Restart and Recovery Plan to Reopen Schools

Mullica Township School District Board of Education

Fall 2020

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RESTART & RECOVERY PLAN

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Dear Parents,

The months since the District closed and launched all learning online have been challenging indeed. Our staff, parents and students took on the monumental task of continuing their roles in our school community while taking on additional roles necessitated by a pandemic that threatened public health in a scope beyond anything we have ever experienced. Under statewide stay-at-home orders, our teachers taught their students and their own children, innovating as they went along. Our parents became de facto teachers while trying to keep up with their own jobs or enduring the stress of a job loss or job furlough. Our students had to adjust to being cut off abruptly from the in-person interactions that are the highlights of the school experience – with friends, teammates and castmates, with teachers, with guidance counselors and principals, with support staff and bus drivers.

While the NJDOE provided a general framework for reopening schools, the details and intricacies of how best to open were left to the individual districts. We were tasked with developing a plan which met the needs of our community while prioritizing the health and safety of our staff and students.

The stakeholders involved in creating this plan must be commended for their commitment to our school community. This plan represents countless hours of discussion regarding the circumstances to provide the safest and best ways to educate our students.

We are living in unique times and we know school will look different in September. Our academic plan accounts for the mental and physical health of our students. We know our students will have challenges related to the pandemic and our plan accounts for those needs.

We welcome your feedback and look forward to seeing you in school in September.

Sincerely,

Andrew Weber
Superintendent of Schools

RESTART & RECOVERY PLAN

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.

RESTART & RECOVERY PLAN

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

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

Appendices

Restart and Recovery Plan to Reopen Schools

Mullica Township School District
Board of Education

Fall 2020

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:

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

Protocols for high-risk employees and students:

The district is offering in-person learning and remote-learning opportunities to both employees and students. To reduce the risk of spreading COVID-19, students who opt for in-person learning will be scheduled in one of two cohorts-A and B. Students in Cohort A will attend school on Mondays and Tuesdays and participate in remote learning on Thursdays and Fridays. Cohort B students will attend school on Thursdays and Fridays and participate in remote learning on Mondays and Tuesdays. On Wednesdays all students will participate in remote-learning so the school can be deep cleaned. The district surveyed staff and identified staff members who could only work remotely. Self-contained students and preschool disabled students will be in person every day except Wednesday.

In an attempt to educate the community, a Frequently Asked Questions and Answers document was posted on the website so that parents and guardians could make an informed decision regarding in-person or remote-learning. The district is committed to promoting behaviors that reduce the spread of COVID-19 by practicing social distancing, frequent hand-washing, and mandatory wearing of face coverings. Only those staff and students who provide medical documentation that they are unable to wear a face covering will be exempt. Additional accommodations for staff and students will be handled on a case-by-case basis.

The following list includes health factors that put individuals at a greater risk for suffering increased complications from COVID-19 infection:

- 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 the Section 504 of the Rehabilitation Act of 1973 (504 Plan)

Social Distancing
All students' desks will face the front of the room and, when possible, be six feet apart. Desk shields are being purchased. The district is limiting movement by having the teachers transition rather than students. Excess furniture will be removed from classrooms and there will be no sharing of materials.

Frequent Hand Washing
Teachers will schedule designated hand washing with soap and water (preferred) or provide hand sanitizer containing 60% alcohol when hand washing is not feasible. Teachers will incorporate the following practices:

- When using soap, scrub for at least 20 seconds – including backs of hands, between fingers, and under the fingernails. Reminder – 20 seconds is about the length of time it takes to sing the happy birthday song twice.
- If using hand sanitizer, spread the sanitizer evenly and entirely over both hands and hands will be rubbed dry.
- Cover coughs and sneezes with tissues, discard the tissue and wash hands or use hand sanitizer.
- If tissue is not readily available, cover coughs and sneezes with your elbow.
- Avoid touching your face (eyes, nose and mouth).

Face Coverings
All staff, students and visitors must wear face coverings. Only those staff and students who provide medical documentation that they are unable to wear a face covering will be exempt. Teachers will develop strategies for students to take safe, periodic breaks to remove face coverings, e.g. going outside but maintaining social distancing. The same consideration will be given to staff members.

Additional Safety Guidelines

- Face coverings do not need to be worn outside if physical distance is maintained. Each school will develop strategies and practices for students and staff to take safe, periodic breaks throughout the day to remove face coverings.
- Masks must be worn by students door-to-door, starting with before boarding school buses, unless accommodations need to be made for a student's medical or instructional needs and in accordance with applicable laws and regulations.

- Drinking fountains will be shut down
- Each school has touch-less filtered water bottle fillers for student and staff use. These stations will be cleaned and sanitized on a regular basis.
- Staff will call the nurse prior to sending a student to the Health Office to ensure physical distancing.
- Small cuts and bumps, minor complaints and lost baby teeth will be managed in the classroom whenever possible. Classroom teachers will be provided with first aid kits.
- Signs and messages from the CDC website will be posted in classrooms, hallways, and entrances to the building.

Reporting Protocol

Upon notification of a positive result, a parent or employee will notify their principal or supervisor, respectively. The principal or supervisor will notify the nurse and superintendent. Upon receipt, the superintendent or designee will notify the Atlantic County Department of Health. The district will follow the recommendations of the DOH. The district's nurses will maintain communication with state and local agencies and comply with the Center for Disease and Prevention guidelines.

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:

The district will allow for social distancing to the maximum extent possible. Face coverings are required at all times. The district will minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.

Social Distancing in Instructional and Non-Instructional Rooms

- All learning spaces and classrooms throughout the District will be evaluated and reorganized, to the maximum extent feasible, to provide students and staff with the maximum social distancing to mitigate the spread of COVID-19.
- Building schedules and routines (student movement within a building, change of classes, recess, lunch schedules, etc.) will be assessed to minimize contact between individuals throughout the school day.
- Face coverings/masks must be worn when moving around the room regardless of social distancing.
- Staff will be provided the opportunity to utilize outdoor space for learning activities when possible and appropriate for increased engagement as well as social distancing.
- Each school will create a schedule for outdoor activities and learning spaces.
- Therapy staff will be provided with plexiglass barriers.
- Recirculated air will have a fresh air component.
- Filters for all HVAC equipment will be maintained and changed according to the manufacturer's recommendations.

Procedures for Hand Sanitizing/Washing

- All classrooms will be equipped with hand sanitizer stations and/or dispensers.
- All entrances and exits utilized for arrival and dismissal will be equipped with hand sanitizer stations.
- Preschool students and any students age 5 or under will be supervised when using hand sanitizer.
- All members of the district will wash their hands for at least 20 seconds at regular intervals, including before eating, after using the restroom, and after blowing their nose/coughing/sneezing.

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:

The district will maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students. All students who are able must wear face coverings while on buses.

Student Transportation

- Before boarding the bus, students will be screened for fever by parents
- Driver will wipe down entrance handrails and high-touch surfaces before and after each run
- Buses will be cleaned daily
- Buses will be loaded from back to front and unloaded from front to back
- When the weather allows, windows will be open on both sides of the bus to allow for proper cross ventilation even if AC exists and is on

Social Distancing on School Buses

- All students will be required to wear a mask or face covering when riding the bus.
- Students will be provided with masks if they do not have one.
- Students will be assigned seats on the bus.
- Bus route capacity will be decreased by approximately 50% to increase opportunities for social distancing

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:

a. Location of Student and Staff Screening

b. Social Distancing in Entrances, Exits, and Common Area

The district has developed a procedure regarding student and staff health screenings. The district will make use of 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 during daily activities. Students and staff will be screened at designated points of entry each morning before entering the building. Face covering will be required during this process. Screening will take place prior to entry into a school building. The district will employ a process by which families will confirm that students are free of COVID-19 symptoms. Students or staff who are flagged will be isolated with the school nurse. Recommended procedures from the Atlantic County Health Department will be followed. Social distancing signs and markers will be visible throughout the schools.

Student Screening
Parents and guardians must agree to take their child's temperature before coming to school. Students exhibiting symptoms of COVID-19 and/or a temperature of 100.4°F or greater shall not attend school in person. Thermometers will be provided for those parents seeking assistance. (See Appendix E)

Staff Screening
Staff will check their temperatures and monitor themselves for symptoms of COVID-19 prior to reporting for work. Staff members who have COVID-19 related symptoms and/or a temperature of 100.4°F or greater shall not report to the school building. (See Appendix E)

Procedures for entrance to the building
To ensure social distancing, students who arrive on buses or in vehicles will exit them when directed. Staff will supervise and designate routes for students. Staff will ensure social distancing. Floor tape will be placed and students will be directed to always stay to the right of the hallway. Students will report directly to their homerooms. Face coverings must be worn.

Procedures for exiting the building
To ensure social distancing, students will remain in their classroom until their bus is announced. Students who are being picked up in vehicles will remain in classrooms until buses depart. Staff will supervise students as they exit on a designated route to ensure social distancing. Floor tape

will be placed and students will be directed to always stay to the right of the hallway. Students will enter the bus when directed and load back to front in designated seats. Face coverings must be worn.

Procedures for classrooms

Students' desks will be physically distanced from one another and face the front of the classroom. Classroom rugs and extraneous furniture will be removed.

Procedures for non-classroom places

Hallways will be marked with physical distancing tape and designated one-way traffic where possible. Movement throughout the building will take place with face coverings at all times. When outside, students can remove face coverings while six-foot physical distancing is maintained. Bathroom breaks will be structured and supervised.

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:

The district has developed a policy for safely and respectfully screening students and employees for symptoms of and history of exposure to COVID-19. Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. If the district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials will immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

Screening Procedures for Students and Staff

- During the COVID 19 pandemic, parents are expected to self monitor their children and must attest to their wellness. Parents will be provided with a screening form which will be kept confidential and on file in the nurse's office. The form will outline the expectations and consequences of screening.

  COVID-19 Symptoms Include:

  - Fever of 100.4°F or greater or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache (not due to a chronic condition)
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose (not due to known allergies)
  - Nausea or vomiting
  - Diarrhea
- Staff will monitor students during arrival for signs and symptoms of COVID-19. School nurses will be notified of any students observed coughing, sneezing, shortness of breath, difficulty breathing, congestion, runny nose, or other signs of not feeling well.
- Parents will be required to keep sick children home.
- An isolation area will be established for students exhibiting signs and symptoms of COVID-19.
- Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.

- Results of health checks must be documented when signs/symptoms of COVID-19 are observed.
- Screening must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- Additional screenings shall occur will a student or staff member display signs of possible COVID-19 related symptoms including but not limited to: fever, dry or wet cough, fatigue, or runny nose.

Protocols for Symptomatic Students and Staff

- Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others.
- The district will follow the current Communicable Disease Service guidance for illness reporting.
- School nurses will be immediately contacted to evaluate students exhibiting any of the signs and symptoms indicated above. Nursing staff will determine the need for and supervise the isolation of students. Parents will be contacted for immediate pick up to avoid any possible spread of infection.
- If more than one person shall be housed in the same isolation area, plexiglass barriers or other partitions shall be required to prevent cross-infection.
- Two or more spaces will be provided for isolation, since one room may not be used for 24 hours after someone who is suspected to be a positive case is in that space.
- If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
- Anyone who is suspected of having close contact (within 6 feet or less) for more than 10 minutes must be notified that they are required to quarantine and get tested for COVID-19. Their return must follow the current CDC and DOH guidelines.
- The district will follow CDC and Atlantic County Health Department's recommendations and any applicable school policies to determine readmittance to school/work.
- Staff members must document details about a possible positive case, quarantine/isolation, and testing results using the Mullica Township School District COVID-19 Report Form.
- The established processes for disinfection of isolation areas, equipment, surfaces, etc. that were impacted by an individual with symptoms will be followed if/when the above occurs.

Protocols for Face Coverings

- The district shall provide adequate PPE to all students and to all staff members based upon their individual health needs and their exposure risk as determined by their job description.
- The minimal PPE shall be a reusable cloth face mask or similar single-use mask.
- A new single-use mask shall be available for staff and students if needed.
- Custodians and other personnel involved in cleaning and/or building maintenance shall be provided with more substantial PPE as their jobs require.
- Nursing staff, and any staff that cannot maintain social distancing, shall be provided with additional PPE, such as face shields, disposable coats, shoes and hair covering.
- All staff shall be trained on the proper use and disposal of PPE.

Appendix F

Critical Area of Operation #6 - Contact Tracing

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

The district has a plan to initiate contact tracing to identify those who have come into contact with people who have tested positive for COVID-19. Recognizing that confidentiality is of utmost importance, the district will adhere to the following protocol:

- All administrators and other members designated to the Pandemic Response Team will be asked to complete the Johns Hopkins contact tracing training course. https://coronavirus.jhu.edu/contact-tracing
- School nurses will be immediately contacted to evaluate students exhibiting any of the signs and symptoms indicated above. Nursing staff will determine the need for and supervise the isolation of students. Parents will be contacted for immediate pick up to avoid any possible spread of infection.
- If more than one person shall be housed in the same isolation area, plexiglass barriers will guard against cross-infection.
- The space where the infected student was located will be sanitized and closed for 24 hours.
- Upon notification of a positive result, a parent or employee will notify their principal or supervisor, respectively. The principal or supervisor will notify the nurse and superintendent. Upon receipt, the superintendent or designee will notify the Atlantic County Department of Health. The district will follow the recommendations of the DOH. The district's nurses will maintain communication with state and local agencies and comply with the Center for Disease and Prevention guidelines.
- Anyone who is suspected of having close contact (within 6 feet or less) for more than 10 minutes must be notified that they are required to quarantine and get tested for COVID-19. Their return must follow the current CDC and DOH guidelines.
- The district will follow CDC and Atlantic County Health Department's recommendations and any applicable school policies to determine readmittance to school/work.

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

This school district will 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 Mullica Township School District is committed to providing a safe and healthy learning and working environment for students and staff. Facilities cleaning practices may also be found in the Facilities Cleaning Manual.

- Examples of frequently touched areas in schools referred to in this section include but are not limited to:
    - Classroom desks and chairs
    - Lunchroom tables and chairs
    - Door handles and push plates
    - Handrails
    - Kitchens and bathrooms
    - Light switches
    - Handles on equipment (e.g. athletic equipment)
    - Buttons on vending machines and elevators
    - Shared telephones
    - Shared desktops
    - Shared computer keyboards and mice
    - Drinking fountains

Cleaning and disinfecting for the school building and equipment are separated by general cleaning and disinfecting, during school hours, after school hours, Wednesday deep cleaning and HVAC.

General Cleaning and Disinfecting

- Close off all water fountains from public use and provide water bottle stations.
- Follow all CDC guidance for cleaning PPE and protocols.
- Perform all disinfecting/sanitizing tasks with EPA registered and approved supplies.
- Secure additional custodial staff for day time operational hours.
- Materials and school/gym lockers shall not be shared by students or staff.
- The district shall provide staff with appropriate sanitizing materials for "spot cleanings" should an individual inadvertently share materials, and all staff shall be trained on how to perform "spot cleanings" in an emergency. In all other cases, cleaning/sanitizing will be performed by the appropriately trained custodial/maintenance staff.
- All cleaning plans shall identify cleaning products to be used in each area and will outline the appropriate amount of dwell time (how long the chemical is required to remain on the surface) for each chemical agent.

- All cleanings shall be performed by properly trained custodial/maintenance staff, and documentation of the cleanings performed shall be maintained by the district and made readily available for review by the staff, the local education association, and parents should they inquire.
- Hands-free doors, automatic flushing toilets, and touchless water fountains shall be installed where possible.

During School Hours

- All water bottle filling fountains and all touchless bathroom fixtures will be inspected
- Bathroom soap and sanitizer stations will be inspected and refilled, if necessary.
- High touch areas will be disinfected including door knobs, light switches, handrails, bottle refilling stations, etc.
- Complete ongoing cleaning/disinfectant of high touch point areas and high traffic areas throughout the day (door handles, restrooms, etc.).
- Equipment such as laptops, computers, iPads, manipulatives, lab equipment, etc. shall be sanitized between uses.
- The facilities staff will be assigned specific sections of the building to maximize the time ensuring every high touch point of the building is sanitized, including bathrooms and playground equipment. Ongoing cleaning/disinfecting of high touch point areas and high traffic areas will continue throughout the day (door handles, restrooms, etc.).
- Teaching staff will be provided appropriate sanitizing materials for "spot cleanings" should an individual inadvertently share materials, and all staff shall be trained on how to perform "spot cleanings" in an emergency. In all other cases, cleaning/sanitizing will be performed by the appropriately trained facilities staff.
- Bio blasters will be available to disinfect classrooms throughout the school day on an as-needed basis.
- The kitchen staff will be provided appropriate sanitizing materials for "spot cleanings" should an individual inadvertently share materials, and all staff shall be trained on how to perform "spot cleanings" in an emergency. In all other cases, cleaning/sanitizing will be performed by the appropriately trained facilities staff.
- Playground equipment will be disinfected between cohorts.
- The following areas will be cleaned daily:
    - Lunchroom tables and chairs
    - Door handles and push plates
    - Handrails
    - Kitchens and bathrooms
    - Light switches
    - Handles on equipment (e.g. athletic equipment)
    - Buttons on vending machines and elevators
    - Drinking fountains
    - Main office desks and SRO desk

After school hours

- A team of two facilities staff will disinfect each classroom prior to the night staff cleaning process.
- The second floor offices will be cleaned and disinfected.
- Complete ongoing cleaning/disinfectant of high touch point areas and high traffic areas throughout the day (door handles, restrooms, etc.).
- Clean and disinfect all desk, countertops, chairs daily.
- Remove trash and mop/vacuum all floors.
- Provide ongoing cleaning within office spaces with deep cleaning daily after hours.
- Deep cleaning/disinfecting/sanitizing will occur after hours.
- Trash will be emptied in all rooms.
- Every hard surface will be treated with a neutralizing peroxide based cleaner.
- Once the room is cleaned, it will be disinfected with Brutabs 6s sanitizer. This process includes offices. Floors will be cleaned by floor scrubber.
- Bathrooms will be treated with a neutralizing disinfectant, deep cleaned and disinfected with the Brutabs 6s sanitizer. Floors will be cleaned by floor scrubber.
- Rugs will be vacuum cleaned.
- The kitchen and cafeteria will be cleaned using the same process as classrooms. Floors will be cleaned by floor scrubber.
- The following areas will be cleaned nightly:
    - Classroom desks and chairs
    - Door handles and push plates
    - Handrails
    - Kitchens and bathrooms
    - Light switches
    - Handles on equipment (e.g. athletic equipment)
    - Buttons on vending machines and elevators
    - Shared telephones
    - Shared desktops
    - Shared computer keyboards and mice
    - Drinking fountains
    - Main office desks and SRO desk
    - High touch main entrance windows

Wednesday Deep Cleaning

- Every hard surface will be treated with a neutralizing peroxide based cleaner.
- Once the room is cleaned, it will be disinfected with Brutabs 6s sanitizer. This process includes offices.
- Bathrooms will be treated with a neutralizing disinfectant, deep cleaned and disinfected with the Brutabs 6s sanitizer. Floors will be mopped nightly.
- Floors will be washed.

- Rugs will be vacuum cleaned.
- Windows will be cleaned as needed.
- The kitchen and cafeteria will be cleaned using the same process as classrooms. The floors will be swept and mopped.
- Clean windows on an as needed/weekly basis.
- Water filler fountains will be taken apart and deep cleaned
- Inspections and filter repairs will be done on an as needed basis

HVAC

- Run HVAC systems for a minimum 2 hours after occupied in all spaces per ASHRAE, EPA, and CDC guidance.
- Increase outside air when air quality allows.
- The district shall inspect all HVAC and air handling units for proper function and air flow before the start of the school year and every other week thereafter. The district shall provide documentation.
- All filters in HVAC systems shall be inspected, installed, and changed according to manufacturer's specifications.
- If possible HVAC will be converted to HEPA filtration.
- Outside intake air dampers shall be opened to allow for a minimum of 15% of fresh air to replace the recycled air in the building, but should be opened as high as possible without significantly diminishing airflow design.
- Air intake dampers must be opened to 100% for a minimum of four (4) hours anytime there is an area of exposure.
- The HVAC system will be run for two (2) hours before and after any occupied times.
- Any occupied buildings must also be required to maintain a relative humidity of between 40%-60%.

Appendix H

Critical Area of Operation #8 – Meals

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

- Students will be provided with "grab and go" meals at the conclusion of each instructional day.
- The grab and go meals are for lunch that day and breakfast the following day.
- Students will be provided with snack breaks. Students will provide their own snack.

For the serving staff, the district shall provide:

- Isolated workspaces for each employee to prepare meals
- PPE for each employee including PPE recommended by the CDC, NJ DOH, or any other departmental agency including but not limited to shoe and hair coverings, plexiglass dividers, right-to-know training on all cleaning and disinfecting required to sanitizing of food packaging, serving stations, and the cleaning of all utensils, plates, cookware processes in place for touchless shipments from outside vendors
- Proper ventilation of kitchen areas to maintain proper air flow and safe temperatures while wearing masks.

For the students, the district shall provide:

- All eating areas clearly labeled for maximum capacity (allowing for a minimum of six (6) feet separation)
- Sanitized lunchroom, classrooms, or spaces that are used when eating snacks/breakfast after they are used.

For the staff supervising such areas, the district shall provide:

- Processes in place to implement emergency clean-up procedures
- Right-to-know training for proper cleaning and disinfecting chemicals

Appendix I

Critical Area of Operation #9 – Recess/Physical Education

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

The Mullica Township School District recognizes the importance of recess and exercise to the physical, mental and emotional health of our learners. Recess and wellness breaks are scheduled throughout the day for each student. Recess will be staggered by groups, and staff will disinfect playground equipment and other shared equipment between uses. Wellness activities include, but are not limited to, social emotional learning, mindfulness, and yoga. The district encourages students to wear comfortable clothing and safe footwear to school so they can participate in, to the maximum extent possible, recess and outdoor play. To provide the safest and most engaging experiences the following will be implemented:

- Teachers are encouraged to utilize scheduled breaks throughout the day for physical activity and wellness health.
- Recess/ Break times will be scheduled to allow for maximum social distancing.
- Schedules will be developed and followed for use of playground equipment and disinfecting protocols will be followed between uses.
- Outdoor spaces have been inventoried and have been designated for use by classes at specific times.
- The district will provide signs/boundary markers to assist with physical distancing.
- During the COVID 19 Pandemic, physical education classes will be conducted remotely.
- During the COVID 19 pandemic, students and staff must wash hands or use hand sanitizer when returning from recess/breaks which occur outside the classroom.
- Locker Rooms- Mullica Township School District does not have locker rooms.
- To mitigate risk, direct contact with equipment and sharing of equipment will be limited or eliminated. If equipment must be shared, it will be cleaned and disinfected between each use.
    - During the COVID 19 pandemic, the use of playground equipment will be scheduled to allow for social distancing and proper cleaning.
    - During the COVID 19 pandemic, each principal will develop a recess/break schedule for students and staff which allows for physical distancing.
    - Specific areas will be designated for each class during recess to avoid cohort mixing.

Appendix J

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

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

- During the COVID 19 pandemic, all field trips are cancelled through the first trimester. This will be revisited in December 2020.
- During the COVID 19 pandemic, all use of facilities is cancelled through the first trimester. This will be revisited in December 2020.
- Should clubs or activities be offered, they shall adhere to all applicable social distancing requirements and hygiene protocol during any activities.
- Should external or community use of the school facilities be allowed outside of school hours during the first trimester, they shall follow district guidance on health and safety protocols.

Appendix K

Academic, Social, and Behavioral Supports

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

Academic, Social, Behavioral Supports

Staff will be returning to school four days prior to students' return. During these days staff will have opportunities to reconnect with their colleagues, to attend training on virtual instruction, and to speak with mental health professionals who will provide emotional support and strategies for healing. Our focus will be on Social and Emotional Learning support for students and staff. The first weeks of school will be dedicated to assessing students and staff mental health. On staff we have two nurses, two guidance counselors, a Child Study Team and two resource officers. Additionally, we have partnered with Atlantic Care and School Based Healthcare Solutions Network who will provide social and behavioral support.

In addition to the aforementioned, and realizing that students and staff may have experienced trauma during the school closure, the district's focus for the first weeks of school will be ensure that all routines and expectations are clear to staff so that they can communicate them confidently with their students to allay fears. Teachers will be supported by the administration and mental health personnel when faced with challenging behaviors from students. Teachers and administrators will continue to start each day with practices that promote emotional well-being and readiness to learn, e.g.mindfulness, yoga, song. Brain breaks will continue to occur with more frequency.

Resources for parents and behavior strategies will continue to be communicated to parents in the form of brochures, training, in-person meetings with mental health professionals. The district's social worker will continue to connect parents with outside agencies.

Throughout the pandemic, the district was mindful of providing on-going communication to the community. We sent out several surveys to parents regarding learning models (in-person, hybrid, and virtual) so we can support parents' and students' needs.

The district realizes that we are facing potential emotional and behavioral challenges from students. We will support students and staff who are not comfortable or feel unprepared to address these challenges. Through our partnership with Atlantic Care and School Based Healthcare Solutions Network we are prepared for an influx of students who may need additional support. Our priority and efforts remain focused on the health and emotional well-being of staff and student.

Appendix L

Restart Committee

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

The restart committee is composed of the administration and the 5 sub-committees listed below:

ADMINISTRATION	
Andrew Weber	Superintendent
Karen Gfroehrer	Business Administrator
Donna Lesher	Principal (Primary)
Maris Lynn	Principal (Middle)
Scott Sarraiocco	Supervisor
SUPPORT STAFF	
Kelly Capaldi	Superintendent Secretary
Liz Rabush	Secretary (Middle)
Brigitte Walters	Secretary (Primary)

SUPPORT COMMITTEE	
Michael Hannel, Chair	Teacher
Loretta Becker	Social Worker
Mallory Zolinas	Counselor
Krystal Hutton	Teacher
Jennifer Sheldon	Teacher
Sarah Vanderheyden	Teacher
Nellie Aponte	CST Chair
Cara Schubert	Parent
Corie Hendrickson	Parent
Cassandra V Ambert	Parent
Alicia Infante	Parent
Mandy Franklin-Kelley	Parent
Sarah Kurtz	BOE

RESTART & RECOVERY PLAN

PERSONNEL COMMITTEE	
Mallory Zolinas, Chair	Counselor
Ryan Richards	Teacher
Alyson Nothnagel	Teacher
Keeley Martinsen	Teacher
Eileen Szewczyk	Teacher
Dawn Oliver	Parent
Kevin Grace	Parent
Jaclyn Fognano	Parent
Cathy Werner	BOE

ACADEMICS COMMITTEE	
Kelly Mascio, Chair	Teacher
Brittany Markiewicz	Teacher
Christina McClaren	Teacher
Christy Rivera	Teacher
Melissa Winterbottom	Teacher
Tom McLaughlin	Teacher
Jean Gallagher	Teacher
Amy Winterbottom	Parent
Carri Zeck	Parent
Maggie Inemer	Parent
Sarah Horst	Parent
Susan Brownhill	BOE

OPERATIONS COMMITTEE	
Jennifer Sheldon, Chair	Teacher
Jean Gallagher	Teacher
Rich Giovinazzi	Facilities
Jacki Lugg	Teacher
Margueritte Tomasello	Teacher
Judy McGloin	Teacher
Steve & Erin Szabo	Parents
Renee Norcross	Parent
Jessica Brooks	Parent
Beth Buonsante	Parent
Melissa Aupperlee	Parent
Charlene Lee	Parent

CELEBRATION & TECHNOLOGY COMMITTEE	
Jacki Lugg, Chair	Teacher
Brandy Ehrke	Teacher
Kelly Mierzwinski	Teacher
Lindsay Roselli	Teacher
Nicole Littlefield	Teacher
Christina McClaren	Teacher
Margueritte Tomasello	Teacher
Kerri Belfi	PBIS
Bridget Pipitone	PBIS
Rich Giovinazzi	Facilities
Christina Gras	Parent
Antoinette Mareno	Parent
Rachel Hreha	Parent
Angelina Maione	BOE

Appendix M

Pandemic Response Teams

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

Mullica Township Primary School Pandemic Response Team

Administration Members

Donna M. Lesher, Primary School Principal

Scott Sarriaocco, Supervisor of Curriculum and Data

Staff and Community Members

Member	Role(s)
Aponte, Nellie	CST Chairperson and Crisis Team Member
Becker, Loretta	School Social Worker and Crisis Team Member
Brownhill, Susan	BOE Member and Parent
Ehrke, Brandy	Teacher and Parent
Giovanazzi, Richard	Manager of Buildings, Grounds, & Custodial Services
Jean Gallagher	Teacher and MTEA Leadership
Krawiec, Lauren	Parent and Instructional Assistant
Lugg, Jacki	Teacher and Parent
Martinsen, Keeley	Teacher and MTEA Leadership
Mascio, Kelly	Teacher
Scioli, Kristina	School Psychologist and Crisis Team Member
Smith, Lauren	Teacher
Tomasello, Marguerite	Teacher
Zacker, Charlotte	School Nurse and Crisis Team Member
Zolinas, Mallory	School Counselor and Crisis Team Member

Mullica Township Middle School Pandemic Response Team

Administration Members

Maris C. Lynn, Middle School Principal

Scott Sarriaocco, Supervisor of Curriculum and Data

Staff and Community Members

Member	Role(s)
Aponte, Nellie	CST Chairperson and Crisis Team Member
Becker, Loretta	School Social Worker and Crisis Team Member
Brownhill, Susan	BOE Member and Parent
Giovanazzi, Richard	Manager of Buildings, Grounds, & Custodial Services
Goodrich, Rhonda	School Nurse and Crisis Team Member
Hannel, Michael	Special Education Teacher
Hendrickson, Corrie	Parent
Lugg, Jacki	Teacher and Parent
Maher, William	School Counselor and Crisis Team Member
McClaren, Christina	STEM Teacher
McLaughlin, Thomas	Science Teacher
Rivera, Christy	Teacher
Scioli, Kristina	School Psychologist and Crisis Team Member
Sheldon, Jennifer	Special Education Teacher and MTEA President
Tomasello, Marguerite	Teacher
Vanderheyden, Sarah	Teacher and Parent
Zacker, Charlotte	School Nurse and Crisis Team Member
Zeck, Carri	Parent
Zolinas, Mallory	School Counselor and Crisis Team Member

Appendix N

Scheduling of Students

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:

Synchronous learning is a general term used to describe forms of instruction or learning activities in which engage different groups of students at the same time. Asynchronous learning is a general term used to describe forms of instruction or learning activities in which do not engage different groups of students at the same time. Remote/virtual learning is learning which may take place outside of a traditional classroom via the internet using an online platform such as ZOOM or Google Classroom.

The Mullica Township School District has established two learning plans incorporating both asynchronous and synchronous learning for our parents and guardians to choose between.

Option 1: Hybrid Instructional Model

- Students are divided into two cohorts A and B
- Students attend school in person 2 days a week and virtually 3 days a week
- In person school day 8:30-12:45 and 1:45-3:15 remotely 2 days a week
- Remote school day 8:30-12:45 and 1:45-3:15 3 days a week
- Breaks for Physical Activity, Outdoor Mask Removal, Social Emotional Learning and Handwashing
    - Twice Daily for Grades 5-8
    - Three Times Daily for Grades 3 and 4
    - Four Times Daily for Grades Pre-K-2
- All core academic subjects taught in-person and remotely (English Language Arts, Math, Science, Social Studies)
- All special area subjects are taught remotely (Art, Financial Literacy, Health, Physical Education, Music, and Spanish)

Option 2: All Virtual Instruction Model

- Students attend school virtually 5 days a week
- Remote school day 8:30-12:45 and 1:45-3:15 5 days a week
- Breaks for Physical Activity and Social Emotional Learning
    - Twice Daily for Grades 5-8
    - Three Times Daily for Grades 3 and 4
    - Four Times Daily for Grades Pre-K-2
- All core academic subjects taught remotely (English Language Arts, Math, Science, Social Studies)

- All special area subjects are taught remotely (Art, Financial Literacy, Health, Physical Education, Music, and Spanish)

General education and special education teachers will continue to provide accommodations in order to allow students to access their education program as outlined in their Section 504 Plans or IEPs.

Special education teachers will co-plan and co-teach with general education teachers as appropriate at the elementary and/or secondary level. During the co-planning process Special and general education teachers will review the accommodations and supplementary aids that are needed to be provided in order for students to access the Individualized Continuity of the Learning Plan (IEP) and schedule.

Teachers and Resource Room Teachers will be providing support for students to access their classwork provided by the general education teachers. This can include consultation with the general education teacher(s), modifying work as appropriate, direct parent and/or student support / consultation via telephone or electronic means (email, Google Meets, etc.).

Special Education Services:
Digital Model 1:1 devices
Instructional Delivery will be in whole groups with peers or small groups, whichever is deemed appropriate.
Students log on virtually at a given time to participate in the lesson live-time or recorded sessions.
Students complete follow-up work and submit assignments electronically.
Teachers and /or Paraprofessionals will support students through the platform the district has deemed appropriate.
Teachers will maintain records of students' work and accommodations given based on IEP.
Tracking IEP goals must be adhered to and documented to record progress.
Teacher will maintain an electronic chat function with students throughout the day.
Teachers check in one on one with a caseload of students or students who were not able to join the class. Expectations are to aid students by talking through hard questions, prepare them for the next set of assignments and ensure they are progressing.

Hybrid Model:
Students who are at risk will attend school 4 days and 1 virtual day. The rationale for this to ensure our neediest students receive all related services and provide a structured and consistent environment.
Other students with IEPs will adhere to the A/B schedule with 2 days in-house instructional learning and 3 days virtual learning from home following the guidelines above. Special Education teachers will support students in the whole group environment and provide support

during class and through office hours to ensure students' IEP is adhered to the greatest extent possible.

Out of district students learning will continue to be supported by their placements. Resources and instructional opportunities from those placements have been provided and families are encouraged to continue consistent communication with their team in those placements regarding continued instruction.

Related services (Counseling, Speech and Language Therapy, Occupational Therapy, Hearing Services, Vision Services, Physical Therapy) will also look different during this time when learning remotely than as outlined on the 504 Plan or IEP. Though the frequency and duration will not be as per the IEP (just as the school day is not the amount a school day would be), there will be consistent, continual learning and support opportunities. Related services' support may be provided directly with the provider on the telephone, by virtual meeting, and/or using computer based instruction, written materials, assistive or other technology. This also may include consultation with parents and/or students as appropriate. Virtual meetings or assignments through Google Meets or Classroom may be used and may be in individual or group formats, as appropriate.

Related services will be provided to students while in attendance in the school building. Speech Therapists will provide one on one services to ensure the safety of students and provide group speech services virtually either by joining teachers' virtual classes and taking students to break out rooms and returning students to class after service is rendered. If students are in different rooms Speech teachers can provide their own classroom via (google hangout/zoom) platform approved by the district.

OT /PT teachers will provide services in house using the protocol set in place for ensuring student safety (mask, shields and gloves are required). Allowing time to disinfect equipment used.

OT/PT/ Speech/ Counseling for remote instruction students who are eligible for related services will be scheduled through the calendly app to provide students the appropriate services within their IEP. This will ensure as well as allow parents the flexibility to schedule around their own schedule.

Sample Schedules:

Mullica Township School District Instructional Minutes			
5th through 8th Grade	3rd and 4th Grade	1st and 2nd Grade	Preschool and Kindergarten
English Language Arts 66 Minutes	English Language Arts 66 Minutes	Calendar, Morning Meeting, Phonics, Reading, and Writing 96 Minutes	Phonemic Awareness,Grammar, Guided Reading, Writing, and Literacy Centers 96 Minutes
Mathematics 49 Minutes	Mathematics 49 Minutes		
Science 49 Minutes	Science 32 Minutes	Mathematics 32 Minutes	Math Lesson and Math Centers 32 minutes
Social Studies 32 Minutes	Social Studies 32 Minutes	Social Studies and Science 32 Minutes	Choice and Discovery Centers 32 Minutes
Special Area Subjects 30 Minutes	Special Area Subjects 30 Minutes	Special Area Subjects 30 Minutes	Special Area Subjects 30 Minutes
Teacher Designed Extended Learning Activities 60 Minutes	Teacher Designed Extended Learning Activities 60 Minutes	Teacher Designed Extended Learning Activities 60 Minutes	Teacher Designed Extended Learning Activities 60 Minutes
Recess/ Lunch 60 Minutes	Recess/ Lunch 60 Minutes	Recess/ Lunch 60 Minutes	Recess/ Lunch 60 Minutes
Recess/ Wellness Breaks 30 minutes	Recess/ Wellness Breaks 45 minutes	Recess/ Wellness Breaks 60 minutes	Recess/ Wellness Breaks 60 minutes

Sample In-Person Middle School Schedules		
	In-Person Student Schedule Day	**In-Person Teacher Schedule Day**
Arrival	Student Arrival Physical and Emotional Wellness Screening	Student Arrival Physical and Emotional Wellness Screening
Period 1a/ HR	Social Studies	Social Studies
Period 1b		
Period 2a	English Language Arts	English Language Arts
Period 2b		
Period 3a		
Period 3b		
Period 4a	Recess and Wellness Break	Recess and Wellness Break with Students
Period 4b	Science	English Language Arts
Period 5a		
Period 5b		
Period 6a	Recess and Wellness Break	
Period 6b	Math	Recess and Wellness Break with Students
Period 7a		Social Studies
Period 7b		
Departure	Student Departure	Student Departure
Student Lunch & Recess	Student Lunch and Recess	Student Lunch and Recess
Periods 8, 9, and 10	Special Area Subject or Teacher Designed Extended Learning Activities	Teacher Designed Extended Learning Activities

Sample Remote Middle School Schedules				
	Sample Remote Student Schedule	**Sample Science Teacher Schedule with Remote Section**	**Sample Math Teacher Schedule with Remote Section**	**Sample ELA/SS Teacher Schedule with Remote Section**
Arrival	Online Check-In Emotional Wellness Screening	Student Arrival Physical and Emotional Wellness Screening	Student Arrival Physical and Emotional Wellness Screening	Student Arrival Physical and Emotional Wellness Screening
Period 1a/ HR	Social Studies	Science Section A1	Math Section A2	Social Studies Remote Section
Period 1b				
Period 2a	English Language Arts			English Language Arts Remote Section
Period 2b		Recess and Wellness Break with Students	Recess and Wellness Break with Students	
Period 3a		Science Section A2	Math Section A1	
Period 3b				
Period 4a	Recess and Wellness Break			Recess and Wellness Break with 1A Students
Period 4b	Science	Science Remote Section	Math Section A4	English Language Arts Section 1A
Period 5a				
Period 5b				
Period 6a	Recess and Wellness Break	Recess and Wellness Break with Students	Recess and Wellness Break with Students	
Period 6b	Math	Science Section A4	Math Remote Section	Recess and Wellness Break with Students
Period 7a				Social Studies Section 1A
Period 7b				
Departure	Student Lunch and Recess	Student Departure	Student Departure	Student Departure
Lunch/Travel		Teacher Lunch and Prep Time	Teacher Lunch and Prep Time	Teacher Lunch and Prep Time
Periods 8, 9, and 10	Special Area Subject or Teacher Designed Extended Learning Activities	Teacher Designed Extended Learning Activities	Teacher Designed Extended Learning Activities	Teacher Designed Extended Learning Activities

Sample In-Person 3rd/ 4th Grade Schedules		
	In-Person Student Schedule	**In-Person Teacher Schedule**
Arrival	Student Arrival Physical and Emotional Wellness Screening	Student Arrival Physical and Emotional Wellness Screening
Period 1a/ HR	English Language Arts	English Language Arts
Period 1b		
Period 2a		
Period 2b	Recess and Wellness Break	Recess and Wellness Break with Students
Period 3a	Social Studies	Social Studies
Period 3b		
Period 4a	Recess and Wellness Break	Recess and Wellness Break with Students
Period 4b	Science	English Language Arts
Period 5a		
Period 5b		
Period 6a	Recess and Wellness Break	
Period 6b	Math	Recess and Wellness Break with Students
Period 7a		Social Studies
Period 7b		
Departure	Student Departure	Student Departure
Lunch/Travel	Student Travel Time and Lunch	Teacher Lunch and Prep Time
Periods 8, 9, and 10	Special Area Subject or Teacher Designed Extended Learning Activities	Teacher Designed Extended Learning Activities

Sample Remote 3rd/ 4th Grade Schedules			
	Sample Remote Student Schedule	**Sample Math/ Science Teacher Schedule with Remote Section**	**Sample ELA/SS Teacher Schedule with Remote Section**
Arrival	Online Check-In Emotional Wellness Screening	Student Arrival Physical and Emotional Wellness Screening	Online Check-In Emotional Wellness Screening
Period 1a/ HR	Social Studies	Math Section A1	Social Studies Remote Section
Period 1b			
Period 2a	English Language Arts		English Language Arts Remote Section
Period 2b		Recess and Wellness Break with Students	
Period 3a		Science Section A1	
Period 3b			
Period 4a	Recess and Wellness Break		Recess and Wellness Break with 1A Students
Period 4b	Science	Science Remote Section	English Language Arts Section 1A
Period 5a			
Period 5b			
Period 6a	Recess and Wellness Break	Recess and Wellness Break with Students	
Period 6b	Math	Math Remote Section	Recess and Wellness Break with Students
Period 7a			Social Studies Section 1A
Period 7b			
Departure	Student Lunch and Recess	Student Departure	Student Departure
Student Lunch & Recess		Teacher Lunch and Prep Time	Teacher Lunch and Prep Time
Periods 8, 9, and 10	Special Area Subject or Teacher Designed Extended Learning Activities	Teacher Designed Extended Learning Activities	Teacher Designed Extended Learning Activities

Sample In-Person 1st/ 2nd Grade Schedules		
	In-Person Student Schedule	**In-Person Teacher Schedule**
Arrival	Student Arrival Physical and Emotional Wellness Screening	Student Arrival Physical and Emotional Wellness Screening
Period 1a/ HR	Calendar/ Morning Meeting / Phonics	Calendar/ Morning Meeting / Phonics
Period 1b		
Period 2a	Recess and Wellness Break	Recess and Wellness Break with Students
Period 2b	Reading	Reading
Period 3a		
Period 3b	Recess and Wellness Break	Recess and Wellness Break with Students
Period 4a	Writing	Writing
Period 4b		
Period 5a	Recess and Wellness Break	Recess and Wellness Break with Students
Period 5b	Math	Math
Period 6a		
Period 6b	Recess and Wellness Break	Recess and Wellness Break with Students
Period 7a	Social Studies / Science	Social Studies / Science
Period 7b		
Departure	Student Departure	Student Departure
Student Lunch & Recess	Student Lunch and Recess	Teacher Lunch and Prep Time
Periods 8, 9, and 10	Special Area Subject or Teacher Designed Extended Learning Activities	Teacher Designed Extended Learning Activities

Sample Remote 1st/ 2nd Grade Schedules		
	Remote Student Schedule	**Remote Teacher Schedule**
Arrival	Online Check-In Emotional Wellness Screening	Online Check-In Emotional Wellness Screening
Period 1a/ HR	Calendar/ Morning Meeting / Phonics	Calendar/ Morning Meeting / Phonics
Period 1b		
Period 2a	Reading	Reading
Period 2b		
Period 3a	Recess and Wellness Break Social Emotional Learning	Recess and Wellness Break Social Emotional Learning
Period 3b		
Period 4a	Writing	Writing
Period 4b		
Period 5a	Recess and Wellness Break	Recess and Wellness Break
Period 5b	Math	Math
Period 6a		
Period 6b	Recess and Wellness Break	Recess and Wellness Break
Period 7a	Social Studies / Science	Social Studies / Science
Period 7b		
Departure	Student Lunch	Meal Pick Up & Bus Departure
Lunch/Travel		Teacher Lunch and Prep Time
Periods 8, 9, and 10	Special Area Subject or Teacher Designed Extended Learning Activities	Teacher Designed Extended Learning Activities

Sample In-Person Pre-K/ K Schedules		
	In-Person Student Schedule	**In-Person Teacher Schedule**
Arrival	Student Arrival Physical and Emotional Wellness Screening	Student Arrival Physical and Emotional Wellness Screening
Period 1a/ HR	Phonemic Awareness & Grammar	Phonemic Awareness & Grammar
Period 1b		
Period 2a	Recess and Wellness Break	Recess and Wellness Break with Students
Period 2b	Guided Reading/ Literacy Centers	Guided Reading/ Literacy Centers
Period 3a		
Period 3b	Recess and Wellness Break	Recess and Wellness Break with Students
Period 4a	Writing/ Centers	Writing/ Centers
Period 4b		
Period 5a	Recess and Wellness Break	Recess and Wellness Break with Students
Period 5b	Math Lesson/ Math Centers	Math Lesson/ Math Centers
Period 6a		
Period 6b	Recess and Wellness Break	Recess and Wellness Break with Students
Period 7a	Choice/ Discovery Centers	Choice/ Discovery Centers
Period 7b		
Departure	Student Departure	Student Departure
Student Lunch & Recess	Student Lunch and Recess	Teacher Lunch and Prep Time
Periods 8, 9, and 10	Special Area Subject or Teacher Designed Extended Learning Activities	Teacher Designed Extended Learning Activities

Sample Remote Pre-K/ K Schedules		
	Remote Student Schedule	**Remote Teacher Schedule**
Arrival	Student Arrival Physical and Emotional Wellness Screening	Student Arrival Physical and Emotional Wellness Screening
Period 1a/ HR	Phonemic Awareness & Grammar	Phonemic Awareness & Grammar
Period 1b		
Period 2a	Recess and Wellness Break	Recess and Wellness Break
Period 2b	Guided Reading/ Literacy Centers	Guided Reading/ Literacy Centers
Period 3a		
Period 3b	Recess and Wellness Break	Recess and Wellness Break
Period 4a	Writing/ Centers	Writing/ Centers
Period 4b		
Period 5a	Recess and Wellness Break	Recess and Wellness Break
Period 5b	Math Lesson/ Math Centers	Math Lesson/ Math Centers
Period 6a		
Period 6b	Recess and Wellness Break	Recess and Wellness Break
Period 7a	Choice/ Discovery Centers	Choice/ Discovery Centers
Period 7b		
Departure	Meal Pick Up & Bus Departure	Meal Pick Up & Bus Departure
Lunch/Travel	Student Travel Time and Lunch	Teacher Lunch and Prep Time
Periods 8, 9, and 10	Special Area Subject or Teacher Designed Extended Learning Activities	Teacher Designed Extended Learning Activities

Appendix O

Staffing

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

The school district will consider access and equity for all staff to ensure continuity of learning. Staff have been surveyed multiple times to solicit feedback on questions and concerns regarding all aspects of this plan and staffing considerations. Staff have also participated in stakeholder group planning sessions that have provided the opportunity to participate in decision making and the planning process.

The school district will comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA) and all applicable state laws. The district has consulted, and will continue to consult with, the local bargaining units and legal counsel.

School administrators, teachers, instructional assistants, educational service professionals and student teachers (as applicable) will work collaboratively to ensure continuity of learning for students attending in-person schooling and remote learning settings.

The school district will maintain quality instruction for all students and abide by the minimum requirements set forth in NJDOE regulations. The district aspires to exceed the minimum standards set forth by the NJDOE and work to achieve its stated district mission.

As schedules are adjusted, educators will maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations. The district will seek, when possible, to exceed those requirements and provide students the instruction to the best of the organization's ability.

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

Instructional staff

- Reinforce social distancing protocol with students and co-teacher 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 regular 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.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- 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 assist with school building and safety logistics

Mentor teachers

- 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 will consider all health and safety measures when doing in-person observations.

The district will consider alternative methods for classroom observations and avoiding in-person contact where possible and as necessary.

Administrators, in addition to non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, will:

- Provide scheduling accommodations (as necessary and appropriate) to staff members to facilitate remote work environments
- Consider roles for staff with health concerns, leveraging them to enhance the learning environment and inform in-person instruction.
- Provide time for staff collaboration and planning.
- 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.

Educational services staff members

- Lead small group instruction in a virtual environment.
- Manage an online platform for small groups of in-person students while the teacher is remote.
- Assist with the development and implementation of adjusted schedules.
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.
- Lead small group instruction to ensure social distancing.

Support staff/Aides

- 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 two). 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

Substitutes

The district will develop contingency staffing plans in case of sudden long-term absences and/or vacancies. The district will develop roles and responsibilities for substitute teachers in both virtual and hybrid settings. The district will identify areas where additional staff may be necessary: school nurses, counselors, school psychologists.

Expectations and support for student learning

Teachers will consider the age of their students when assigning work on computers. Whether in class or working remotely, students will be assigned personal toolkits that contain necessary materials needed to be successful. Teachers will have designated time daily for answering questions and providing extra help to students.

Students will be accountable for attending instruction and grades will be assigned. All remote work is due by 8:30am the day after being assigned. Parents will check Power School to monitor their child's assignments and grades.

Access to technology

All students in Grades 1-8 will be issued a chromebook. Teachers will use Google classroom meets as their instruction/communication platform. Special area teachers will also utilize this platform to provide instruction. Teachers in Grades 1-2 will receive training in these platforms. Parent training will be provided upon request.

Zoom/Google Meets Etiquette will go out to parents and students. To ensure a successful virtual experience for all students, parents and students will be encouraged to adhere to the following:

1. Find a quiet spot in your home for your child to work.
2. Have materials ready prior to logging on.
3. Do not eat while in a class meeting.

All teachers will be issued laptop computers and Teachers will share lessons (recorded and live) via Google platform.

Access to internet

School staff will work closely with families to determine barriers to connectivity and assist in connecting families with the internet.

- Xfinity Basics- for economically disadvantaged families in the Xfinity service area
- Satellite and cellular providers in areas that are not available for connection to Xfinity services
- Access to school WiFi outside of the school day on school grounds if necessary

Social and emotional health
The district has two nurses, two counselors, two resource officers and a Child Study Team. Additionally the district has partnered with Atlantic Care and School Based Healthcare Solutions Network who will provide emotional supports for both students and staff.

During the first weeks of school, our collective efforts will center on assessing the emotional health of students and providing the necessary supports to them to be successful. We have included several outdoor mask breaks while maintaining social distancing.

Child Care Concerns
The district will be working on an early dismissal day schedule. The YMCA will continue to provide before and after school supervision. Staff who have child care concerns will be permitted to leave the building after students are dismissed. Staff members who have their children in the building will be allowed to bring their children to their classrooms while the teacher is working remotely.

Leveraging Staff
Special Area teachers and instructional aides will assist with students' entry and exit to ensure social distancing and face coverings. During school hours, staff will monitor bathrooms, hallway traffic and food distribution. Special area teachers will also be assigned to support at-risk learners during instructional time.

Appendix P

Athletics

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

During the COVID 19 pandemic, athletics are cancelled until at least February 2021. This will be revisited in January 2021. Any athletic competition will follow the guidelines established by the NJSIAA.

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

1. A Student-athlete has signs or symptoms of COVID-19
    a. Student-athletes must self-quarantine and contact their doctor for further instructions.
    b. A return-to-play note from a DO or MO must be completed before the student-athlete may return to workouts.
    c. The related pod will be permitted to continue until results are known of the symptomatic student-athlete.
    d. All members of the related pod must be extremely vigilant in checking for signs or symptoms multiple times a day.
2. A Student-athlete has tested positive for COVID-19
    a. Student-athlete must self-quarantine for 14 days from the date of the positive test and follow their doctors' orders.
    b. all members of the related pod must self-quarantine for 14 days from the date of the last exposure and follow their doctors' orders.
    c. A return-to-play note from a DO or MO must be completed before all student-athletes of the related pod may return to workouts.
3. A Coach has signs or symptoms of COVID-19
    a. The coach must self-quarantine and contact their doctor for further instructions.
    b. A return-to-play note from a DO or MO must be completed before the coach may return to workouts.
    c. The related pod will be permitted to continue until results are known of the symptomatic coach. d. All members of the related team/pod must be extremely vigilant in checking for signs or symptoms multiple times a day.
4. A coach has tested positive for COVID-19
    a. The coach must self-quarantine for 14 days from the date of the positive test and follow their doctors' orders.
    b. If the coach was not directly engaged in a particular pod, and just supervised workouts while maintaining proper social distances and wearing a mask, then the team and pod may continue if other coaches are available.

c. If the coach was directly engaged in a particular pod, then all members of the related pod must self-quarantine for 14 days from the date of the last exposure and follow their doctors' orders.

d. A return-to-play note from a DO or MO must be completed for all coaches and student-athletes that were forced to quarantine before they may return to workouts.

5. Only a Doctor of Osteopathic Medicine (DO) or a Doctor of Medicine (MD) can clear athletes or coaches for summer workouts concerning COVID-19 signs, symptoms, and history.

6. It is the responsibility of the testing facility to notify the local agency of a positive test. The local agency will begin the contact tracing procedure

CHART OF USEFUL LINKS

Conditions for Learning		
Section	**Title**	**Link**
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
Section	**Title**	**Link**

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

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

Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	**Title**	**Link**
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml
Section	**Title**	**Link**

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