clubs or groups that meet in person will adhere to CDC guidelines of six foot distancing, facial coverings, frequent hand-washing, and sanitizing of high-touch surfaces.**
- **Use of Facilities outside of school hours will be limited to outside areas (i.e.- tennis courts) and will adhere to CDC guidelines of six foot distancing, facial coverings, frequent hand-washing, and sanitizing of high-touch surfaces. Inside areas may only be used by organizations working in conjunction with the district to provide wrap-around care while adhering to CDC guidelines of six foot distancing, facial coverings, frequent hand-washing, and sanitizing of high-touch surfaces.**



Appendix K

Academic, Social, and Behavioral Supports

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

Social and Emotional Learning and School

- **The school counselors and special education case managers will have a specific schedule to follow and provide social-emotional support. The counselors and special education staff will also be available for staff needs as well.**
- **The guidance counselors will also conduct direct SEL instruction to the students in the classroom.**
- **The district will also seek out resources for the well-being of the educators.**
- **The district will also implement trauma-informed teaching strategies.**

Multi-Tiered Systems of Supports (MTSS)

Multi-Tiered System of Supports has been developed in the district and is currently being reviewed to see how to best provide these services to students in a hybrid schedule as well as fully virtual model.

- **Teacher support will be available weekly to students receiving remote instruction in the hybrid model as well as fully virtual model.**
- **The process of creating SMART goals (Specific, Measurable, Achievable, Relevant and Time-bound) for students who need academic and behavioral supports will continue to take place through each building's I&RS (Intervention and Referral Services) Team through virtually meetings with teacher, administration and parent involvement.**
- **Students will have the opportunity to participate in more personalized learning through virtual small groups during remote learning days for grades K-6 if they are identified as needing additional supports through our Basic Skills Program for ELA. The protocols in place such as academic**



support periods will remain intact and utilized at the secondary level (grades 7-12).

- **Academic assessment will be done through both formative and summative assessments during the school year to address learning needs and any programmatic supports that will be needed.**
- **Guidance personnel, assistant principals, principals, and child study team members will meet regularly to analyze data around academic, social and behavioral supports/needs.**
- **The Chief Academic Officer, Content Supervisors, Director of Special Education, and Principals will meet regularly to assess various qualitative and quantitative data points surrounding the needs of our students.**



Appendix L

Restart Committee

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

- **Five committees of roughly 65 staff members, students, parents, and other stakeholders have been meeting weekly to address key concepts for reopening: Instruction, Health & Wellness, Policy/Funding/Transportation, Buildings & Grounds, and Special Education.**
- **These committees reflect the diversity of the learning community at large.**
- **Several committees have broken into subcommittees when appropriate to centralize, expedite, and implement COVID-19 related decision-making.**
- **Members of the Restart Committees also serve on their building Pandemic Response Team to ensure continuity.**

| Instruction Restart Committee Members | Role |
|--|---------------------|
| A. Pancoast | Teacher |
| B. Sheridan | Supervisor |
| C. Ceglia | Teacher |
| C. Lynch | Assistant Principal |
| C. Owens | Teacher |
| C. Stephenson | Principal |
| C. Wood | Teacher |
| D. Villone | Teacher |
| E. Gigliotti | Teacher |
| J. Cino | Teacher |
| J. Rynkiewicz | Teacher |
| L. Wilson | Teacher |
| M. Silverstein | Superintendent |
| M. Stowman-Burke | Principal |



| | |
|-----------------|------------------------|
| R. Preston | Director of Curriculum |
| R. Sauer | Teacher |
| R. Taibi | Principal |
| S. Kornicki | Supervisor |
| (name withheld) | parent |
| (name withheld) | parent |
| (name withheld) | parent |
| (name withheld) | parent |
| (name withheld) | parent |
| (name withheld) | student |
| (name withheld) | student |

| Special Ed Restart Members | Role |
|-----------------------------------|----------------------------|
| A. Giroux | Teacher |
| A. Masso | Teacher |
| C. Duffey | Teacher |
| C. Williams | Director of Spec. Services |
| D. Simberg | Teacher |
| G. Keating | Case Manager |
| K. Pescatore | Teacher |
| L. DeGrazia | Teacher |
| L. Mitchell | Principal |
| M. Mickle | Teacher |
| M. Sweeney | Principal |
| S. Kornicki | Supervisor |
| S. O'Rourke | Teacher |
| S. Shoemaker | Teacher |



| | |
|----------|--------------|
| Y. Clark | Case Manager |
|----------|--------------|

| Health and Wellness Restart Committee Members | Role |
|--|--------------|
| M. Dunn | School Nurse |
| D. Begoly | School Nurse |
| C. Straube | School Nurse |
| E. Perewiznyk | School Nurse |
| C.Ceglia | Teacher |
| M. Morrison | Teacher |
| R. Hart | Teacher |
| D. Davenport | Counselor |
| J. Mannino | Secretary |
| L. Rencher | Teacher |



Appendix M

Pandemic Response Teams

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

- **Each building has formed a Pandemic Response Team (PRT) composed of representatives from the Restart Committees as well as additional members of the building staff, including custodians, counselors, and support staff.**
- **The PRTs meet regularly to address building-level issues related to instruction and report back to district level restart committees.**
- **The PRT is responsible for overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.**
- **The PRT will continue to meet regularly and provide the community with timely updates and any changes to protocols.**



Appendix N

Scheduling of Students

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

School Day

- **Our schedule development takes into account adjusted times due to extra time needed at the beginning of the day for screening procedures.**
- **During all instructional models, all teachers will follow their schedules that are set at the beginning of the year.**
- **Due to the nature of some courses (i.e. the visual performing arts) they may need to be taught either outside and/or virtually. Our schedule takes this into account.**
- **We will use a cohort model with minimal mixing between groups and maximum social distancing within the guidelines provided by the New Jersey Department of Education.**

Grade K- Grade 12 Hybrid Schedule

- **Students will be split into two cohorts (Letters A-L are Cohort 1 and Letters M-Z are Cohort 2)**
- **Students will be kept with siblings**
 - **Cohort A will attend school physically on Mondays and Tuesdays.**
 - **Cohort B will attend school physically on Thursday and Fridays.**
 - **Cohort C will be all virtual.**
 - **Cohort D will attend school M/T/R/F***
 - **Wednesday would be virtual instruction for all cohorts 1, 2 and 3 (unless alternative is used)**
 - **Half Day**
 - **Students can go home and continue reinforcement work (given during physical instruction) for the remainder of that day.**
 - **Grab and go lunch would be provided/offered.**
 - **Teachers can use the remainder of that day to attenuate to their virtual students from the other cohort, introducing new concepts, in a 30 min-1 hr. chunk.**



- Teachers also can use remaining contractual time for prep or for meeting with common prep partners and co-teachers. Also, periodic PD that supports virtual learning can be offered (which has not been an option with our current schedule).
- We would, where able, follow a flipped classroom model, where students are introduced to new content during their whole day virtual instruction. On face-to-face days, they would discuss the content, address misconceptions, and provide feedback on work they have completed since the last time they met. This would help cohorts keep pace with one another.

***Denotes self-contained and ELL students**



Appendix O

Staffing

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

- **The unique needs of each staff member, such as access to technology, social and emotional health, and childcare concerns will be taken into consideration by the administration to provide any necessary resources.**
- **When making staffing scheduling and assignments, the 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 law.**
- **Staffing must include designated staff to supervise isolation areas in each school building.**



Appendix P

Athletics

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

- **Use of locker rooms is prohibited at this time.**
- **Students will be responsible to transport necessary items for practice/ games to and from home.**
- **Plans required for bathroom usage**
- **Guidance on spectators will be forthcoming**

Draft Protocol for High School Sports Practice Screenings

Screenings

- **Student-athletes, coaches and staff and others participating in practice sessions- must complete and submit NJSIAA Symptom Screening Assessment Form prior to arrival at the practice site. If the form is not submitted on any scheduled practice day, then such persons are not permitted to participate.**
- **If any student-athlete, coach, staff, or other participating in practice sessions has a fever of 100.4 F or answers “yes” to any question on the symptom assessment, then that person is not permitted to come to practice site. Such persons should be advised to contact their medical provider.**
- **Coaches/staff need to maintain daily record of student athlete attendance in all athletic practices and events**
- **If any student-athlete, coach, staff, or other participating in practice sessions develops any symptoms of COVID-19 during the practice session, person must promptly notify person in charge (coach) and must be removed from the activity and instructed to return home. Such persons should be advised to contact their medical provider. (Parents should be informed of this in advance).**



Personal Protective Equipment

- **Coaching staff must wear face coverings. Athletes should wear cloth or disposable face coverings when not engaging in vigorous activity, such as when sitting on the bench, when interacting with an athletic trainer, etc.**
- **Face coverings are not required when persons are engaged in high intensity aerobic or anaerobic activities, or when doing so may endanger the individual's health. When face coverings are not worn, efforts should be made to maintain at least 6 feet from others.**
- **Create staggered schedules to limit contact between groups and/or players.**
- **All athletes, coaches, and staff should bring their own water and drinks to practice activities. Team water coolers for sharing through disposable cups and other types of shared water sources is not permitted.**
- **Encourage athletes to use their own equipment to the extent possible.**
- **Discourage sharing of equipment as much as possible. If equipment is shared, coaching staff should be aware of the sanitation procedures for team equipment (balls, bats, etc.) and sufficient disinfecting wipes or similar products should be made available. Consult CDC guidance for cleaning and disinfection.**

Facility

Each facility that will be used for practices should ensure:

- **Signage posted in highly visible locations with reminders regarding social distancing protocols, face covering requirements, and good hygiene practices (e.g., hand hygiene, covering coughs)**
- **Reduced crowding and proper social distancing around entrances, exits, and other high-traffic areas of the facility.**
- **Routine and frequent cleaning and disinfecting, particularly of high-touch surfaces in accordance with CDC recommendations.**
- **If restrooms will be available, limit occupancy in restrooms that remain open to avoid overcrowding, maintain social distancing through signage.**
- **Have hand sanitizer, disinfecting wipes, soap and water, or other sanitizing materials readily available at entrances, exits, benches, dugouts, and any other area prone to gathering or high traffic.**
- **On any given field or space, there must be sufficient space between designated groups to prevent any interaction between the groups.**

Other

- **Encourage practice activities that do not involve sustained person-to-person contact between athletes and/or coaching staff,**
- **Adhere to precautions outlined in the program preparation plan.**
- **Ensure that athletes and coaches adhere to social distancing while not actively involved in practice activities (on the bench, in the dugout, etc.).**



- **Consider assigning coaching staff to monitor sideline social distancing.**
- **If any equipment is provided by the coaching staff, they must minimize equipment sharing and clean and disinfect shared equipment at the end of a practice session using a product from the list of disinfectants meeting EPA criteria for use against the novel coronavirus. Do not permit athletes to share food, beverages, water bottles, towels, pinnies, gloves, helmets or any other equipment or materials that is involved in direct bodily contact.**
- **Consider dividing larger teams into smaller groups and staggering practices at different times or across different days.**
- **Visitors and those not actively involved in practice should be discouraged.**
- **Restrict spitting, handshakes, high-fives, team huddles, and any other close-contacting**

Illness

- **Student- athletes, coaches and staff and others participating in practice sessions, should stay home if they have tested positive for or are showing COVID-19 symptoms. Such persons should be advised to contact their medical provider.**
- **Student-athletes, coaches and staff and others participating in practice sessions, who have recently had a close contact with a person with COVID-19 must also stay home and monitor their health. Such persons should be advised to contact their medical provider.**
- **Immediately separate coaches, staff, officials, and athletes with COVID- 19 symptoms at any sports activity. Individuals who have had close contact with a person who has symptoms should be separated and sent home as well, and follow CDC guidance for community-related exposure. Such persons should be advised to contact their medical provider.**



Appendix Q

School Funding

This school district should include in Appendix Q the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.

Appendix R

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

This school district should include in Appendix R the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.

Appendix S

Technology and Connectivity

This school district should include in Appendix S the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.

Appendix T

Curriculum, Instruction, and Assessments

This school district should include in Appendix T the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.7.



Appendix U

Professional Learning

This school district should include in Appendix U the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.

Appendix V

Career and Technical Education (CTE)

This school district should include in Appendix V the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.



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%2Fschoolday-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_TB_P.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/evaluation.shtml |
| | Performance Assessment Requirement for Certification COVID-19 Guidance | https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml |
| | Educator Preparation Programs and Certification | https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml |
| Athletics | Executive Order No. 149 | http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf |
| | NJSIAA COVID-19 Updates | https://www.njsiaa.org/njsiaa-covid-19-updates |
| | NJSIAA provides return-to-play guidelines – Phase 1 | https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1 |
| | Guidance for Opening up High School Athletics and Activities | https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15-2020-final.pdf |
| Policy and Funding | | |
| Section | Title | Link |
| Elementary and Secondary School Emergency Relief Fund | CARES Act Education Stabilization Fund | https://www.nj.gov/education/covid19/boardops/caresact.shtml |
| | NJDOE EWEG | https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx |
| FEMA – Public Assistance | Request for Public Assistance (RPA) Process | https://njemgrants.org/site/rpasubmission.cfm |
| Section | Title | Link |



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|---|--|---|
| Purchasing | New Jersey School Directory | https://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/virtualprofllearning.shtml |
| Section | Title | Link |



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|--------------------------------------|-----------------------------------|---|
| Professional Learning | Distance Learning Resource Center | https://education-reimagined.org/distance-learning-resource-center/ |
| Career and Technical Education (CTE) | Communicable Disease Service | https://www.nj.gov/health/cd/topics/covid2019_schools.shtml |
| | Considerations for Schools | https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html |

