Restart and Recovery Plan to Reopen Schools

Manville Board of Education

Fall 2020

RESTART & RECOVERY PLAN

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Introduction

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

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

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

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

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

The NJDOE Guidance uses the term "school districts" or "schools" or "districts" when referring to the completion of tasks. For example, "districts must develop a schedule for increased routine cleaning and disinfection." This Plan assigns the responsibility for

completing tasks to "school officials" which would be the Superintendent of Schools or a designee of the Superintendent of Schools.

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

Information specific to the school calendar is here: Manville 2020/21 school calendar

Information specific to full time remote learning: Fully Virtual Model:

Information specific to student and health screening procedures: Appendix E
Information related to symptomatic student/staff protocols: Appendix E
Information related to contact tracing procedures: Appendix F

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of this Plan includes 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.

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THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

    A.   Conditions for Learning;

    B.   Leadership and Planning;

    C.   Policy and Funding; and

    D.   Continuity of Learning.

A.   Conditions for Learning

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

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

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

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

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

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

Ten Critical Areas of Operation

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

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

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

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

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

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

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

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

(ii) Serious heart conditions;

(iii) Immunocompromised;

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

(v) Diabetes;

(vi) Chronic kidney disease undergoing dialysis;

(vii) Liver disease;

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

(ix) Students with complex disabilities with IEPs; or

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

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

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

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

(2)   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. Guidance will be provided on a case by case basis by the building principal.

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

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

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

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

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

   (b)   At entrances and exits of buildings.

(c)   Near lunchrooms and toilets.

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

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

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

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

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

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

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

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

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

Appendix C- Transportation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(v) Continuous monitoring of symptoms.

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

(vii) Written protocols to address a positive case.

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

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

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

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

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

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

(b)   The individual is in extreme heat outdoors.

(c)   The individual is in water.

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

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

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

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

f.   Critical Area of Operation #6 – Contact Tracing Appendix F

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

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

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

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

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

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(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] Appendix G

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

(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.

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[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
Appendix I

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

(a) Stagger recess, if necessary.

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

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

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

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

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

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

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

(ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is

appropriate for the weather in order to participate in physical education without the use of a locker room.

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

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

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

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

Appendix J

    (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

Appendix K

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.

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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 district currently has an SEL program. However, SEL programming will be expanded during the re-opening process to further identify and support students and staff who are dealing with COVID-19 related trauma as well as reinforce resiliency.

      _____
      _____
      _____

b.   Multi-Tiered Systems of Support (MTSS)

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

___ Not Being Utilized

___ Being Developed by School Officials

___X Currently Being Utilized

_____

_____

_____

    c.   Wraparound Supports

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

___ Not Being Utilized

___ Being Developed by School Officials

_X__ Currently Being Utilized

_____

_____

_____

    d.   Food Service and Distribution

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

___ Not Being Utilized

___ Being Developed by School Officials

__X_ Currently Being Utilized

_____

_____

_____

e. Quality Child Care

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

__X_ Not Being Utilized

___ Being Developed by School Officials

___ Currently Being Utilized

_____
_____
_____

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee : Appendix L

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 Appendix M

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: Appendix N

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 Appendix O

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.

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c. Mentor teachers should:

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

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

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

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

(5) Continue to maintain logs of mentoring contact.

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

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

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

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

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(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: Appendix P

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

[See Appendix P – Athletics]

C. Policy and Funding

The impact of the COVID-19 pandemic presents many fiscal challenges to the school district for delivery of instruction and related services to students in

addition to other basic operational needs. Readying facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the Board's Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

1.   School Funding

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

           (1)   Elementary and Secondary School Emergency Relief Fund;

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

           (3)   State School Aid.

      b.   School District Budgets

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

      c.   School Funding

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

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(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.

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D.   Continuity of Learning

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. Technology and Connectivity

a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts

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

    b.   Districts should:

        (1)   Conduct a needs assessment.

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

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

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

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

3.   Curriculum, Instruction, and Assessment

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

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

c.   Virtual and Hybrid Learning Environment

(1)   Curriculum

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

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

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

(2)   Instruction

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

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

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

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

(iii)   Develop students' meta-cognition.

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

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

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

(3)   Assessment

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

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

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

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

(e)   Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with

respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.

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

4.   Professional Learning

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

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

    c.   Professional learning opportunities should be:

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

    (2)   Presented throughout the school year;

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

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

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

    d.   Mentoring and Induction

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

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

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

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

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

e.   Evaluation

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

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

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

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

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

5.   Career and Technical Education (CTE)

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

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

c.   Guiding Principles

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

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

d.   Quality CTE Programs

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

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

e.   Work-Based Learning

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

f.   Career Advisement and Development

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

g.   CTE Recruitment and Retention

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

h.   Funding to Support CTE Programs

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

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Appendices

Restart and Recovery Plan
to Reopen Schools

Manville Board of Education

Fall 2020

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Appendix A

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

This school district will 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:

Establishing and maintaining communication with Somerset Department of Health and other state/local authorities to determine mitigation levels in the community

- **Provide virtual learning and telework options to staff and students at a higher risk of illness. These individuals may include:**
  - Age 65 years or older
  - Chronic lung disease or asthma (moderate to severe)
  - Serious heart conditions
  - Immunocompromised
  - Severe obesity (body mass index, or BMI, of 40 or higher)
  - Diabetes
  - Chronic kidney disease undergoing dialysis
  - Liver disease
  - Medically fragile students with Individualized Education Programs (IEPs)
  - Students with complex disabilities with Individualized Education Programs (IEPs)
  - Students who require accommodations under a Plan in accordance with Section 504 of the Rehabilitation Act of 1973 (504 Plan).

- **Promoting behaviors that reduce spread:**
  - Staff and students will be required to stay home when sick or if they were in contact with someone diagnosed with COVID-19.
  - Staff and students will be screened on a daily basis for COVID symptoms. This will include temperature screenings upon entry to the buildings.
  - Staff members and all visitors will be required to wear face coverings.
  - Students will be required to wear face coverings when social distancing (6 feet) cannot be maintained and in hallways, bathrooms, and building entryways. *Exceptions may be given to individuals who have documented health conditions or individuals who have disabilities as delineated in an IEP*
  - The district will promote handwashing hygiene- 20 seconds with soap and water. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).

- ○ Signs will be posted in highly visible areas that promote safety measures.
- ○ Consistent communication with teachers, staff, and families via websites, in emails, and on the school alert system that addresses measures to reduce the spread of COVID-19. Professional development modules will be developed for administrators, teachers, and coaches to mitigate the spread of COVID-19.

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Appendix B

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

This school district will 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

- Classrooms and all common areas will provide for a 6-foot separation between students. Desks will be marked within the classroom to ensure compliance. Masks are required.
- Classrooms and common areas, etc. will be set up to ensure students are facing in the same direction.
- Students will avoid sharing materials during the classroom. Any items that are shared will be sanitized after each use.
- Every classroom is furnished with a window air conditioning unit. The unit must be on at all times when students are present. In the case of colder weather, the fan will be turned on and windows opened.
- Plexiglass barriers will be used for testing situations and therapy sessions when it is necessary to see the staff/student's mouth (ie speech therapy)

Procedures for Hand Sanitizing/Washing

- Multiple opportunities will be provided for students to wash hands including but not limited to:
    - The start of the day when children enter the classroom
    - Before snacks and lunch
    - After using the toilet or helping a child use a toilet
    - After sneezing, wiping, and blowing noses
    - Following snacks and lunch, particularly if hands are sticky, greasy or soiled
    - When students come in from outdoor play or recess

- Students will be urged to wash hands 20 seconds with soap and water. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
    - Hand sanitizing stations will be available in the following locations
        - Building entrances
        - Cafeteria
        - Gym

- ■ Main offices
- ■ Hallways
- ■ Hand sanitizer will be available in every classroom
- ■ Classrooms with a sink will be prepared with soap, water, and sanitizer

Air Quality:
- Every classroom has an air conditioning unit. The unit must remain on during the instructional day. In cold weather, the air conditioning unit will be placed on the fan setting to ensure fresh air flow.
- Air conditioning filters will be replaced and monitored according to the manufacturer's specifications.
- Ventilation units throughout the district will remain operational to provide a safe environment for all students and faculty.

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Appendix C

Critical Area of Operation #3 – Transportation

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

Student Transportation

- Manville School District is a "walking" district and does not provide regular To/From transportation. We do transport for Vocational School and Out of District Special Education needs. In these instances, we anticipate that social distancing will be utilized and when not applicable. Face coverings will be required on district transportation at all times.

- Accommodations will be made for students with disabilities, and guidance will be provided for the youngest students.

- Obtain policy and procedures from Middlesex County Educational Services who contractually transport Manville students out of district schools.

Social Distancing on School Buses

- Social Distancing during transportation will be maintained with staggered seating arrangements. Students will be required to wear face coverings at all times.
- Buses can operate with a maximum of 25% capacity with masks required of students while on the bus.

Manville Procedures for Transportation/Bussing: Link

Appendices

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Appendix D

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

This school district will 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:

Any necessary accommodations for students or faculty with disabilities will occur under the direction of the Director of Special Services, counselors and support staff.

Location of Student and Staff Screening

- **Screenings of staff and students will occur in the following areas at the beginning of the school day:**

- **Weston School:**
    - Main Entrance: Newark Ave
    - PreK Entrance: Onka Street
    - Staff Entrance: Whalen St

- **Roosevelt School:**
    - Main Entrance (students): 4th Ave
    - Main Entrance (office): 5th Avenue

- **ABIS:**
    - Main Entrance: 13th Ave
    - Entrance on 13th Ave by the loading dock.

- **High School:**
    - Gymnasium Entrance
    - Main entrance (on the circle)

- **Every person entering the premises will undergo a temperature scan. Scans will be completed in the following ways:**
    - No-touch thermometer scans to be conducted by district nurses, administration, and security personnel.
    - Kiosks will be installed at the entrance of buildings. The kiosks should speed up the entry to buildings. Temperature Scanners

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Students and staff will need to answer no to the following questions prior to entering the building: A form will be provided and recorded. This information will be checked on a daily basis and will be archived digitally.

- Are you experiencing any of the following symptoms:
- Fever > 100.4
- Cough or shortness of breath
- Sore throat
- Chills
- Muscle aches or rigors
- Headache
- New loss of taste or smell
- Abdominal pain, nausea, vomiting or diarrhea
- Have you had close contact with someone who is currently sick with COVID 19
- Have you been diagnosed with COVID-19 in the past three weeks or have reason to believe you have COVID-19?
- Have you traveled or had close contact with anyone who has traveled internationally in the last 14 days

Social Distancing in Entrances, Exits, and Common Areas:

Masks will be required in every common area in the building. This includes:

- Hallways
- Entryways
- Auditoriums
- Cafeterias
- Media Centers

- Students will need to stay 6 feet apart during entry and exits from the buildings
- Security will assist in keeping people socially distanced from each other upon entry and exit from the buildings. Markings have been placed at the entrance to each building to ensure compliance with this directive.
- Common areas (media centers, cafeterias, and auditoriums) will be marked out providing 6 feet between students and faculty. Accommodations will be provided and arranged for students with disabilities.

Visitor access to our buildings will be limited to emergencies and deliveries. All visitors must have their temperature checked upon arrival.

[Appendices](#)

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Appendix E

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

This school district will 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 Students and Staff

- Families and staff members will be educated on the symptoms of COVID-19 and urged to keep sick children home
- Students will be visually checked for symptoms upon arrival.
    - Temperature checks will be required for all students and staff members.
    - Parents and/or students will complete and report COVID-19 signs and symptoms checklist daily.
- Staff will complete a temperature check on-site and complete a COVID-19 signs and symptoms checklist daily. The symptoms checklist will be completed digitally.

Protocols for Symptomatic Students and Staff:

Children and staff with COVID-19 symptoms will be placed away from others and required to wear a face-covering/mask until they can be sent home. Per state policy, all students' (age 2 and older) noses and mouths must be covered with a mask or cloth face covering. If a mask is not tolerated by the ill student or staff member due to their illness, other staff will adhere to the universal face-covering policy and follow social distancing guidelines (6 ft)

- Ask ill student (or parent) and staff about potential exposure to COVID-19 in the past 14 days:
    - Close contact (within 6 feet of an infected person for at least 10 minutes) with a person with confirmed COVID-19
    - Travel to an area with a high level of COVID-19 transmission
        - NJ travel advisory list: https://covid19.nj.gov/faqs/nj-information/travelinformation/which-states-are-on-the-travel-advisory-list-are-there-travelrestrictions-to-or-from-new-jersey
        - International travel advisory: https://www.cdc.gov/coronavirus/2019-ncov/travelers/after-travel-precautions.html

Individuals will be sent home and referred to a healthcare provider for evaluation as to whether testing is needed.

- If COVID-19 risk is low (or COVID-19 Regional Risk Matrix, green), ill individuals without potential exposure to COVID-19 should follow the NJDOH School Exclusion List.(Link) No public health notification is needed UNLESS there is an unusual increase in the number of persons who are ill (over normal levels), which might indicate an outbreak.
- If ill students have potential COVID-19 exposure OR if COVID-19 risk is moderate or high (COVID-19 Regional Risk Matrix, yellow or orange), they should be excluded according to the COVID-19 Exclusion Criteria. (Link)

Schools should notify LHDs when students or staff are ill and have potential COVID-19 exposure, are ill when the COVID-19 risk level is high (orange), or when they see an increase in the number of persons with compatible symptoms. Schools should be prepared to provide the following information when consulting with the LHD:

- Contact information for the ill persons;
- The date the ill person developed symptoms, tested positive for COVID-19 (if known), and was last in the building;
- Types of interactions (close contacts, length of contact) the person may have had with other persons in the building or in other locations;
- Names, addresses, and telephone numbers for ill person's close contacts in the school
- Any other information to assist with the determination of next steps.

Immediately close off areas used by the person who is sick, open outside doors and windows to increase air circulation in the area and wait 24 hours before you clean or disinfect. Clean and disinfect all areas used by the person who is sick as outlined in cleaning and disinfection section, including the isolation area. Once the area has been appropriately disinfected, it can be opened for use.

Protocols for a Positive Test:

Schools should ensure that parents and staff notify school authorities if they test positive for COVID-19. Schools should notify the LHD and provide the following information, where available:
- Contact information for the person(s) who tested positive for COVID-19
- The date the COVID-19 positive person developed symptoms (if applicable), tested positive for COVID-19 (if known), and was last in the building
- Types of interactions (close contacts, length of contact) the person may have had with other persons in the building or in other locations
- Names, addresses, and telephone numbers for ill person's close contacts in the school
- Any other information to assist with the determination of next steps. As long as routine cleaning and disinfecting have been done regularly (at least daily), additional cleaning measures are not necessary unless the COVID-19 positive person is in school on the day school officials are notified of the positive test.
- Notify the school community as per school protocol.

Protocols for Face Coverings

- All staff, students, and visitors will be required to wear a cloth face-covering unless doing so would inhibit the individual's health or the individual is under the age of 2.
- Students are required to wear face coverings within classrooms and common areas. Exceptions to face-covering requirements in school include:
  - Doing so would inhibit the individual's health
  - The individual is in extreme heat outdoors
  - A student's documented medical condition, or disability, as reflected in an IEP, precludes the use of a face covering.
- Face coverings may be removed while eating lunch or while engaging in intense physical activity with at least 6 feet of social distancing.
- The district will provide face coverings for each student and faculty member upon request.

Table 1: Steps to Take in Response to Confirmed of Suspected COVID-19 Cases and Close Contacts (based on NJDH Guidance as of 7/22/2020)

DOH Chart: July 22nd, 2020

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Appendix F

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Critical Area of Operation #6 - Contact Tracing

This school district includes 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.

- All School Nurses, School Safety Specialists and select administrators will complete the three hour Johns Hopkins University COVID-19 training course. Link: COVID-Contact Tracing: Johns Hopkins

- The school district will immediately contact the Somerset County Department of Health if and when the following occurs:

    ○ A faculty member or student tests positive for COVID.
    ○ A faculty member or student has had close contact with a person who has tested positive for COVID.
    ○ The district will follow the direction and expertise of the County Health Department and the OEM.

- **Department of Health Guidelines:**
    ○ **Reporting of confirmed cases/contact tracing/ quarantine.** Each school district shall notify the LHD of a designated point of contact with 2 designated back up contacts for the purpose of case investigation. Each LHD shall provide the school district with a designated point of contact for case investigations with 2 designated back up contacts. Regardless of exposure status, all students, staff, and visitors must mask and must maintain social distancing. [The following section of the guidance document is adapted directly from the New Jersey Department of Health, Communicable Disease Services, COVID-19 Guidance for Reopening Childcare, July 20, 2020.]
    ○ The district will utilize daily attendance, schedules, activities and student records to assist in contact tracing protocols.

- If a student or faculty member exhibits the symptoms of COVID-19 during the school day, a doctor's note must be provided prior to re-entry.

    ○ Fever > 100.4
    ○ Cough or shortness of breath
    ○ Sore throat
    ○ Chills
    ○ Muscle aches or rigors
    ○ Headache
    ○ New loss of taste or smell
    ○ Abdominal pain, nausea, vomiting or diarrhea

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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.

The Manville School District will utilize available resources to the best of our abilities to maintain a safe and healthy learning environment for our staff and students. The following protocols will be implemented:

- **Cleaning and Disinfecting Schedules targeting the following areas will be implemented:**
  - **Routine Cleaning & Disinfecting**
    - All existing facility cleaning practices and procedures will be continued
      - Includes trash removal, vacuuming, floor cleaning, bathrooms cleaning/disinfection, and cleaning/disinfecting of all surfaces in classrooms and common areas
      - The district purchased a surface disinfecting system that will allow for efficient and thorough disinfecting of all rooms and surfaces throughout the district on a daily basis.
  - **Frequently Touched Surfaces**
    - Staff will be assigned to sections where touchpoints such as doorknobs, light switches, sink handles, countertops will be cleaned on a regular basis throughout the school day
  - **Use of EPA Registered disinfectant products that adhere to COVID-19 requirements**
    - The district utilizes Peroxy HDOX Cleaner (an EPA Registered and CDC approved COVID-19 Cleaner). It will be utilized in the manner prescribed by the manufacturer to clean and disinfect all surfaces and fixtures in the school.
  - **The following areas will be cleaned regularly:**
    - Classroom Desks and Chairs
      - Each classroom will have a means in place for cleaning/disinfecting throughout the day and the custodial staff will continue daily sanitization procedures after school hours
    - **Lunchroom Tables and Chairs**
      - Will be cleaned in between each serving session
    - **Door Handles and Push Plates**
      - Will be cleaned on a continuous basis throughout the day
        - Staff will be assigned by section and clean touchpoints on a regular basis throughout the school day
    - **Handrails**
      - Will be cleaned on a continuous basis throughout the day

- ○ Staff will be assigned by section and clean touchpoints on a regular basis throughout the school day
  - ■ **Kitchens**
    - Cleaned and sanitized daily
    - Serving areas will be cleaned and sanitized in between each session
  - ■ **Light Switches**
    - Will be cleaned on a continuous basis throughout the day
      - ○ Staff will be assigned by section and clean touchpoints on a regular basis throughout the school day
  - ■ **Handles on Equipment**
    - Will be cleaned on a continuous basis throughout the day
      - ○ Staff will be assigned by section and clean touchpoints on a regular basis throughout the school day
  - ■ **Shared Telephones, Desk Tops, Keyboards & Mice**
    - The sharing of these items will be minimal. Items will be cleaned in between each use if sharing is required.
  - ■ **Drinking Fountains**
    - Will be cleaned on a continuous basis throughout the day
      - ○ Staff will be assigned by section and clean touchpoints on a regular basis throughout the school day
  - ■ **Bathrooms will be sanitized daily and at scheduled intervals throughout the day.**
    - Will continue to be cleaned and sanitized on a daily basis with additional cleaning and sanitization throughout the day. Specifically after arrival and before and after lunch periods.

The district will adhere to protocols established in our district cleaning manual.

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Appendix H

Critical Area of Operation #8 – Meals

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

- **Meals will be served in the cafeteria for all buildings and grade levels that have in person instruction**
    - Staggered Eating Times will be utilized
        - Each school has multiple lunch periods
        - Possible alternate eating locations for the High School
    - **Grab & Go Service Style**
        - Grab & Go service will be utilized in order to ensure that food can be distributed with minimal interaction and social distancing
    - **Social Distancing**
        - Will be able to maintain social distancing due to lower number of students being on-site at one time and the multiple lunch periods
        - Tables will be marked to reflect social distanced seating requirements
    - **Cleaning/Disinfecting between groups**
        - All seating and tables will be cleaned in between each session
        - All cafeteria line touchpoints will be cleaned in between each session
    - All workers in the cafeteria must wash hands with soap after removing their gloves and/or after directling handling used food service items.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

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

Recess/Physical Education

- Recess shall be staggered throughout the day, as needed, to allow for classroom cohorts to participate in recess in a designated space to practice social distancing from other cohorts. 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.
- Designated outdoor use areas will be marked off to ensure social distancing among students to create boundaries between the groups of students.
- All students must wash their hands immediately after outdoor activities.
- Students should be encouraged to dress comfortably to participate in outdoor activities to eliminate the use of locker rooms. Locker rooms will be closed during the school day and will not be reopened until further guidance.
    - If this is not feasible, masks will be required when locker rooms are in use.
- The Manville 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.

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Appendix J

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

This school district includes 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.

Class Trips:

- Class field trips outside of the school building will not occur during the 2020/21 school year. This protocol will be reviewed in January 2021.

Extra-Curricular Activities:

- Extracurricular activities may begin on September 15, provided in-person instruction proves to be sustainable. All extracurricular activities will practice social distancing and follow the protocols put forth by the NJSIAA and the "**September Ready Fall 2020 Guidance for Arts Education"**: Link

Use of Facilities Outside School Hours:

- The use of facilities outside school hours will be curtailed during the 2020/21 school year, due to cleaning protocols.

- Any groups utilizing the school facilities will abide by the safety protocols outlined in our district reopening plan.

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Appendix K

Academic, Social, and Behavioral Supports

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

Social-Emotional Learning and School Culture and Climate

- **Staff Wellness**
    - Identify staff who have suffered losses (ie death; unemployment) or are affected by secondary trauma
    - Provide support through Quantum (EAP)
    - Design voluntary opportunities to reconnect, process, and cultivate their own SEL competencies surrounding the pandemic. Provide re-engagement forums at each school prior to opening

- **Addressing Student Trauma**
    - Build an SEL Transition team in every building (counselors, psychologists, social workers)
    - Provide PD to staff regarding childhood reactions to stress and trauma
    - Consult with classroom teachers about students' needs and develop classroom lessons as appropriate
    - Identify students and families that have suffered losses (ie deaths; unemployment**)**
    - Identify at-risk vs resilient students
    - Refer to community agencies if appropriate; Include resources on websites
    - Include stress management and mindfulness techniques in the classroom

- **Promoting Resiliency**
    - Exercise/outside time
    - Staff will create emotionally safe classroom environments where children have opportunities to discuss concerns and express emotions
- **Disseminating Safety and Wellness plan to parents to ease parental anxiety**

- **Multi-Tiered System of Supports**
    - Students will be screened using a universal screening at the beginning of the school year
    - Students will have the opportunity to participate in more personalized learning through virtual small groups during remote learning days

- ○ Teacher support will be available weekly to students receiving remote instruction in the hybrid model as well as fully virtual model
- ○ After school, virtual tutoring to support students falling below or well-below benchmark, as indicated through the universal screener, will be available.

- **Wraparound Supports**
  - ○ Jointure
  - ○ Middle Earth
  - ○ Drop-In Center (H.S.)
  - ○ Provide access to community mental health resources
  - ○ Provide families information on medical and dental resources

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Appendix L

Restart Committee

This school district includes 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.

Manville School District Reopening Committee

The Reopening Committee for the Manville Public Schools will begin meeting during the month of June and will reconvene on a bi-weekly basis throughout the summer. The goal of the committee is to outline the preparations and messaging essential for the reopening of our schools. Covid-19 has changed the way we are currently educating our students and our organization must prepare for disruptions that will most likely occur throughout the 2020/21 school year.

Meeting #1: Wednesday, June 3rd at 6:00 PM

Committee:

School Representatives
- Superintendent: Mr. Robert Beers
- Assistant Superintendent: Dr. Jamil Maroun
- Business Administrator: Ms. Allison Bogart
- Director of PreK-4 Education: Dr. Tatianna McBride
- Director of Special Services: Mrs. Audrey Press
- Special Services: Laura D'Amato
- Weston Principal: Mr. Also Russo
- Roosevelt Principal: Mr. Barry Saide
- ABIS Principal: Mr. Mike Magliacano
- High School Principal: Dr. Dan Hemberger
- Athletics Director: Mr. Steve Venuto
- Buildings and Grounds: Mr. Keith Gardner
- School Nurse: Kathleen Hughes
- MEA Leadership: Mr. Dan McMahon
- Faculty Weston: Megan Todd

- Faculty Roosevelt: George Putvinski
- Faculty ABIS: Jennifer Pisano
- Faculty HS: Rick McCarrick
- School Security: Mr. Mike Voorhees
- Technology: Mr. William Wright
- CST PreK-4: Laura Coffey
- CST 5-12: Sandy Peckhardt

Community Representatives
- Board of Education: Mrs. Heidi Zangara
- Board of Education: Mr. Lou Petzinger
- Board of Education: Mrs. Sharon Lukac
- Board of Education: Mrs. Jeanne Lombardino
- Parental Representative: Rikki Erickson
- Parental Representative: Jessica Gonzalez
- Parental Representative: Jeanette Dua
- Parental Representative: Stephani Derrick
- OEM: Mr. John Bentz
- Law Enforcement/First Responders:

- **Following the initial meeting, we will break up into multiple sub-committees**
    - Communications: Bob Beers
    - Prek-4: Tatianna McBride
    - Middle School/High School: Jamil Maroun
    - Athletics/Activities: Steve Venuto
    - Health and Wellness (SEL): Laura D'Amato
    - Facilities: Allison Bogart

Subcommittees met on multiple occasions over the past month and have helped shape the guidance for our reopening.

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Appendix M

Pandemic Response Teams

This school district includes 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.

- **A school-based Pandemic Response Team will be established in every building which will consist of:**
    - Principal
    - School nurse
    - Mental health professional
    - Child study team member
    - Parent
    - Teacher(s) representing each grade in the school.
    - Central office personnel (Director)
    - Security officer
    - Member from the school safety team
    - Member of Buildings and Grounds/Custodial

- **The school principal will be designated as a liaison that reports to district-level administration**

- **Pandemic Response Team responsibilities will include:**
    - Oversee the school's implementation of the reopening plan
    - Adjust and amend school health and safety protocols as needed
    - Provide staff with support and training
    - Review and report school-level data on health and safety measures
    - Develop and implement procedures to maintain safe and supportive school climates
    - Provide necessary communication to the school community
    - Create pathways for community, family, and students to share feedback

- **The Pandemic Response Team will meet every week and provide the community with timely updates and changes to protocols.**

- **Pandemic Response Team: Manville: Link**

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Appendix N

Scheduling of Students

[Manville 2020/21 school calendar](#)

This school district will 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:

Manville Plan for Re-opening

The Manville School District proposes the following phased-in Approach for opening schools for the 2020/21 school year:

The start of our school year will be pushed to September 8th (change Calendar: 3 PD days week of Sept 1 (1,2,3).

Rationale: The health and safety of our school community are paramount. We will use an evidence-based approach to provide in-person instruction in every building to start the school year. We will be ready to pivot to remote instruction at a moment's notice.

- Lower grades are more practical for in-person instruction: Students can remain in cohorts throughout the day.
- Evidence from other nations with successful school reopening plans (Denmark) supports this model.
- Decisions will be made on a weekly basis to proceed with the next phase of the reopening: (District Pandemic Teams)
- Our school community must prepare for the potential of frequent and potentially lengthy shifts to remote instruction.
- Facilities staff will be able to adjust to the needs of students and faculty.
- Before and aftercare options will also be provided with a phased-in approach.
- All classrooms are limited to 12 per room for the purpose of social distancing
- In-person, remote, hybrid "guidance" has created major areas of staffing shortages
- Approximately 50 percent of our families have opted for the fully remote option which makes the high school/middle school program impossible to deliver via a hybrid model.

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Weston School:

Week of September 8	PreK/Kindergarten Begins	Cohort A: September 8th and 9th, Cohort B September 10th and 11th
Week of September 14	Cohort A: Prek/K	Monday-Thursday, Delayed opening Schedule
Week of September 21	Cohort B: Prek/K	Monday-Thursday, Delayed opening Schedule
Week of September 21	Cohort A: Grade 1	Monday-Thursday, Delayed opening Schedule
Week of September 28	Cohort B: Grade 1	Monday-Thursday, Delayed opening Schedule
Week of October 5	Cohort A: Grade 2	Monday-Thursday, Delayed opening Schedule
Week of October 12	Cohort B: Grade 2	Monday-Thursday, Delayed opening Schedule

Roosevelt School:

Week of September 21	Grade 3 Cohort A	Monday-Thursday, Delayed opening schedule
Week of September 28	Grade 3 Cohort B	Monday-Thursday, Delayed opening schedule
Week of October 5	Grade 4, Cohort A	Monday-Thursday, Delayed opening schedule
Week of October 12	Grade 4, Cohort B	Monday-Thursday, Delayed opening schedule

ABIS:

Week of September 21	Grade 5, Cohort A	Monday-Thursday, Delayed Opening. Friday will be remote for everyone
Week of September 28	Grade 5, Cohort B	Monday-Thursday, Delayed Opening. Friday will be remote for everyone
Week of September 8-November 10	Grades 6,7,8	All students will be fully remote.

Manville HS:

Week of September 8-November 10	Grades 9-12	All students will be fully remote.

Options Which May Be Utilized During the 2020/21 School Year
Digital Divide:

Fully Virtual Model:

- In the event of an outbreak which would require a full shutdown of a school, multiple schools, or the Manville School District, the Manville Staff will implement a Flexible Instruction Day program.

- Parents will have the option to choose remote instruction for their students during the 2020/21 school year. Attached is the link to our form, posted on websites, and pushed out via communication channels related to requests for remote instruction.
    - [Link](#)

Overview/Community Explanation of Fully Virtual Model

- Flexible Instruction Day (FID) is a virtual school day where students and staff have an opportunity to explore and engage in meaningful learning experiences that are:
    - Aligned to the curriculum,
    - Connected to standards, and
    - Relevant to the current instructional sequence.

- Teachers will be available (via email, Remind, Google Classroom, and/or Canvas) to respond to students' questions and support their learning between 9:00 AM and 3:00 PM. Teachers will also indicate the due date on all assignments that require submission.
- The Fully Virtual Model link is here: [Virtual Schedule](#).

All-Student Full-Day Virtual	
Monday - Thursday Bell Schedule	
All students on full-day virtual instruction	
Office Hours	8:00 – 9:00
1	9:00 – 9:40
2	9:40 – 10:20
3	10:20 – 11:00
4	11:00 – 11:40
5	11:40 – 12:20
6	12:20 – 1:00
7	1:00 – 1:40
8	1:40 – 2:20
9	2:20 – 3:00

Daily Expectations for Students:
- Parents will submit students' attendance daily. (details will be communicated by the school)
- Students will check their classroom teacher(s) website and virtual classroom (Google Classroom or Canvas) daily to identify the assigned activities and tasks for the day.
- Classroom teachers will submit their assignments for the day prior to 9:00 AM in all subject areas.
- Teachers will have virtual office hours daily between 9 AM and 3 PM for students and parents to check in with questions or concerns regarding schoolwork. If your child is experiencing difficulty with any of their work, please email their teachers to schedule time during the office hours for conferencing.
- Teachers will hold a minimum of four virtual classes per week with their students. Student attendance is mandatory and will be reported to the main office. All current student attendance policies apply.
- Students are expected to complete assignments as assigned and comply with all policies regarding technology usage in the classroom.

- District counseling professionals, nurses, and administrators will be checking in on students and families.
- Students with Individualized Education Programs should anticipate classroom-based services that will be rendered as is provided above via remote learning. Related services will be provided, as appropriate. If any services are unable to be delivered due to the nature of remote learning, the CST will meet with the IEP team, upon our return to school, to consider if a make-up schedule is warranted. Any make-up sessions will be scheduled after we return to school.

Student Responsibilities Pre-K- 4

- In grades Pre-K-4, students are expected to log in to each of their teacher's Google Classrooms or district websites to identify the expected work for the day. Students should complete the assignments on a daily basis as directed by their teachers. Students should expect those classroom teachers will submit assignments for the day prior to 9:00 AM in all of their subject areas. Thirty (30) minutes of this FID will be set aside for the physical activity of the students' choice. Classroom teachers will hold virtual meetings via Zoom with their students daily. Specials teachers will provide scheduled virtual classroom meetings on a rotating schedule.

Student Responsibilities: Grades 5-12

- In grades 5-12, students are expected to log in to each of their teacher's Canvas site to identify the expected learning for the day. Students must complete the assignments daily as directed by their teachers and submit them by the posted due date. Students should expect that their classroom teachers will submit their assignments for the day before 9:00 AM in all of their subject areas. Thirty (30) minutes of this FID should be set aside for the physical activity of the students' choice. Students will be expected to log into daily classroom zoom meetings with their teachers on a rotating schedule.

Hybrid Model:

- Students will be placed into two cohort groups (A/B)
  - Half of the student population will attend in-person learning opportunities for four half days per week (Monday-Thursday) while the opposite cohort is engaged in distance learning opportunities.
  - The students will alternate each week.
  - Student cohort groups will be coordinated to allow families to attend common weeks.
  - All grade bands will be included in this model.
- The instructional program will be sequenced to accommodate both asynchronous and synchronous learning opportunities for students.
- One day a week, (Friday) all students will be engaged in distance learning.
- Teachers will utilize this time for collaborative planning and professional learning.
- Teachers will be available to meet with and assist students participating in distance learning daily.

- **Hours of Operation by Building**
  - ○ **All schools will operate on a delayed opening for Hybrid Learning.**
  - ○ **Schedules are located here: Hybrid Learning Schedule**
  - ○ **Hours For In-Person Instruction:**
    - ■ Weston: 10:30-2:55
    - ■ Roosevelt: 10:15-2:40
    - ■ ABIS/HS

Distance Learning Expectations within the Hybrid Model.

- Teachers will be responsible for checking in with all remote learning classes and providing assistance and support as needed on a daily basis.
- Additional supports will be available daily for students needing assistance with remote instruction (K-4)
- Additional supports will be available throughout the day for students in need. The building principals will share specific schedules for support.
- Students participating in Distance Learning will be required to check-in for attendance purposes on a daily basis.

Schedule for Hybrid Cohorts:
- Cohort A will report to school for the first 2-consecutive days (Tuesday, September 1, Wednesday, September 2)
- Cohort B will report to school for the following 2-consecutive days (Thursday, September 3, Friday, September 4th)
- All students will receive remote instruction on Fridays unless otherwise specified.

Educational Program

- The Manville School District is committed to providing its students with the academic resources and support necessary to continue student mastery of the New Jersey Student Learning Standards. The Manville School District will 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 the classroom receive instruction. To achieve this, the Manville School District will provide:
- All students in grades 3-12 will be provided with a district assigned Chromebook prior to the start of the school year.
- All students in grades PK-2 will be provided with a district assigned Chromebook prior to the start of the school year at the request of the parents.
- All students in need of internet access will be provided by the school district via the request of the parents.
- All students will be provided with digital access to the appropriate resources including the district network, Google Apps for Education Platform, Classlink, and other applications deemed necessary.
- District policies, regulations, and procedures have been updated to reflect and support in-person and remote instruction.
- Teachers will work in collaboration with their grade-level teams and/or content teams during common planning times scheduled by the district on Friday's and other times, as determined by the building principal/schedule.

- Teachers in grades K-12 will be provided with opportunities throughout the summer to update curriculum, pacing maps, assessments, and units of study to meet the needs of in-person, hybrid, or remote instruction.
- Students will be assigned individually marked desks (K-5), as well as, cubby spaces and/or lockers to store their personal belongings. Students will be provided with appropriate and necessary materials to utilize during
- Students will be assigned lockers (6-12)
- Students are discouraged from sharing personal items.
- Students will utilize a variety of digital and print resources throughout the school year.
- The Manville School District will evaluate instructional activities based on what is developmentally appropriate for each grade band.
  - School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

The Manville 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.

- The Manville School District will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
- For special education and ELL students, educators will be provided with professional development opportunities to best utilize the accessibility features and accommodations tools made available through technology-based formats.
  - Medically fragile students with a documented medical diagnosis will receive full-time virtual instruction.
  - Accommodations may need to be made for students with health issues which are exacerbated by viewing content on screens for an extended period.
- For students who attend out of district programs, the Manville School District will obtain protocols from the contracted transportation agency for social distancing on buses.
- 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.

Digital Divide

The Manville Public Schools will provide a device for all students during the 2020/21 school year. Attached are links for the surveys distributed as well as the distribution documents related to device distribution.

Community Needs Survey: Link

Device Distribution Procedures: Link
WiFi Request Form: Link

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Every student in the Manville District will receive the tools essential for success via online learning. Surveys will be sent out at intervals, throughout the year to ensure compliance and success.

Consistent messaging including links on websites, weekly updates, etc. will ensure the district can quickly fix any lapses in access to student technology.

RESTART & RECOVERY PLAN

Appendix O

Staffing

The Manville School District includes 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.

Staffing:

The Manville School District considers access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year will consider the unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns. When making staffing scheduling and assignments, the school district will comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, the Manville School Districts has consulted with the Manville Education Association and the Manville Administrators Association. The Board's Plan identifies the roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

In a fully in-person or hybrid learning environment, the Manville School District will leverage staff to monitor student movement, hallway traffic, and maintain safety according to CDC, NJDOE, and NJDOH guidelines.

Instructional staff will:
- Reinforce social distancing protocols with students, co-teachers, and/or support staff.
- Limit group interactions to maintain safety.
- Support school building safety logistics (entering, exiting, restrooms, etc.).
- Become familiar with district online protocols and platforms.
- 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.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide consistent feedback to students and families on expectations and progress.
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly. (see Appendix N.)
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.). (see Appendix N.)
- Instruct and maintain good practice in digital citizenship for all students and staff.

- Instructional staff with additional capacity or limited time spent with students may be required to assist with school building and safety logistics.
- Teacher leaders or instructional coaches will support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
- Limiting on-line activities for preschool students.

Mentor teachers may:
- Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
- Continue to maintain logs of mentoring contact.
- Mentor teachers should consider all health and safety measures when doing in-person observations.
- Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Consider alternative methods for classroom observations and avoiding in-person contact where possible.

The Manville School District Administrators, to ensure the quality of continued learning in person and/or virtually, will:
- Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- Provide time for staff collaboration and planning (See Appendix N).
- Prioritize vulnerable student groups for face-to-face instruction.
- Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- Define and provide examples of high-quality instruction given context and resources available.
- Assess teacher, student, and parent needs regularly.
- Ensure students and parents receive necessary supports to ensure access to instruction.
- 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).
- Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.

- 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.
- Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- 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.

Educational services staff members will:
- Lead small group instruction in a virtual environment and/or in-person.
- Facilitate the virtual component of synchronous online interactions.
- Manage online platforms for small groups of in-person students while the teacher is remote.
- Assist with the development and implementation of adjusted schedules.
- Plan for the completion of course requests and scheduling (secondary school).
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.
- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

Support staff/paraprofessionals will:
- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through 12). Caption pre-recorded instructional videos from general education teachers.
- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.
- Family Workers will need to provide support to parents via virtual platforms (Pre-school).

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The Manville School District will develop contingency staffing plans utilizing Substitutes in the event of sudden long-term absences and/or vacancies. Substitute staff (teachers, school nurses, counselors, school psychologists, etc...) may:
- Assume active roles and responsibilities in both virtual and hybrid settings.
- Be assigned to a single school or grade level to avoid movement between schools.
- Be provided with district assigned technology resources and access based on need.

To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the Manville School District will:
- Designate staff members to provide ongoing support with technology to students, teachers, and families.
- Survey teachers and families to determine technology needs/access.
- Provide one-to-one instructional devices for all students in grades 3 to 12 prior to the start of the school year.
- Provide one-to-one instructional devices and connectivity for all students in grades Pre-K to 2, as requested by parents/guardians, prior to the start of the school year.
- Provide connectivity for all students in grades Pre-K to 12, as requested by parents/guardians, prior to the start of the school year.
- Provide digital access to the appropriate resources including the district email address and network (Google Apps for Education Platform, Classlink, and other applications deemed necessary), prior to the start of the school year.

To ensure student teachers are prepared to start supporting instruction on day one, the Manville School District should:
- Train student teachers to use technology platforms.
- Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
- Survey assistant teachers to determine technology needs/access (Pre-school).
- 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.

Student teachers will be required to obtain a substitute credential to gain the ability to support students without supervision as needed. They may:
- Lead small group instruction (in-person to help with social distancing).
- Co-teach with cooperating teachers and maintain social distancing.
- Manage online classrooms for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
- Implement modifications or accommodations for students with special needs.
- Facilitate one-to-one student support.
- Lead small group instruction virtually while the classroom teacher teaches in-person.
- Provide technical assistance and guidance to students and parents.
- Develop online material or assignments.
- Pre-record direct-instruction videos.
- Facilitate student-centered group learning connecting remote and in-person students.

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Appendix P

Athletics

This school district includes 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.

The District will adhere to the guidelines put forth by the NJSIAA. All coaches will be trained and updated on the regulations as they are released by the NJSIAA. The Manville School District intends to move forward with Athletics for the 2020/21 school year.

Summer Session (Phase 1) NJSIAA Out of Season Period:
Phase I Guidelines
 Phase I clarification link

Summer Session Phase 2 Guidelines: Link

Fall Season Update: Practice Dates and Season Length: Link

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CHART OF USEFUL LINKS

Conditions for Learning		
Section	**Title**	**Link**
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html

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Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
Section	**Title**	**Link**
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/

Section	Title	Link
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/
Section	**Title**	**Link**
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	**Title**	**Link**
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzlhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	**Title**	**Link**

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Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm

Section	Title	Link
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	**Title**	**Link**
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-

Section	Title	Link
	during the COVID-19 Pandemic School Closures and Beyond	on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml
Section	**Title**	**Link**
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html