

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

Pemberton Township Schools

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.

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

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

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

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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.

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- (e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
 - (i) Chronic lung disease or asthma (moderate to severe);
 - (ii) Serious heart conditions;
 - (iii) Immunocompromised;
 - (iv) Severe obesity (body mass index, or BMI, of 40 or higher);
 - (v) Diabetes;
 - (vi) Chronic kidney disease undergoing dialysis;
 - (vii) Liver disease;
 - (viii) Medically fragile students with Individualized Education Programs (IEPs);
 - (ix) Students with complex disabilities with IEPs; or
 - (x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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

- b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan
 - (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at

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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, staff, and visitors unless it will inhibit the individual's health.
 - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (3) While social distancing during lunch face coverings can be removed.
- (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.

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(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) Face covering must be worn by all students who are able to do so upon entering the bus.

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

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

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

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

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

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(2) Face coverings shall be worn while on school property or waiting at the bus stop..

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

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

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

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

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

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

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

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

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

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- (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.

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- (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 required wear face coverings unless they are socially distanced (6 feet apart) while eating lunch or breakfast, and doing so would not 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.

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

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

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

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

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

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

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

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

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

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- (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

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(xiii) School bus seats and windows.

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

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

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

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

- (a) Stagger times to allow for social distancing and clean and disinfect between groups.
- (b) Discontinue family style, self-service, and buffet.
- (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
- (d) Space students at least six feet apart.
- (e) Require individuals must wash their hands after removing their gloves or after directly handling used food service items.

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

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

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

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

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- (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]

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

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

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

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

2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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

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

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

Each of Pemberton Township Schools is a National School of Character. Each school has committees that focuses on social emotional learning and the school climate and culture. School climate and culture is always addressed as our schools function as a PLC with well established norms.

b. Multi-Tiered Systems of Support (MTSS)

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

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

Pemberton Township Schools has a robust I&RST process that includes the utilization of the Masonic Model in a team (PLC) approach to assisting students and families.

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.

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☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

☐ Pemberton Township Schools offers the Hive from grades 6-12 as a support for student who are struggling with social-emotional and possible behavioral needs. In addition, the 21st Century program assists students in grades 3-5 with academic and social-emotional support.

d. Food Service and Distribution

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

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

☐ Pemberton Township Schools has a comprehensive safe meals plan to service to the community whether a student is in the hybrid or full remote educational option.

e. Quality Child Care

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

☐ Not Being Utilized

☒ Being Developed by School Officials

☐ Currently Being Utilized

☐ Pemberton Township Schools plan to reopen it's before and after care programs after a successful re-opening of the school year. This will allow us to mitigate the risk of intermingling of students before and after school, which could greatly impact the

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health of all by impacting numerous student cohorts, and make contact tracing more difficult.

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

- a. A Restart Committee should be established as collaboration is critical to the development of the Board’s Plan.
- b. The Restart Committee includes 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 participating at various levels in district planning
- 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.

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- e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

- a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
- b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
- c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
- d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
- e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
- f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
 - (1) School Principal or Lead Person;
 - (2) Teachers;
 - (3) Child Study Team member;
 - (4) School Counselor or mental health expert;
 - (5) Subject Area Chairperson/Director;
 - (6) School Nurse;
 - (7) Teachers representing each grade band served by the school district and school;

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- (8) School safety personnel;
- (9) Members of the School Safety Team;
- (10) Custodian; and
- (11) Parents.
- g. The Pandemic Response Team is responsible for:
 - (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
 - (2) Adjusting or amending school health and safety protocols as needed.
 - (3) Providing staff with needed support and training.
 - (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
 - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
 - (6) Providing necessary communications to the school community and to the school district.
 - (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3. Scheduling

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

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- 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.

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- (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 to the greatest extent possible, wearing masks, and ensuring that students understand social distancing best practices while awaiting pickup at bus stops.
 - (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See Appendix N – Scheduling of Students]

4. Staffing

- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws

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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

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(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.

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- (7) Provide regular feedback to students and families on expectations and progress.
- (8) Set clear expectations for remote and in-person students.
- (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
- (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- (11) Instruct and maintain good practice in digital citizenship for all students and staff.
- (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
- (15) Limiting on-line activities for pre-school students.

c. Mentor teachers should:

- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.

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

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- (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

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supports are in place for Pre-school and supports transition to Kindergarten.

e. Educational services staff members may:

- (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-

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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

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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) 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.

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- (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 - The District 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) 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.

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

[See Appendix O – Staffing]

7. Athletics

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

[See Appendix P – Athletics]

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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

The District finalized the FY20 budget year and has already finalized the FY21 budget. 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,

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transfers, and cash flow; and costs and contracting, including E-Rate funding and cooperative purchasing contracting.

(1) Purchasing

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

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

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

(3) Costs and Contracting

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

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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.

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- 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,

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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

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- (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

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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

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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.

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

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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

Pemberton Township Schools Board of Education

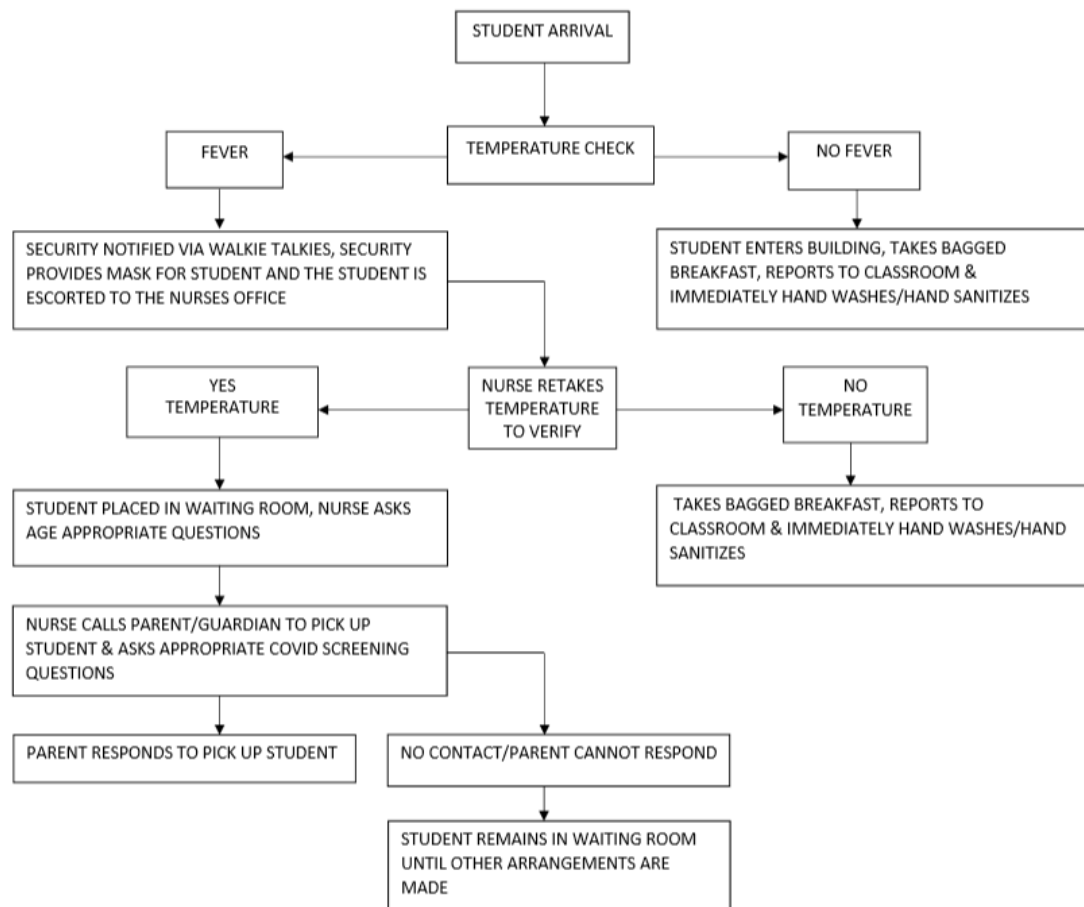
Fall 2020

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Appendix A

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

1) Screening Protocols for all Staff and Students



2) Protocol for High Risk Staff Members

- Additional PPE (ie. Face mask and gloves) will be provided for all High Risk Staff Members
- Assignments could be modified or leaves granted, based on the impact on the learning community
- All staff will be trained in universal precautions.

3) Protocol for High Risk Students

- Additional PPE will be provided for all High Risk Students

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- b) Remote services will be provided
- c) All staff will be trained in universal precautions.

4) Staff Hygiene Protocol

Staff Hygiene Protocol

In & Out of the Building

- Staff must wash their hands or use an alcohol based hand gel:
 - ◆ Arrival at school
 - ◆ Before and after outside activities
 - ◆ Before leaving the building at the end of the day
- Only personal items necessary for that day are to be brought inside. Other items must stay at home.

Classrooms and Offices

- Staff must not shake hands with students or other staff members.
- Staff will maintain 1.5m distance from students as much as possible.
- Staff must wash their hands prior to eating.
- Manipulatives used in the classroom must be cleaned after use.
- Classroom doors will remain open. Use a door stopper if necessary.

Personal

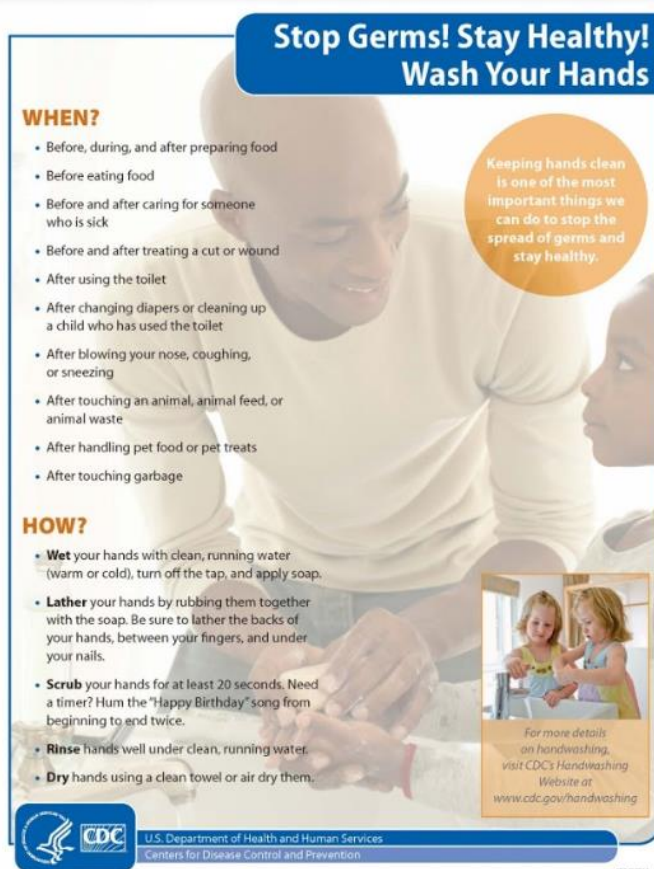
- Staff members are reminded to:
 - ◆ Cough or sneeze into their elbow
 - ◆ Avoid touching their face
 - ◆ Wash their hands after using the toilet
 - ◆ Use a paper tissue to wipe their nose or mouth
 - ◆ Discard all used tissues immediately into the garbage
- No sharing of personal items such as hand lotion or lip balm.

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Appendix B

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

1. Social Distancing in Instructional and Non-Instructional Rooms
 - a. Desks and chairs will be positioned so that no one is sitting closer than 6 feet from another person. The exceptions in some schools may be the main office and the nurse's office. In these locations, barriers will be in place.
2. Procedures for Hand Sanitizing/Washing
 - a. Signs provided by the CDC will be posted in numerous locations throughout each school to promote proper procedures. In addition, teachers will review proper procedures with students.



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3. Ventilation and Hand Sanitizing

Pemberton Township Schools has developed procedures and guidelines to outline ventilation methods and the placement of hand sanitizing stations.

I. VENTILATION

- 1) The school district will ensure that indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate.
 - a) Recirculated air will have a fresh air component.
 - i) In accordance with current occupancy standards, all classrooms have operational ventilation systems that introduce outside air into the classroom.
 - ii) The district will increase all dampers to 100% to accommodate fresh air in to the classroom.
 - b) Open windows if A/C is not provided.
 - i) Staff will be encouraged to open windows in classrooms that do not have air conditioning.
 - ii) The district will place portable air conditioning units, fans and air scrubbers in classrooms without air conditioning, to the furthest extent possible.
 - c) Filters for A/C units will be maintained and changed according to manufacturer recommendations.
 - i) The district will follow the manufacturer recommendations of changing filters every three months.
 - ii) The district will also monitor updates and information releases from ASHRAE.
 - iii) The district will continue to record the preventative maintenance completed on each ventilation system in an electronic database.

II. HAND SANITIZING STATIONS

- 1) The district will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol) in the following locations:
 - 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.
- 2) Children ages 5 and younger will be supervised when using hand sanitizer.
- 3) For classrooms that have existing handwashing stations, stations will be stocked with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

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Appendix C

Critical Area of Operation #3 – Transportation

1. Student Transportation

Pemberton Township Schools has developed procedures and guidelines to outline the safe and efficient transportation of students during the pandemic.

I. SERVICES WILL BE PROVIDED

- A.** The district will provide transportation services on a school bus to and from school.
 - a. All transportation staff will wear face coverings at all times.
 - If needed, the district will supply a face covering to staff.
 - b. All students will wear face coverings while on the bus, regardless of ridership.
 - All buses will have a supply of face coverings on hand to distribute to students who attempt to board the bus without a face covering.
 - c. Students will be seated one per seat, allowing 22 students per bus.
 - Siblings or students residing in the same home will be allowed to sit together.
 - d. As students board the bus they will fill the bus from back to front.
 - e. As students exit the bus they will exit from the front to the back.
- B.** Accommodations for students who are unable to wear a face covering will be addressed according to that student's particular need and in consultation with the district nursing team.

II. CLEANING AND DISINFECTING OF SCHOOL BUSES

- A.** Bus drivers and/or bus aides will disinfect all high touch areas between runs.
 - a. High touch areas consist of handles, railings and seat tops.
- B.** At the end of the day, transportation staff will sanitize all buses with a disinfectant misting machine.
 - a. If needed, a bus may be disinfected during the day should a specific issue arise.
- C.** Hand sanitizer will be provided on every school bus, and students will be asked to sanitize their hands when boarding and offloading the bus.

III. ADDITIONAL MEASURES IMPLEMENTED

- A.** Drivers will open windows when weather permits.
- B.** Buses will drop-off and pick-up students at multiple entrances at each school location to limit the contact between students at arrival and dismissal.

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- C.** Drivers will practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, face coverings).
- D.** Decals and signs will be used to reinforce social distancing and hygiene rules.
- E.** When possible, a support staff person will accompany the driver on all transportation routes to ensure safety and social distancing.

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Appendix D

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

- 1) Location of Student and Staff Screening
 - a) Students and staff will be screened by using touchless thermal temperature scanners at all entrance points in each school. We will following the procedures outlined in Appendix A:1.
- 2) Social Distancing in Entrances, Exits, and Common Areas
 - a) Tape, cones and signage will be used to identify how far apart 6 feet is and to provide reminders to reinforce the message of the staff supervising these area.

At-A-Glance | Social Distancing



On the Bus:

- Load from back to front
- Sit with siblings
- Wear your mask
- Don't sit behind the driver

At School:

- Smaller class sizes
- Everyone faces same direction
- Space between desks
- Wear your mask

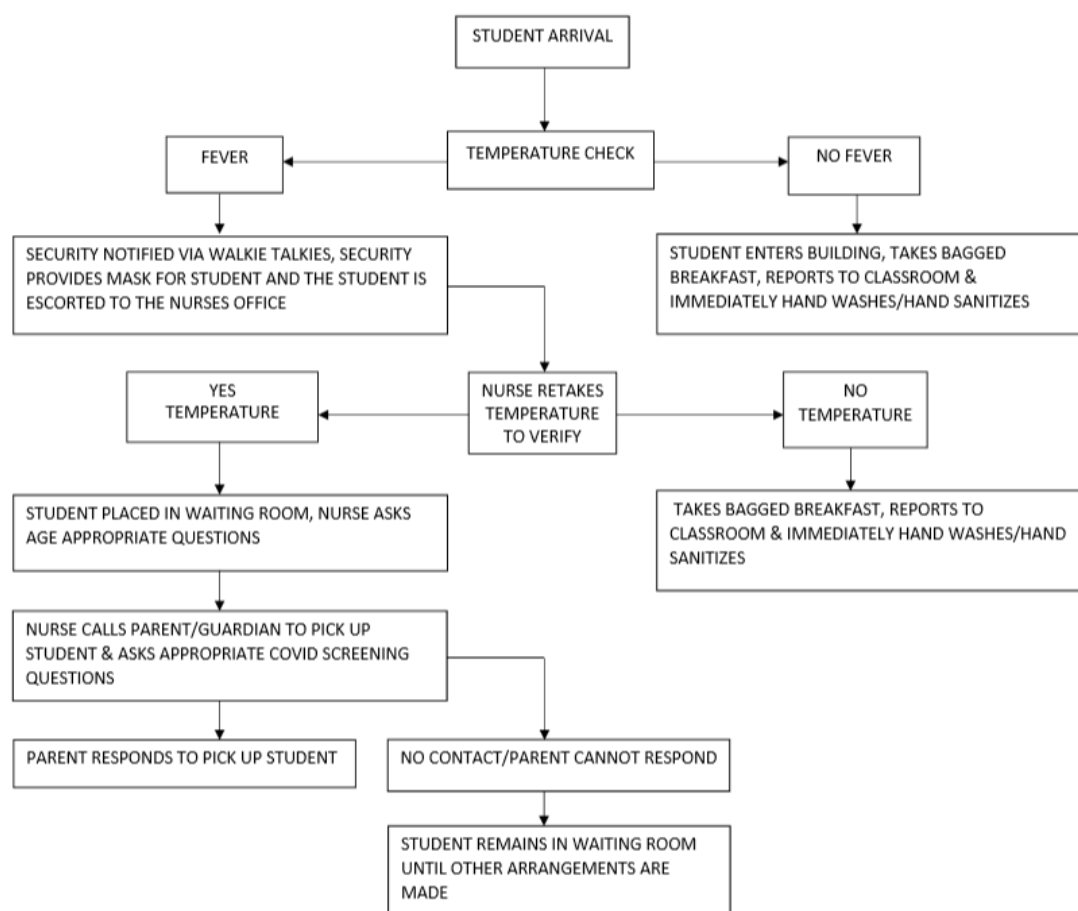


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Appendix E

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

1) Screening Procedures for Students and Staff



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2) Protocols for Symptomatic Students and Staff

Pemberton Township School District Waiting Room Protocol for COVID-19

CDC provides guidance on an isolation plan if someone arrives or becomes ill at school. The definition of **isolation** "separates sick people with a contagious disease from people who are not sick" (CDC, 2017).

Waiting Room Area

1. These areas have been identified in each building.
2. Immediate exits to limit exposure will be utilized when possible.
3. School nurse and/or designee will be able to monitor those students in the waiting area.

Waiting Room Procedure

- Any suspected COVID case is immediately brought to the nurse.
 - Temperature 100.0 degrees Fahrenheit or higher when taken by mouth;
 - Sore throat;
 - **New** uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline);
 - Diarrhea, vomiting, or abdominal pain; or
 - New onset of severe headache, especially with a fever
- The use of facemasks for persons with respiratory symptoms and fever over 100.0 is recommended if available and tolerated by the person and developmentally appropriate.
- If the school nurse or athletic trainer deems that the student is in distress, based on the physical exam, the nurse or trainer will call 911 immediately. Symptoms prompting a call to 911 include, but are not limited to:
 - Shortness of breath or difficulty breathing
 - SPO2 <95% in a student without an underlying respiratory condition
 - Persistent pain or pressure in the chest
 - Confusion or change in behavior
 - Altered level of consciousness
 - Circumoral cyanosis or change in coloring to face and/or extremities
 - Inability to wake or stay awake

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- Should the school nurse or athletic trainer determine that the student should be sent home, they will contact the student's parent/guardian or emergency contact. Emphasize to parent/guardian pick up should occur within 45 minutes of contact.
- Should the student need to use the restroom, the room will not be available to any other employee or student until it has been disinfected appropriately. Notification will be posted on the restroom door stating that the restroom is currently closed. The sign will be removed after the restroom has been appropriately disinfected.
- The school nurse or athletic trainer will provide the parent/guardian or emergency contact with written instructions regarding the need to home isolate/quarantine and/or visit their primary health care provider.
- Remember that *schools are not expected to screen students or staff to identify cases of COVID-19*. If a school has cases of COVID-19, local health officials will help identify those individuals and will follow up on next steps.
- Refer parents of high-risk students to their healthcare providers to determine when school re-entry is recommended.
- N95 masks are recommended for healthcare providers and must be fitted to ensure proper protection.
- If N95 masks are not available due to supply issues, other facemasks may be used.
- The chair used by the ill student will be disinfected once they leave.
- If multiple students are in the waiting area at the same time they will maintain a distance of 6 feet or greater from each other.

***WAITING ROOM PROTOCOL IS SUBJECT TO CHANGE PER CDC GUIDELINES**

References:

<https://www.cdc.gov/quarantine/>

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>

3) A DRAFT of the Protocols for Face Coverings

Face Covering Protocol for COVID-19

The Pemberton Township School District, under the direction of Governor Murphy through recent [executive orders](#) and with guidance from the [Centers for Disease Control and Prevention](#), has established protocols for wearing cloth face coverings as an additional tool to help slow the spread of COVID-19 to maintain the health and safety of the school community. This protocol outlines when face coverings are required, exceptions to wearing face coverings, what is an appropriate face covering, how to wear a face covering, and how to maintain healthy habits while using face coverings.

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COVID-19 spreads mainly among people who are in close contact with one another (within about 6 feet), so the use of cloth face coverings is particularly important in settings where people are close to each other or where social distancing is difficult to maintain. Wearing a face covering or mask has been shown to dramatically decrease the release of droplets from people's mouths, which can carry infectious particles. Studies have demonstrated that masks are an important barrier to transmission of respiratory viruses. Face coverings are not intended to be a replacement of other evidence-based measures for preventing illness, including frequent hand washing; avoiding touching your eyes, nose, and mouth; and practicing physical distancing, especially by staying at home.

To comply with Governor Murphy's executive orders, the **Pemberton Township School District is requiring students and staff to wear face coverings**. Additionally, individuals coming to any school campus should wear a face covering to comply with the orders.

In New Jersey, individuals must wear face coverings:

- in outdoor public spaces when social distancing is not possible
- in indoor spaces open to the public, including retail, recreational, and entertainment businesses, government buildings open to the public, and on public transportation; and
- in indoor commercial spaces closed to the public, including office buildings, when individuals are in prolonged proximity to others.

Exceptions:

- Children under two years old--the outdoor face covering requirement does not apply to child care centers
- People who have difficulty breathing
- Anyone who cannot easily remove their own mask without assistance
- Anyone who is incapacitated or unconscious
- An individual that is engaged in strenuous physical activity

Definition of face covering:

- Cloth face coverings may be purchased or can be made at home from common materials like scarves or bandanas.
- A simple cloth face covering should cover the nose and mouth.

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- The cloth face coverings recommended are not surgical masks or medical grade N-95 respirators.

Wearing the Covering or Mask Correctly

- Make sure you can breathe through it
- Your nose and mouth should be covered
- Wash or sanitize your hands before placing the covering on your face
- Avoid touching or adjusting your cloth face covering while wearing it. If you do, [wash](#) your hands before and after with soap and water or sanitize hands (using a hand sanitizer that contains at least 60% alcohol).
- Do NOT place the face covering around your neck to blow your nose, eat, etc.
- Teachers and staff should [wash](#) or sanitize hands (using a hand sanitizer that contains at least 60% alcohol) before and after helping a student put on or adjust a cloth face covering.
- Face coverings should not be worn if they are wet. A wet cloth face covering may make it difficult to breathe.

Maintain Healthy Habits

- To safely remove the face covering: first wash hands or use hand sanitizer. Avoid touching the outside or inside of the mask as much as possible. Remove it by using the ties/elastic and gently pull away from your face. Do not shake it.
- Cloth face coverings should be [washed](#) after every day of use and/or before being used again, or if visibly soiled.
- Never share or swap cloth face coverings.
- Students' cloth face coverings should be clearly identified with their names or initials, to avoid confusion or swapping. Students' face coverings may also be labeled to indicate top/bottom and front/back.
- Cloth face coverings should be stored in a space designated for each student that is separate from others when not being worn (e.g., in individually labeled containers or bags, personal lockers, or cubbies).
- Students and schools should consider having additional cloth face coverings available for students, teachers, and staff in case a back-up cloth face covering is needed during the day and to facilitate every day washing of cloth face coverings.
- **CDC guidelines for how to safely wear mask:** <https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf>
- **CDC mask guidelines for teens:** <https://www.cdc.gov/coronavirus/2019-ncov/downloads/Young-Mitigation-recommendations-resources-toolkit.pdf>

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- CDC mask guidelines for HCP: <https://www.cdc.gov/coronavirus/2019-ncov/downloads/hcp/fs-facemask-dos-donts.pdf>

Requirements for Face Masks

- Face Masks are to be worn by all students, staff and visitors while in the school building, including the classroom.
- While outdoors, face masks may be removed if practicing social distancing (6 ft apart)
- Face masks are to be worn at the bus stop and while on the bus.
- Face shields may be worn in addition to a face mask. Per CDC guidelines, face shields do not replace masks.
- During lunch time, masks will be removed and additional mask breaks may be provided if determined necessary by the District Return Committee.

Sources:

[NJ Governor Executive Order No. 149](#)

[NJ Governor Executive Order No. 157](#)

[NJ Governor Executive Order No. 163](#)

<https://www.nj.gov/education/reopening/NJDOETheRoadBack.pdf#page=16>

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/cloth-face-cover.html>

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover.html>

<https://www.nj.gov/dcf/news/Final.CC.Health.and.Safety.Standards.pdf>

https://www.nj.gov/dcf/news/EO149.FAQ_6.18.20.pdf

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf>

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Appendix F

Critical Area of Operation #6 - Contact Tracing

Contact Tracing Protocol for Confirmed Cases of COVID-19 (K-12)

The Pemberton Township School District, in consultation with the Burlington County Department of Health (BCDOH), has established protocols to respond to positive and suspected cases of COVID-19 to maintain the health and safety of the school community. This protocol outlines the procedures that staff should follow when reporting positive COVID cases of students who were in school while potentially infectious, and the contact tracing that follows.

New Jersey Administrative Code, Title 6A, Chapter 16-2 (General Provisions for School Health Services) and Title 3A, Chapter 52-7 (Manual of Requirements for Child Care Centers, Health Requirements) mandate that each school district/child care center shall immediately report any communicable diseases that are identified as reportable, pursuant to N.J.A.C. 8:57-1, whether confirmed or presumed, by telephone to the health officer of the jurisdiction in which the school is located.

COVID-19 has been identified by the BCDOH and the New Jersey Department of Health (NJDOH) as a reportable communicable disease. Reporting communicable disease outbreaks such as COVID-19 in schools serves many purposes. The immediate goal is to control further spread of the disease. Beyond that, information gained from outbreak investigations can help schools and public health agencies identify and eliminate sources of infection such as contaminated products, learn about emerging problems, identify carriers to mitigate their role in disease transmission, and implement new strategies for prevention within schools.

Reporting refers not only to the initial outbreak notification, but also to the provision of routine updates on the status of the outbreak. The school and the BCDOH will be in daily contact regarding case numbers, control measures taken, and other pertinent information. Upon receiving the initial report, the BCDOH shall immediately inform the NJDOH of the situation.

STUDENT CONFIRMED POSITIVE FOR COVID-19

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When the school determines that one of their students has tested positive for COVID-19 and was in school while potentially infectious, the school must ensure that the following steps are taken:

- 1) Person who was contacted will notify the principal and school nurse if the incident has not been reported to them directly.
- 2) Principal will notify district administration of the positive case.
- 3) School nurse will notify the BCHD. The contacts are:
 - (a) BCHD (positive cases only) (609) 265-5533
 - (b) Emergency After-Hours Contact (609) 267-2300
- ii) Notification MUST be made by phone. It is important to note that reports shall NOT be made via voicemail, fax, email, text message, etc. For immediately reportable diseases, BCHD has someone available 24/7 who can take the report. If the BCHD staff cannot be immediately reached and it is an emergency, make the report directly to the Communicable Disease Service at NJDOH.
 - (a) NJDOH Communicable Disease Service (609) 826-5964
 - (b) After Hours/Holidays Contact (609) 392-2020
- 4) The BCHD will contact/notify the NJDOH.
- 5) The school nurse will conduct surveillance by maintaining a daily log (line list) of the number of students and teachers absent due to illness. See [form CDS-33](#) for a sample line list.
- 6) The school nurse in collaboration with teacher, transportation, and principal will identify close contacts. According to the CDC, as of July 22, 2020, a [close contact](#) is defined as any individual who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to positive specimen collection) until the time the patient is isolated.
- 7) School will notify close contacts by letter. School will notify additional people based on consultation with BCHD.
- 8) The school nurse will remain in contact with the BCHD throughout this process. Guidance from the BCHD may change as new information becomes available. This protocol will be updated to reflect the current guidance from the BCHD.
- 9) Possible references to use and/or provide to parents:
 - a) [CDC Contact Tracing Steps - Infographic](#)
 - b) [CDC 3 Key Steps to Take While Waiting for Your COVID-19 Test Result](#)
 - c) [CDC 14 Day Temperature and Symptom Log for Contact Tracing](#)
 - d) [CDC COVID-19 Contact Tracing Flow Chart](#)

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- e) CDC [COVID-19 Quarantine and Isolation](#)
- f) CDC [What to do if Sick with COVID-19 Fact Sheet](#)
- g) CDC [10 Things You Can Do to Manage Your Health at Home](#)
- h) NJ DOH [Timeframe for Self-Isolation/Quarantine based on Testing Result](#)

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

1) Facilities Cleaning Practices

Procedures and Guidelines

Pemberton Township Schools has developed procedures and guidelines to establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used.

I. DEVELOPMENT OF A CLEANING SCHEDULE

- a) The district will routinely clean and disinfect surfaces and objects that are frequently touched but may not be cleaned daily under a normal cleaning schedule. These areas include doorknobs, light switches, classroom sink handles and countertops.
- b) The district will continue to clean commonly touched areas; such as:
 - i) Classroom desks and chairs
 - ii) Lunchroom tables and chairs
 - iii) Door handles and push plates
 - iv) Handrails
 - v) Kitchens and bathrooms
 - vi) Buttons on vending machines
 - vii) Shared telephones
- c) The district will use all cleaning products according to the directions on the label.
 - i) The district will utilize Quat 5 disinfectant.
- d) The district will sanitize bathrooms daily, or between use as much as possible.

II. ADDITIONAL CLEANING ITEMS

- a) Bathrooms
 - i) District staff will attempt to avoid crowds by limiting the number of students who can enter at a time.
 - ii) Staff members will enforce limited capacity and avoid overcrowding.
 - iii) When feasible, doors will be propped open to avoid touching handles.
- b) Drinking fountains will be disabled.
- c) District cleaning/sanitizing checklists
 - i) Checklists will be maintained for various sections of the school building.
 - ii) Completed checklists will be housed in an accessible location for staff viewing.
- d) Supplies

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- i) EPA-registered disposable wipes will be provided to teachers and staff so that commonly used surfaces can be wiped down before use.
- ii) The district will house a surplus of cleaning supplies in a central location.
- iii) Custodial staff will be responsible for delivering additional supplies to staff as needed.
- e) Physical Barriers will be installed as needed. Common areas throughout the school buildings that will have barriers are:
 - i) Main Office
 - ii) Nurse's Office
 - iii) CST
 - iv) Guidance
 - v) Security
 - vi) Conference/Meeting Areas

2) 7-Step Daily Cleaning Schedule

Goal: To Maintain a high-level of Cleanliness in Classrooms, Offices and Restrooms through a reduction of visibly embedded soil, using cleaners which leave the surfaces chemically residue-free, preventing surface bio films from forming and greatly reducing an occurrence of potentially infectious bacterial-viral growth on contact surfaces.

Benefit: Proper daily cleaning will decrease infectious potential of health concerns such as Norovirus, H1N1 or the more Multidrug-Resistant bacterial germination (MRSA) as well as viral potential, accomplished through a daily cleaning program using Hydrogen Peroxide cleaners such as Envirox H2Orange2 (daily cleaner/sanitizer) and cross contamination preventing microfiber tools, following the universal cleaning procedures listed in the 7-Step Daily Cleaning Procedure and 10-Step Restroom Cleaning Procedure.

1. EMPTY WASTEBASKETS; REMOVE TRASH / RECYCLING

- * Bring fully Stocked Custodial Cart to door of room being cleaned
- * Remove trash from wastebasket / Remove Recycling – keep separate
- * Clean inside & outside of wastebaskets w/microfiber cloth/GREEN Btl
- * Replace with clean plastic bag where necessary.

2. HIGH DUST (use Microfiber High Duster or Cloths)

- * Using extended duster, dust vents, light fixtures, ceilings, upper corners and all items that you cannot reach by hand.

3. SPOT CLEAN AND STRAIGHTEN OUT ROOM

- * Spot clean with glass cleaner & BLUE Microfiber Cloth, interior glass & mirrors.
- * Clean chalkboards, erasers and tray. Follow your school procedures.

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- * Spot clean desks. Establish a weekly routine so all desks are sanitized clean w/ BLUE microfiber cloth and Red H2Orange2. Spray cloth first
- * Wipe w/ Red H2Orange2 & BLUE Microfiber Cloth all contact areas. Spot clean walls or visible soil. Remove graffiti with nontoxic Magic Sponge.

4. BATHROOM CLEANING / REPLENISH SUPPLIES

(see H2Orange2 Rest Room Sheet for RED / GREEN Cleaning detail)

- * Check toilet paper, paper towels, hand soap, etc. Refill if necessary.
- * Sanitize all contact surfaces with RED H2O2 and RED microfiber.
- * Clean mirrors/glass with GREEN H2O2 bottle and RED microfiber.
- * Flush toilet. Clean inside with RED H2O2 cleaner & bowl mop.
For difficult stains use pumice stick.
- * Clean toilet seat, outside and behind toilet with RED H2O2.
- * Damp wipe shower walls, tub and sink with RED H2O2.

5. DUST MOPPING or DAMP MOPPING / VACUUMING

- * Move chairs as you dust mop. Straighten up rows, push in chairs.
- * Dustmop w/BLUE microfiber 18or24" DustMop when dust/debris is excessive.
(or proceed to step 6 for wet mop procedure w/flat microfiber Tool).
- * With dust pan and counter duster pick up dirt swept to entrance.
- * For Carpet use HEPA Vac. Vacuum under fixtures and along walls.
- * Spot clean stains RED H2Orange2 and blot up with cloth.

6. WET MOPPING w/GREEN H2Orange2 & BUCKETLESS TOOL

- * Place "Wet Floor" sign at door entrance.
- * Start at door move along wall to far side of room. Damp mop entire floor w/GREEN solution finishing back at door.

7. INSPECTION

- * Check that all steps are performed and nothing is left behind.
- * Make sure all windows are closed & locked. Shut lights off & lock door.
- * Inform supervisor, with work order, of any broken lights, plumbing problems, strange motor noises or other malfunctions.

GLOVES & EYE PROTECTION MUST BE USED WHEN WORKING WITH CHEMICALS

Keep custodial closet and custodial carts clean and orderly / Check hand sanitizer stations and refill

3) Disinfecting Levels

LEVEL 1 or Color Coded **GREEN** or– "NO THREAT

Regular Daily Routine Cleaning – NO HEALTHCARE CONCERNS

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- There are no infection control issues thought the school district,
- No excessive absentees and
- There are no biological problems in the physical part of the building as a result of flooding such as mold or toxic smells from a chemical spill or soot/ash from a fire.

Continue with regular routine cleaning, nothing out of the ordinary, following the cleaning steps in the *Basic 7-Step Daily Cleaning Program for Rest Room Cleaning and General Area / Classroom Cleaning*.

The program key is to maintain good cleaning practices using Daily Cleaning routines following basic procedural steps. Using clean tools and mops (especially microfiber) will greatly reduce the potential spread of infectious bacteria by custodial workers.

Such as, When cleaning restrooms either:

- A). Empty mop bucket solution water after cleaning each restroom floor.
- B). Better yet use a pump up sprayer to apply chemical and a mop bucket with clean water to remove soiled solution.
- C). The Best Method is to use a **Bucket-less Mopping tool with microfiber flat pocket mop** for each rest room or locker room floor changing to a clean mop for each floor being cleaned.

Use a different tool to clean sinks and table tops in restrooms and a separate tool to clean toilets and urinals to prevent cross contamination of bacteria. Change cleaning cloths from location to location again to avoid spreading germs from one location to another. **Microfiber cloths** work best.

Maintaining glossy, clean and slip resistant floors as well as odor-free and soil-free restrooms and locker rooms are the simple goals for normal cleaning in Level 1.

- Follow *Basic 7-Step Cleaning Procedures* using **Betco FastDraw Solution Cleaners** Floors should be scrubbed with **Tennant ec-H2O Equipment**, or *Betco FastDraw Neutral Floor Cleaner*
- **Betco QuatStat 5** disinfectant cleaner for restroom contact areas (sinks, toilets, anything someone would touch).

Level 1 program should have sufficient time to maintain hallway floors through high speed burnishing or Diamond Honing of terrazzo floors. There are no extraordinary cleaning procedures added to the program unless there is a health care threat which would move the present program to Level 2 Cleaning.

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LEVEL 2 or Color Coded YELLOW or – “THREAT FROM THE COMMUNITY WITH POTENTIAL OF COMING INTO THE FACILITY” (*Coronavirus-2019, MRSA on one of the students or athletes, meningitis in the community, Norovirus Outbreak or H1N1 flu like explosion in town or know cases of Enterovirus D68*)

The cleaning program must respond/adjust to the Health Care Issue. There is a communal threat to the health of the occupants.

We need more aggressive procedures to combat the potential spread of an invisible adversary (bacteria or virus spread from human to human or through commonly touched contact points).

- Change from the basic Envirox Conc 117 sanitizer or Betco FastDraw Peroxide used in routine cleaning to a hospital-grade broad spectrum killing disinfectant Such as Quat Stat 5 for cleaning contact areas. Products that have more chemical action such as **BruTabs** disinfectant with broad spectrum efficacy or **Envirox Critical Care RTU Silver Ion** Technology 30 second kill with 24 hour continuous residual kill.
- Hard floor cleaning procedures need to change from scrubbing once a week to daily cleaning of all hallway floors using an **Tennant/Nobles Automatic Scrubber with ec-H2O system** or **Betco #11**Hydrogen Peroxide or Envirox Concentrate 117 Green Solution are recommended.
- Mopping solutions need frequent changes (cross contamination of bacteria though bad routine cleaning methods by custodial staff can be the ultimate way to spread bacteria throughout the facility). The program must now adapt to the pump-up spray application and water mopping solution pick up or the **Bucket-Less Applicator Tools** recommended in Level 1. Keep in mind the ability of the disinfectant to remain efficacious is diminished greatly every time you put the soiled mop back into the bucket. *Disinfectant solutions lose their killing efficacy, as they are loaded with bacteria and soil picked up from the floor. Even solution that appears clean can be overloaded with bacteria and since bacteria are microscopic, it may be assumed that the solution still has killing power. It does not!* This issue is addressed though use of **Automatic Floor Scrubbers** or self-contained **Bucket-Less Flat Microfiber Mopping System Tools**. Both focus on the use of clean, fresh solution being applied to the floor, without the danger of used solution with diminished efficacy being re-introduced to the clean solution or the floor.
- Carpets need to be more aggressively cleaned – daily. Vacuuming is critical with **HEPA type filtration vacuums**. Carpets need to be cleaned as if they are hard floors. The embedded soils needed to be removed with Low-Moisture Cleaning equipment such as ‘**Nobles Strive**’ or ‘**Mini-Strive**’. Carpets cannot remain moist for more than 30 minutes otherwise a de-humidifier needs to employed. Use only **Envirox H2Orange2** in the Solution tanks in any of the extractors (1:128 dilution or Green Button on dispenser). For very soiled carpets using the Red Side Sanitizer Button (1:10 dilution) on the Dispenser and pre-spray the carpets before doing any deep extraction. Using a de-humidifier or **Odorox equipment** will prevent wet carpets from becoming bacterial/viral harbors.

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- Tools and equipment need to be upgraded (if the program has not yet implemented such tools for routine cleaning) to **MICROFIBER**. The use of cloths, flat mops or string/strand microfiber mops must now be used because of their ability to hold and not introduce back to the surfaces being cleaned any bacterial/viral or removed infectious soils. Allow for frequent mop changes on a room to room basis. No matter what tools you use the most important point is that all the tools and equipment need to be disinfected (laundered) on a daily basis. They cannot be hung up and left in the closet for the next day.
- “Supply carts, storage areas and the housekeeping offices need to be completely cleaned and disinfected, since they are at the hub of activities that reach into all areas of a facility.” They can foster and generate potential infectious tools (mops etc) and cross contaminate the entire building.
- Desk tops need to be cleaned daily using **microfiber cloths** and **Envirox Critical Care**.
- **Odorox Equipment** running 24/7 should be set up in the nurses room and other areas of concern eliminate the chance of infection spreading exponentially. This equipment can be purchased or rented.
- For Infected Rooms, Locker Rooms, Wrestling Rooms or Nurses Room where Odorox equipment is not being utilized they should be fogged nightly or when needed with **SaniGuard Total Release Fogger**.

LEVEL 3 or Color Coded **RED** or – “THREAT IN THE FACILITY” (*unusual and noticeable increase in absences*)

There is a bacteria/viral/ outbreak in the facility. When there is an outbreak in the facility there are many more things we need to do.

- We need to use the strongest, most efficacious disinfectants possible. **BruTabs Broad Spectrum Disinfectant** or **Envirox Critical Care RTU Silver Ion Technology** or even a tuberculocidal rated disinfectant (such as **Betco’s TB-Kill**) are preferred. Though Betco Quat Stat 5 is acceptable
- When dealing with blood borne pathogens we need to make sure we are following the OSHA Reg. 29, CFR 1910.1030 standard. This includes the use of a tuberculocidal disinfectant or **Envirox Critical Care**, proper absorbents, scooping tools, personal protection equipment (such as disposable gloves, mask and goggles), and a red biohazard bag with a permanent closure.
- It is also critical to begin posting **Instant Hand Sanitizer** (Benzonthonium Chloride or 62% alcohol or 70% Alcohol) dispensers throughout the facility
- Every surface must be cleaned first (use Red Bottle of **Envirox H2orange2** or **Betco #11 Peroxide**), then disinfected with **BruTabs Spray solution**. Yes, do it twice!
- All Desk tops must be cleaned and disinfected. Same as above using microfiber cloths.

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- All floors need to be cleaning with the **Tennant ec-H2O Auto Scrubbing** equipment or Betco #11 hydrogen **peroxide Envirox H2Orange2** green dilution or disinfected daily with **BruTabs**.
- All carpets need to be cleaned. It is now necessary to spray on a sanitizer for carpets (**Envirox H2Orange2 Red Dilution Sanitizer** or **Betco Oxyfect G or H**). Again the key with carpets is to use low moisture equipment such as the Tennant R3 or 1610. Do not saturate the carpets to clean them. It is critical to avoid over wetting which could allow for additional bacterial growth along with mold.
- An **Odorox Machine** must be set up in the nurse's office to kill and prevent any infectious students from potentially spreading infection to others entering the room. **Odorox equipment** may also have to be set up in the locker rooms or any other potential contamination spreading areas.
- For Infected Rooms, Locker Rooms, Wrestling Rooms or Nurses Room, If **Odorox equipment** is not being utilized in such locations they should be fogged nightly with **SaniGuard Total Release Fogger**.

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Appendix H

Critical Area of Operation #8 – Meals

1) Procedures and Guidelines for Serving Food

A. PREPACKAGED MEALS

- a. All meals served, breakfast and lunch, will be prepackaged. The district will utilize bags for the grab n’ go breakfast, and boxes for lunch.

B. FOOD DISTRIBUTION

- a. Remote only students and students at home on an off hybrid day will have the ability to pick up meals at one of three distribution locations.
 - The distribution locations will provide the same meals being offered in the school cafeterias for that day.
 - One distribution location will serve students and families 9:00 am - 1:00 pm and the other two will offer early evening hours to accommodate families that cannot pick up meals during the day.
 - All meals served through the distribution locations will be tracked and claimed.

C. IN SCHOOL FOOD SERVICES

- a. Breakfast
 - All school buildings will utilize a grab n’ go breakfast model and students will eat breakfast in the classroom.
 1. Students will grab their breakfast upon entry into the building and proceed to their homeroom.
 2. Students will utilize a yellow trash can for food waste only; which will be emptied during the first period classes.
 - School specific plans can be found at each school building.
- b. Lunch
 - All school buildings will utilize cafeterias to the largest extent possible.
 1. Building principals have developed seating charts for their respective cafeterias which outlines where students may sit and still remain socially distant.
 2. Students will be called upon by table to dispose of their food waste and exit the cafeteria.
 3. Cafeteria tables will be disinfected between all lunch periods.

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- Preparation of Meals

1. The food service staff will continue to prepare meals while maintaining a distance of six feet apart.
2. If needed, the food service staff will deliver meals to classrooms in delivery bags designed to keep the contents hot.
3. Parents, students and staff will be tasked with utilizing an online ordering system to aid in the preparation of meals.

- Payment/Claiming of meals

1. Cashiers will utilize a cashless serving line to limit the interaction between staff and students.
2. Parents will be encouraged to prepay online via the district's software provider.

- School specific plans can be found at each school building.

2) Procedures and Guidelines for Students Eating

- a) Clean and sanitize shared tables/surfaces before and after meal service, pursuant to the protocols outlined by the Environmental Protection Agency (EPA)
- b) Students will be placed at least six feet apart.
- c) Students will wash their hands before and after directly handling used food service items.
- d) Meals will be delivered to outside the classroom by 4 hour aide in preschool.
- e) Classroom aides will serve individually plated meals or meals in pre-packaged boxes or bags in preschool.
- f) Ensure students are not sharing food.
- g) Use disposable food service items (e.g., utensils, dishes) when possible..
- h) If disposable items are not feasible or desirable, all items will be returned to the kitchen where they will be handled with gloves and washed in the dishwasher.
- i) Snacks are served individually, no sharing

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

- 1) Recess
 - a) Portable outdoor materials to be rotated each week for preschool.
 - b) Items will be cleaned and disinfected between uses.
 - c) If there is inclement weather, children will stay in the classroom if they are scheduled to go out to a playground or EEOL. Teachers will provide gross motor activities in the classroom.
 - d) If feasible, classes go outside for recess
 - e) Recess classes go out to their own area, separated from other classes
 - f) No playground usage in grades K-8 to start the year
 - g) No equipment usage in grades K-8 to start the year
 - h) Recess duty personnel have the class, for which they are in charge, participate in a non contact group activity (example: walking club, red light-green light, Simon says, etc...)
 - i) Use cones or markers to keep social distancing of six feet
 - j) Wash hands after recess
- 2) Physical Education
 - a) If feasible, classes go outside for PE class
 - b) All classes need to be separated from others
 - c) No playground usage in grades K-8 to start the year
 - d) No equipment usage in grades K-8 to start the year
 - e) Teachers will ensure that students participate in a non contact group activity (example: walking club, red light-green light, Simon says, etc...)
 - f) Use cones or markers to keep social distancing of six feet
 - g) Wash hands after recess or PE class

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Appendix J

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

- 1) Field Trips – There will be no Field trips before February 1, 2021.
- 2) Assemblies - There will be no school assemblies before February 1, 2021.
- 3) Use of Facilities Outside of School Hours – There will be no outside use of school facilities before February 1, 2021.

SUSPENSION OF FACILITY USAGE

- a) The district will implement a moratorium on the outside use of school facilities.
 - i) All facility usage will be suspended until February 1, 2021.
 - ii) At that time, the district will reevaluate the suspension and either extend or terminate the suspension.
 - iii) Outside groups submitting facility use requests will remain with a status of pending.
 - b) The district understands the importance of athletics and outdoor recreation to the community, and may grant an exception for the use of school grounds.
 - i) Any organization requesting the use of school grounds must adhere to the following:
 - (1) No building access will be allowed.
 - (2) All members of the organization must adhere to current social distancing and facial covering guidelines.
 - (3) All activity must remain safe and healthy for all individuals involved.
- 4) Extra-Curricular Activities
 - a) To start the school year there will be no Extra-Curricular activities running for the first three weeks of school.
 - b) Beginning the week of September 28, both remote extracurricular activities and in-person activities can resume.
 - c) Clubs will be grouped into three categories. Only the first two categories will run to start the year.
 - i) Remote Only
 - ii) In-Person with Social Distancing

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- iii) In-Person w/normal requirements.
- d) The majority of extracurricular activities at the high school will run remotely to ensure the equity of access for students who chose the full remote option. The middle school will run fewer clubs this year due to the hybrid schedule. Remote clubs and activities will include students who chose the hybrid option and full remote option in one club.
- e) Teachers will create a Google Classroom for their respective clubs.
- f) Extra-Curricular activities that are part of a Career and Technical Skill Organization or requirement for competitions that require in-person support, will limit the number of students to stay after school to 13 students in a traditional classroom or use outdoor spaces to socially distance or use the cafeteria or auditorium.
- g) A monthly calendar will be created at each building to identify when clubs are meeting for both remote and in-person options.
- h) All in-person meetings will require students and staff to sign up a day in advance for transportation purposes.
- i) In-person tutoring will be required to be scheduled twice a week once on a Green Day and once on a Gold Day to accommodate all students. Tutoring and Homework club will be offered to students at Helen A. Fort Middle School and Newcomb Middle School.
- j) Tutoring will be offered to students who chose the full remote option remotely on an as needed basis.

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Appendix K

Academic, Social, and Behavioral Supports

- 1) Social, Emotional and Behavioral Supports
 - a) Social Emotional Learning - Each school has a character education committee that is working on a Blueprint for the year that will address supporting our students with SEL supports such as morning meetings, monthly lesson, talking circles, safe places, and positive behavioral supports.
 - b) Trauma Sensitive Practices
 - i) A subcommittee created talking circle scripts.
 - (1) Daily Check in (products or examples to be used for virtual and in person)
Elementary/ Secondary
 - (2) Provide statements that staff can say i.e. bank of conversations for first month of school
 - (3) Talking Topics for circles
 - c) A subcommittee created Social Emotional awareness - warning signs (i.e. fatigue, school avoidance, short frustration levels etc)
 - i) If this, then that..... Provide specific strategies to use in their OWN setting per grade level or span of grades (i.e. PK, K-2, 3-5, 6-8, HS)
 - d) A subcommittee created first day of school PD for supporting the return to school
 - i) *Classroom management* establishment for the year, using techniques, strategies, organizational systems, setting boundaries etc
 - ii) PD to run through the month of Sept. in segments to staff
 - e) A Parent Resource Folder will be created
 - f) A staff Restorative Practices folder will be created
- 2) Academic
 - a) Tiered System of Supports - The Masonic Model is an early intervention team (PLC) process that focus on a strengths based approach. We also offer intervention and enrichment periods in grades K-8. The I&RS team is available to provide additional supports for staff and students.
 - b) Wrap Around supports are offered by the HIVE in grades 6-12 for students who are struggling. In addition, the 21st Century program assists students in grades 3-5 with academic and social-emotional support.
 - c) 504's and IEP's will be closely monitored and adjusted, as necessary.

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Appendix L

Restart Committee

Vision: To pursue excellence, one child at a time, while providing a safe and healthy learning environment.

Mission: Implement CDC and or State/County health department guidelines and directives in the most effective manner for the Pemberton Learning Community.

SMART Goal: Meet or exceed the 2019 % of students at or above grade level by Spring of 2022.

2020-2021 School Options:

1. Everyone is remote
2. Partially remote and partially at school (Hybrid)
 - a. Could switch to all remote or all at school during the course of the year.
3. Full return
 - a. Could switch to partial or all remote during the course of the year.

Structure of Committees:

District Return Committee – Includes sub-committee chairs, two association presidents, and the joint base liaison.

1. Generate a list of topics that will require recommendations from sub-committees.
2. Reviews recommendations of sub-committees to make final determinations and/or recommendations to the BOE. Ensures recommendations are in alignment with county/state guidelines and/or directives and BOE policy.
3. Superintendent or designee communicates findings and/or recommendations to the BOE.
4. Superintendent or designee is the Liaison to the County/State departments.

Sub-committees and Chairperson:

1. Principals (Leader of the school based return team) – Tami Strege and Keith Swaney
2. Crisis Response Team – Rita Jenkins and Lina Giannetti
3. Nurses – Lina Giannetti and Rita Jenkins
4. Transportation – Dan Smith
5. Food Services – Dan Smith
6. Facilities – Dean Adams and Dan Smith
7. Security – Joe Bowen

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- 8. Instruction – Elementary – Jeff Havers Secondary – Ida Smith
- 9. Post-Secondary – Ida Smith
- 10. HR – Jannett Pacheco
- 11. Extra-Curricular (non-sports) – Eder Joseph
- 12. Sports – Joe McColgan
- 13. Technology – Mike Procopio
- 14. Preschool – Deb Ceplo

**Parents, students, and other staff members are included in the sub-committees

Sub-Committee Guidelines

- 1. Generate list of items/concerns that need to be addressed.
- 2. Brainstorm and create a draft of recommendations for how to address each item.
- 3. Review state/county guidelines and/or directives.
 - a. Make recommendations for how we implement guidelines and or directives.
- 4. Make any additional recommendations that are not required, but are still in alignment with state/county guidelines, directives, and BOE policy.
- 5. Sub-Committees will meet weekly and the chairperson will report to the District Return Committee.

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Appendix M

Pandemic Response Teams

Pemberton Early Childhood Education Center:

- Administrations – Deb Ceplo, Norm Adams, and Danielle Hosey
- Teacher - Lelia Muckelston, Wendy Dominek, Aileen Taylor, Brieanna Thistle, Mary Davis, Sharonda Gray and Terri Hurley
- Master Teacher - Anne Donovan
- Classroom Aide - Sue Cook and Lillian Soler
- Preschool Intervention Referral Team Speech Therapist - Nicole Edwards
- Early Childhood Secretary - Chelsey Wright
- Social Worker - Jamillah Parker

Emmons Elementary School:

- Principal - John Schmidt
- Security - Jason Bartolet
- School Nurse - Natalie Weekes
- Guidance counselor - Krista Samuels
- Teachers - Amy Oattes, Crystal Gardiner, Lee Todd, Jaclyn Rudnicki and Kara Mason
- Secretary - Liz Welsh
- Support Staff - Ariane Nixon
- Custodian - Chris Dunston

Fort Dix Elementary School:

- Principal - Tamra Garbutt
- Security - Jeremiah Farias
- Teachers - Sophia Ard, Ian Doyle and Theresa Hartner
- School Nurse - Alisa Ventre
- Custodian - Robert Hopkins
- Guidance Counselor - Jennifer Quinlan
- Secretary - Anna Visco
- Support Staff - Roxane Huda

Busansky Elementary School:

- Principal - Keith Swaney
- Security - Shawn Baker
- Teachers - Dionne Collins, Nancy Reuter, Tami Ahmed, Shannon Pezzato and David Sullivan

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- School nurse - Nicole Gomba
- Custodian -TBD
- Guidance counselor - Brittany O'Malley
- CST - Yvette Terry
- Support staff - Marlene David

Denbo-Crichton Elementary School:

- Administration - Cordalia Sullivan and Brett Thorp
- Teachers - Denise Martin, Tammi Hammond, Nicole Maldonado, Kristen McCormick, Tami McCartney, Lauren Witman, Melanie Dawson, Chantal Joseph and Stacie Early
- Security - Brenda McKinney
- Nurses - Shannon Horton and Valerie Chapman
- Custodians - Angel Aguilar, Melinda Pham and Chi Muir
- Counselors - Jen Rodier and Josh Besserman
- CST - Donna Walker
- Support staff - Linda Stinney

Stackhouse Elementary School:

- Principal - Robin Blue
- Security - Jeff Saville
- Teachers - Cherie Spilis, Megan Stiles, Karla Gibson and Zabrielle Holloway
- School nurse - Heather Verner
- Custodian - TBD
- Guidance counselor - Lisa Stemmer
- Support staff - Kathy Mullen

Newcomb Middle School:

- Principal - Ashley Walulak
- Nurse - Jennifer Caruso
- Teachers - John Hunter and Doreen Hart-Scola
- Security - Art Shinn
- Guidance - Mary Bowlby and Tiffany Savage
- Marie Germano or PLC Leaders as designee
- Deanna Chiarella or PLC Leaders as designee
- Special Ed Supervisor - Kim Brucale
- Parents - TBD

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Hellen Fort Middle School:

- Administration - Tami J. Strege, Drew Besler and Darvis Holley
- Lead security - Chris Mahler and Scott Meredith
- Teachers - Scott Mitchell, Patrick Hines, Erica Ryan and Desiree Macey
- School nurse - Nekell Bjorn
- Custodian - TBD
- Guidance counselor - Eileen Alexander
- CST - Melissa Roberts
- Support staff - Michele Jones and Tammy Shorter

Pemberton Township High School

- Administration - Eder Joseph, Ron Dickenson, John Bamber and Danielle Ferguson
- Nurse - Bianca Hill and Bailey Downs
- Security - Anthony Duckett
- School Counselor - Brian Volpe
- Child Study Team - Heather Ilconich
- Teacher - Walter Stark, Lisa Rosenthal Sanchez, Kristi Chazan, Julia Schanne and Stephen Roberts
- Parent - Sue Midura
- Custodians - Jesse Dilbeck and Chuck Gwin

Pandemic Response Team Protocols:

- Overseeing each school's implementation of the district's reopening plan, particularly health and safety measures, and providing safety and crisis leadership
- Adjusting or amending school health and safety protocols as needed.
- Providing staff with needed support and training.
- Reviewing school level data regarding health and safety measures and the presence of COVID19 and reporting that data to the district as required
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posted by COVID-19.
- Providing necessary communications to the school community and to the district.
- Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

The Pandemic Response Teams will meet regularly and provide the community with timely updates and any changes to protocols.

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Appendix N

Scheduling of Students and Instructional Programs for All Students

Pemberton Township Schools
Hybrid (Every other Day) Schedules
Pre-school Hybrid Schedule

| Hybrid Schedule | In Person Schedule |
|--|--------------------|
| Greeting Time -Morning SEL Activity | 5-10 Minutes |
| | |
| Read Aloud – English Language Arts | 10-15 minutes |
| | |
| Small Group NJ DOE Teaching and Learning Standards | 15-20 minutes |
| | |
| Large Group NJ DOE Teaching and Learning Standards | 10 minutes |
| | |
| Gross Motor/Outdoor Time | 40 minutes |
| | |
| Plan, Do, Review, Planning Time, Work Time and Recall Time Individualized instruction based on student need- NJDOE Teaching and Learning Standards | 60 minutes |

**Additional time may be needed for arrival or dismissal.

| Hybrid Schedule | Virtual Instruction- Recorded Lesson & Live Availability |
|---|---|
| Greeting Time -Morning SEL Activity | 5-10 minutes |
| | |
| Read Aloud - English Language Arts | 60 minutes with a recorded lesson and live teacher availability for support |
| | |
| Small Group or Large Group Activity NJDOE Teaching and Learning Standards | 60 minutes with a recorded lesson and live teacher availability for support |

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Grades K – 5 Hybrid Schedule

| Hybrid Schedule | In Person Schedule |
|---------------------------|---|
| Morning SEL Activity | 10-15 Minutes Morning Meeting |
| Reading | 72 minutes (2 skills taught) + 10 minutes for Hygiene Break |
| Mathematics | 72 minutes (2 skills taught) + 10 minutes for Hygiene Break |
| Writing | 40 minutes |
| Science or Social Studies | 20 Minutes + 10 minutes for Hygiene Break |
| Special Area Elective | 40 minutes |

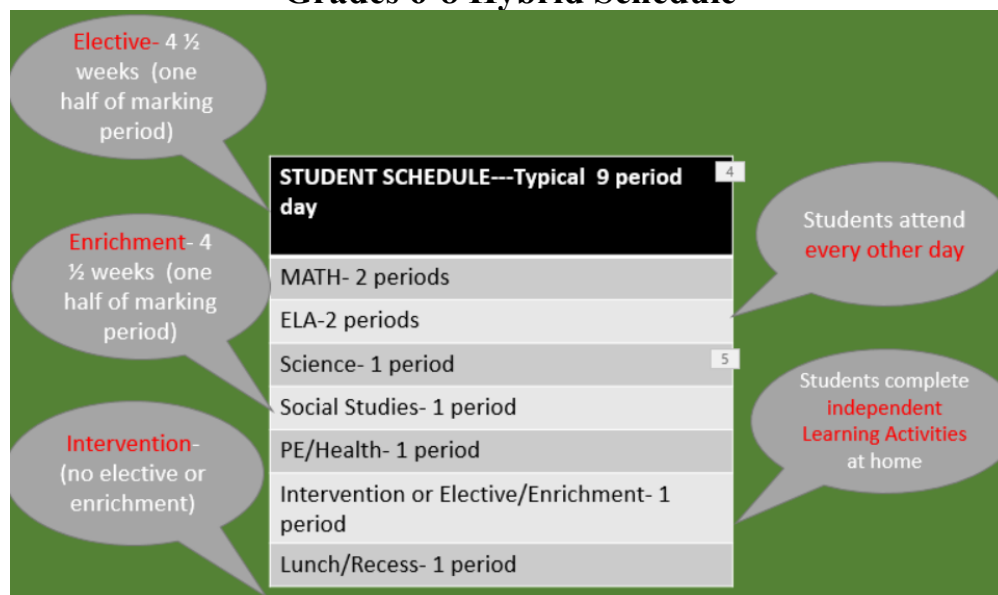
**Additional time may be needed for arrival or dismissal.

| Hybrid Schedule | Virtual Instruction- Recorded Lessons & Live Availability |
|---------------------------|--|
| Reading | 40 Minutes of Independent Work with a Recorded Lesson +20 minutes of Independent Reading |
| Mathematics | 30 Minutes of Independent Work with a Recorded Lesson + 20 Minutes of Reflex Math online + 30 Minutes of Redbird Math online |
| Writing | 40 Minutes of Independent Work with a Recorded Lesson |
| Foundations or Just Words | 30 Minutes of Independent Work with a Recorded Lesson |
| Science or Social Studies | 30 Minutes of Independent Work |

** There will be a live teacher available for support for two 40 minute periods.

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Grades 6-8 Hybrid Schedule



Grades 9-12 Hybrid Schedule

| Teacher Availability (Office hours/ Intervention/ Small Group Instruction) | 8:00-9:20 |
|--|-------------|
| BLOCK 1 | 9:35-10:20 |
| BLOCK 2 | 10:25-11:10 |
| BLOCK 3 | 11:15-12:10 |
| 3A | 11:15-11:40 |
| 3B | 11:45-12:10 |
| BLOCK 4 | 12:15-1:10 |
| 4A | 12:15-12:40 |
| 4B | 12:45-1:10 |
| BLOCK 5 | 1:15-2:05 |

*Students working on the independent day may contact a teacher for assistance between 8:00 – 9:20.

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Pemberton Township Schools
Remote Only Instruction Schedule
Pre-school Full Remote Schedule

| Full Remote Schedule | Virtual Instruction- Recorded Lesson & Live Availability |
|--|---|
| Greeting Time -Morning SEL Activity | 5-10 minutes |
| | |
| Read Aloud – English Language Arts | 60 minutes with recorded lesson and live teacher availability for support |
| | |
| Small Group Activity NJDOE Teaching and Learning Standards | 60 minutes with recorded lesson and live teacher availability for support |
| | |
| Large Group NJDOE Teaching and Learning Standards | 60 minutes with recorded lesson and live teacher availability for support |
| | |

Grades K – 5 Full Remote Schedule

| Full Remote Schedule | Virtual Instruction- Recorded Lessons & Live Availability |
|-----------------------------|--|
| Morning SEL Activity | 10-15 Minutes Live Morning Meeting |
| | |
| Reading | 40 Minutes of Independent Work with a Recorded Lesson +20 minutes of Independent Reading |
| | |
| Mathematics | 45 Minutes of Independent Work with a Recorded Lesson + 15 Minutes of Reflex Math online + 20 Minutes of Redbird Math online |
| | |
| Writing | 40 Minutes of Independent Work with a Recorded Lesson |
| | |
| Science or Social Studies | 30 Minutes of Independent Work with a Recorded Lesson a |
| | |
| Special Area Elective | 40 minutes three times in a six day cycle with a Recorded Lesson and Live Teacher Availability for Support |

* The Remote Teacher will be available for at least 2 hours and 15 minutes Live Support.

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Grades 6 – 8 Full Remote Schedule

| STUDENT SCHEDULE---Typical 9 period day | |
|---|---|
| Following Normal Schedule | MATH- 2 periods |
| | ELA-2 periods |
| Log into Google Classroom | Science- 1 period |
| | Social Studies- 1 period |
| | PE/Health- 1 period |
| | Intervention or Elective/Enrichment- 1 period |
| | Lunch/Recess- 1 period |
| Watch Live Stream Lessons or Loom Video | |
| Ask teacher for help when needed | |

Grades 9 – 12 Full Remote Schedule

| Teacher Availability (Office hours/ Intervention/ Small Group Instruction) | 8:00-9:20 |
|---|-------------|
| BLOCK 1 | 9:35-10:20 |
| BLOCK 2 | 10:25-11:10 |
| BLOCK 3 | 11:15-12:10 |
| 3A | 11:15-11:40 |
| 3B | 11:45-12:10 |
| BLOCK 4 | 12:15-1:10 |
| 4A | 12:15-12:40 |
| 4B | 12:45-1:10 |
| BLOCK 5 | 1:15-2:05 |

**Remote students will receive assignments via Google Classroom. They will have access to teacher support from 8:00 – 9:20 each day.

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1) Educational Programs for All Students

Preschool Hybrid Framework for Teachers

- **Attendance**
 - Teachers
 - All staff report to their respective school. Enter absences via Frontline and notify your principal.
 - Students
 - Classroom teachers will take attendance in Genesis for in-school students
 - Teachers will make all At Home children as present.
- **Communication log**
 - A communication log for remote teaching will be required to be completed and submitted to the principal for review on a daily basis.
- **Classroom Teachers**
 - COR is utilized as the foundation for the classroom.
 - COR is utilized as the primary communication tool in accordance with PTBOE policy 3283 and N.J.S.A. 18A:36-40. Teachers can also use DOJO or Remind for the purpose of texting parents only. Teachers should not communicate one on one with a student unless a parent/guardian is present.
 - HD Meeting will be utilized as a primary resource for video conferencing (Google Meet as a backup)
 - Class is divided into two separate teams of students; approximately half of the students will be in school each day; the other half work remotely at home
 - Instruction will take place with social distancing and guidance from the State.
 - Recorded lessons for Read Aloud and Small or Large Group are required and must be posted to COR for student/family use at home.
 - Teachers may “departmentalize” and share video recordings.
 - Recordings are made for: Read Alouds, Small or Large Group.
 - Videos are posted to COR Advantage--do not post to Youtube.
 - Recorded lessons for Read Alouds, Small or Large Group need to be shared with colleagues prior to implementation of the lessons.
 - Parents can send in photos and pictures so the teacher can provide feedback.
 - **Sample Hybrid Rotation**

| | <u>Day A</u> | <u>Day B</u> | <u>Day C</u> | <u>Day D</u> | <u>Day E</u> | <u>Day F</u> |
|----------------------------------|--|---|--|---|--|---|
| <u>Teacher</u> | * Teach Daily Plan 1 * Post recorded videos 1 | * Teach Daily Plan 1 | * Teach Daily Plan 2 * Post recorded videos 2 | * Teach Daily Plan 2 | * Teach Daily Plan 3 * Post recorded videos 3 | * Teach Daily Plan 3 |
| <u>Students in Team 1</u> | * In-school | * At-home * Review recorded videos 1 | * In-school | * At-home * Review recorded videos 2 | * In-school | * At-home * Review recorded videos 3 |

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| | | | | | | |
|--|--|-------------|--|-------------|--|-------------|
| <u>Students</u> <u>in</u> <u>Team 2</u> | * At-home * Review recorded videos 1 | * In-school | * At-home * Review recorded videos 2 | * In-school | * At-home * Review recorded videos 3 | * In-school |
|--|--|-------------|--|-------------|--|-------------|

Preschool Hybrid Format for Parents

- **Defining the hybrid learning structure**
 - In a hybrid format students will be assigned to a Team (Gold Team and Green Team).
 - e.g. Gold Team students may attend school on A, C, and E days and remain home on B, D, and F days
 - e.g. Green Team students may attend school on B, D, and F days and remain home on A, C, and E days
- **Communication and classroom work-flow management**
 - COR Advantage will be utilized to maintain contact with families. DOJO or Remind can be used for texting purposes only.
 - COR Advantage will be utilized to provide a foundation for managing the work-flow of the classroom.
 - HD Meeting will be utilized as a primary resource for video conferencing (Google Meet as a backup)
- **In-school days for students**
 - Classroom teachers will teach on the in-school days. Recorded lessons will also be made available as a reference to support at-home days for students. Instruction will take place with social distancing and guidance from the State.
- **At-home days for students**
 - Students at home will be marked present as per the Division of Early Childhood, NJ Department of Education.
 - At-home work for students will be assigned by the teacher.
 - At-home work will consist of developmentally appropriate activities

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Preschool Remote Learning Framework for Teachers

- **Example lesson structure**
 - Instruction - Teacher posts recorded videos to COR Advantage
 - Guided Practice - Teacher holds a live video session to work with families
 - Students have an opportunity to work with family.
 - Families can send in pictures via email and/or COR. Feedback is provided.
- **Attendance**
 - Students will be marked present as per the Division of Early Childhood, NJ Department of Education.
- **Classroom Teachers**
 - COR Advantage is utilized as the foundation for the classroom
 - COR Advantage is utilized as the primary communication tool. DOJO and Remind can be used for texting purposes only. Teachers should not communicate one on one with a student unless a parent/guardian is present. If accidental one on one contact occurs, the parent/guardian should be contacted right away and each communication should be entered in the log.
 - HD Meeting will be utilized as a primary resource for video conferencing (Google Meet as a backup)
 - A communication log will be required to be completed and submitted for review on a daily basis.
 - Lessons should follow the normal classroom structure, but adapted for remote learning.
 - Daily recorded lessons are posted for Read Aloud and Small Group or Large Group.
 - Teachers are responsible for their own recordings
 - 2hr 15 min live availability (logged into HD Meeting) every school day.
 - 5-10 minutes for Greeting Time
 - 1 hour live availability in AM
 - 1 hour live availability in PM
 - Families can show work so teacher can provide feedback.
 - In ICR settings, the general education and special education teacher will collaborate remotely to coordinate modifications and supports for the students.

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Preschool Remote Learning Framework - for Families

- **Defining the remote learning structure**
 - Students cannot meet in a traditional classroom setting, therefore they will work remotely.
- **Communication and classroom work-flow management**
 - COR Advantage will be utilized to maintain contact with families. DOJO and Remind can be used for texting purposes only.
 - COR Advantage will be utilized to provide a foundation for managing the work-flow of the classroom.
 - HD Meeting will be utilized as a primary resource for video conferencing (Google Meet as a backup)
- **Attendance**
 - Students will be marked present as per the Division of Early Childhood, NJ Department of Education.
- **Daily structure**
 - Classroom Teachers
 - Classroom teachers will host a daily morning meeting via HD Meeting
 - Classroom teachers will post recorded videos to COR Advantage for Read Aloud and Small Group or Large Group
 - Classroom teachers will hold two live availability sessions, to provide additional support, as follows: one hour in the AM and one hour in the PM during normal school hours

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K-5 Hybrid Framework - for Teachers

- **WIN**
 - Will be scheduled on in-school days only
 - If the district is in hybrid format with a remote option: there is no WIN Wednesday for remote learners
- **Attendance**
 - Teachers
 - All staff report to their respective school. Enter absences via Frontline and notify your principal.
 - Students
 - Classroom teachers will take attendance in Genesis for in-school students
 - Teachers will take attendance via a Google Form for at-home students. The student or parent will need to sign-in by 9:30am. If the student or parent does not sign in they will receive an automated call from the school around 10:30am and will be required to contact the school to update the attendance. An additional automated call will be made around 5:00pm providing notification that the student was not marked present for the day.
- **Communication log**
 - A communication log for remote teaching will be required to be completed and submitted to the principal for review on a daily basis.
- **Classroom Teachers**
 - Google Classroom is utilized as the foundation for the classroom
 - Class Dojo is utilized as the primary communication tool in accordance with PTBOE policy 3283 and N.J.S.A. 18A:36-40. Teachers should not communicate one on one with a student unless a parent/guardian is present.
 - HD Meeting will be utilized as a primary resource for video conferencing (Google Meet as a backup)
 - See [WIN Options document](#) to structure the scheduled WIN time
 - Class is divided into two separate teams of students (Green Team and Gold Team); approximately half of the students will be in school each day; the other half work remotely at home
 - No small group instruction (reference State guidelines)
 - Recorded mini lessons for each subject area are required and must be posted to Google Classroom for student/family use at home.
 - Recorded mini-lessons will be housed at a district-level in a shared folder
 - Teachers may use the recorded mini lessons in school or present the mini lessons live.
 - Teachers may “departmentalize” and share video recordings
 - Recordings are made for: Math, Reading, Writing, and Foundations or Just Words
 - Videos are posted to Google Classroom--do not post to Youtube.

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- Recorded mini lessons for each subject area need to be shared with grade level colleagues prior to implementation of the lessons
- At-home work for students may include, but is not limited to: referencing mini-lesson recordings, additional practice, technology components such as Redbird and Reflex, and homework pages (such as Math).
 - Students show work (Forms, exit ticket, take a picture of the work and submit) so the teacher can provide feedback
- **Sample Hybrid Rotation for one subject**

| | <u>Day A</u> | <u>Day B</u> | <u>Day C</u> | <u>Day D</u> | <u>Day E</u> | <u>Day F</u> |
|--------------------------------------|--|---|---|---|--|---|
| <u>Teacher</u> | * Teach Math 7.3 and 7.4 * Post recorded videos for 7.3 and 7.4 | * Teach Math 7.3 and 7.4 | * Teach Math 7.5 and 7.6 * Post recorded videos for 7.5 and 7.6 | * Teach Math 7.5 and 7.6 | * Teach Math 7.7 and 7.8 * Post recorded videos for 7.7 and 7.8 | * Teach Math 7.7 and 7.8 |
| <u>Students on Green Team</u> | * In-school | * At-home * Review recorded videos for 7.3 and 7.4 as needed, and complete assigned additional practice/ assignments * Work on Redbird/Reflex * Work on homework pages | * In-school | * At-home * Review recorded videos for 7.5 and 7.6 as needed, and complete assigned additional practice/ assignments * Work on Redbird/Reflex * Work on homework pages | * In-school | * At-home * Review recorded videos for 7.7 and 7.8 as needed, and complete assigned additional practice/ assignments * Work on Redbird/Reflex * Work on homework pages |
| <u>Students on Gold Team</u> | * At-home * Review recorded videos for 7.1 and 7.2 as needed, and complete assigned additional practice/ assignments * Work on | * In-school | * At-home * Review recorded videos for 7.3 and 7.4 as needed, and complete assigned additional practice/ assignments | * In-school | * At-home * Review recorded videos for 7.5 and 7.6 as needed, and complete assigned additional practice/ assignments * Work on | * In-school |

RESTART & RECOVERY PLAN

| | | | | | | | |
|--|--|--|---|--|--|--|--|
| | Redbird/Reflex * Work on homework pages | | * Work on Redbird/Reflex * Work on homework pages | | Redbird/Reflex * Work on homework pages | | |
|--|--|--|---|--|--|--|--|

- **Related Arts**

- Google Classroom is utilized as the foundation for the classroom
- Class Dojo is utilized as the primary communication tool in accordance with PTBOE policy 3283 and N.J.S.A. 18A:36-40. Teachers should not communicate one on one with a student unless a parent/guardian is present.
- HD Meeting will be utilized as a primary resource for video conferencing (Google Meet as a backup)
- In hybrid format, only ~ half of the class will be present. The other ~ half of the class will be at home and will not have a special that day. Students that do not have your special in marking periods 1 and 2 will have it in marking periods 3 and 4.
- Teacher perspective
 - Follow the 6 day cycle for instruction, but with principal guidance you will flip your schedule beginning in marking period 3 in the following manner: A, C, and E will be flipped with B, D, and F. Since you will only be seeing around half of the class (A, C, and E day students) in marking periods 1 and 2, the flip is necessary for marking periods 3 and 4 so you can see the other half of the class that attends school on B, D, and F days.
- Student perspective
 - In the example of a student who attends school on A, C, and E days, they will receive in-person lessons for the specials scheduled on those days. In that 6-day cycle there would be 3 specials, and possibly 4 depending on which two marking periods they end up having Lit Comp or an Enrichment (CAT special).
 - Example: A, C, E students receive 3 specials per 6-day cycle in MP1 and MP2, while B, D, F students receive the other 3 specials plus Lit Comp or Enrichment (CAT special) per 6-day cycle in MP1 and MP2. Beginning with MP3 students would receive the remaining specials as a result of the teachers' shifted schedules.
- Literacy Composition, Art Enrichment, and Tech Enrichment will follow their 6 day schedule
 - As described above, in this model you would likely only see half of the students each in MP1-2 and the other half in MP3-4. The A, C, E and B, D, F schedule flip beginning with MP3 will give you the opportunity to see the other half of the students in each class.

- **Academic Mastery**

- Google Classroom is utilized as the foundation for the classroom

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- Class Dojo is utilized as the primary communication tool in accordance with PTBOE policy 3283 and N.J.S.A. 18A:36-40. Teachers should not communicate one on one with a student unless a parent/guardian is present.
- Support students who have a remote day...no pull-out or push-in instruction in school
- HD Meeting will be utilized as a primary resource for video conferencing (Google Meet as a backup)
- Examples (period ranges given are subject to change pending Title I)
 - ELA AM 9 period day
 - 1 period lunch, 1 period prep, 2 periods lunch duties, 3 periods for AM ELA students, 2 periods for all students
 - Each AM teacher will focus on one grade level (with the exception of Ft Dix)
 - MATH AM 9 period day
 - 1 period lunch, 1 period prep, 2 periods lunch duties, 3 periods for AM Math students (one grade per period when possible), 2 periods for all students
- Academic Mastery Access to Digital Curriculum (as needed):
 - Pearson ReadyGEN:
<https://sso.rumba.pk12ls.com/sso/login?service=https://cat.easybridge.pk12ls.com/ca/dashboard.htm&EBTenant=PTSD-NJ&profile=eb>
 - login using the teacher's first initial and last name (i.e. cbrock) as the Username and Pemberton#1 as the Password.
 - McGraw-Hill My Math: <https://my.mheducation.com/login>
 - login using academicmastery1@gmail.com as the Username and Pemberton#1 as the Password.
- **ELL**
 - ELL teachers will be available as a resource to classroom teachers with ELL students in order to discuss the best way to assist these students.
 - Class Dojo is utilized as the primary communication tool in accordance with PTBOE policy 3283 and N.J.S.A. 18A:36-40. Teachers should not communicate one on one with a student unless a parent/guardian is present.
 - HD Meeting will be utilized as a primary resource for video conferencing (Google Meet as a backup)

K-5 Hybrid Framework - for Families

- **Defining the hybrid learning structure**
 - In a hybrid format students will be assigned to a Team (Gold Team and Green Team).
 - e.g. Gold Team students may attend school on A, C, and E days and remain home on B, D, and F days
 - e.g. Green Team students may attend school on B, D, and F days and remain home on A, C, and E days

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- **Communication and classroom work-flow management**
 - Class Dojo will be utilized to maintain contact with families
 - Google Classroom will be utilized to provide a foundation for managing the work-flow of the classroom.
 - HD Meeting will be utilized as a primary resource for video conferencing (Google Meet as a backup)
- **In-school days for students**
 - Classroom teachers will teach two lessons for each subject on the in-school days. Recorded mini-lessons will also be made available as a reference to support at-home days for students.
 - There will be no small group instruction. The return of small group instruction will be dependent on State guidance.
 - Related Arts (specials) classes will only occur on in-school days. This will result in students having some of their Related Arts subjects in marking periods 1 and 2, and then the remaining Related Arts subjects will occur in marking periods 3 and 4.
- **At-home days for students**
 - Daily attendance will be taken via a Google Form. The student or parent will need to sign-in by 9:30am. If the student or parent does not sign in they will receive an automated call from the school around 10:30am and will be required to contact the school to update the attendance. An additional automated call will be made around 5:00pm providing notification that the student was not marked present for the day.
 - At-home work for students will be assigned by the teacher.
 - At-home work will consist of activities such as, but not limited to: referencing mini-lesson recordings as needed (via Google Classroom), completing additional practice, working on technology components such as Redbird and Reflex, and/or completing specific problems from homework pages or other assigned resources.
 - Students will have access to teacher live availability time-slots to get additional support
 - Students that receive academic mastery support will have access to additional teacher live-availability time slots for additional support
- **WIN**
 - Will be scheduled on in-school days only
 - If the district is in hybrid format with a remote option: there is no WIN Wednesday for remote learners

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K – 5 Remote Learning Framework - for Teachers

- **Example lesson structure**
 - Direct Instruction - Teacher posts a recorded video (mini lesson) to Google Classroom
 - Guided Practice - Teacher holds a live video session to work through examples/problems with students
 - Independent Practice - Student practices on their own, as assigned by the teacher.
 - Formative assessment is provided via Forms, exit ticket, take a picture of work and submit, etc)
 - No nightly homework assigned
- **WIN**
 - District is in full remote: WIN will be on Wednesday
 - District is in hybrid format with a remote option: there is no WIN Wednesday for remote learners
- **Attendance**
 - Enter absences via Frontline and notify your principal
 - Teachers will take attendance via a Google Form for at-home students. The student or parent will need to sign-in by 9:30am. If the student or parent does not sign in they will receive an automated call from the school around 10:30am and will be required to contact the school to update the attendance. An additional automated call will be made around 5:00pm providing notification that the student was not marked present for the day.
- **Classroom Teachers**
 - Google Classroom is utilized as the foundation for the classroom
 - Class Dojo is utilized as the primary communication tool in accordance with PTBOE policy 3283 and N.J.S.A. 18A:36-40. Teachers should not communicate one on one with a student unless a parent/guardian is present. If accidental one on one contact occurs, the parent/guardian should be contacted right away and each communication should be entered in the log.
 - HD Meeting will be utilized as a primary resource for video conferencing (Google Meet as a backup)
 - A communication log will be required to be completed and submitted to the principal for review on a daily basis.
 - Distribution of materials and supplies for students will be coordinated at the building level. This may consist of initial materials and supplies, as well as ongoing materials and supplies as the year progresses.
 - See [WIN Options](#) document to structure the WIN day
 - Lessons should follow the normal classroom structure, but adapted for remote learning
 - Daily recorded mini lessons are posted for Math, Reading, Writing, and Foundations or Just Words

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- Teachers are responsible for their own recordings
 - Follow [guidelines for online meetings](#)
 - 2hr 15 min live availability (logged into HD Meeting) every school day (including WIN)
 - 15 minutes minimum for morning meeting
 - 1 hour live availability in AM
 - 1 hour live availability in PM
 - Students show work (Forms, exit ticket, take a picture of the work and submit) so teacher can provide feedback
 - In ICR settings, the general education and special education teacher will collaborate remotely to coordinate modifications and supports for the students.
 - No nightly homework assigned
- **Related Arts**
 - Google Classroom is utilized as the foundation for the classroom
 - Class Dojo is utilized as the primary communication tool in accordance with PTBOE policy 3283 and N.J.S.A. 18A:36-40. Teachers should not communicate one on one with a student unless a parent/guardian is present. If accidental one on one contact occurs, the parent/guardian should be contacted right away and each communication should be entered in the log.
 - HD Meeting will be utilized as a primary resource for video conferencing (Google Meet as a backup)
 - A communication log will be required to be completed and submitted to the principal for review on a daily basis.
 - Daily recorded lessons are posted for all subject areas (every school day, including WIN)
 - Teachers are responsible for their own recordings
 - Follow [guidelines for online meetings](#)
 - (3) 45 minutes live availability (logged into HD Meeting) every school day (including WIN)
 - WIN
 - Follow schedule for providing new instruction
 - Students show work (Forms, exit ticket, take a picture of the work and submit) so teacher can provide feedback
 - No nightly homework assigned
- **Academic Mastery and Paraprofessionals**
 - Google Classroom is utilized as the foundation for the classroom
 - Math = Added as a coteacher in the classroom teacher's Google Classroom
 - ELA = Create separate Google Classroom
 - Lesson structure

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- Math = Support via the classroom teacher's Google Classroom; Track Redbird/Reflex
 - ELA = Daily recorded mini lessons are posted
- (3) 45 minutes live availability (logged into HD Meeting) every school day (including WIN)
- Class Dojo is utilized as the primary communication tool in accordance with PTBOE policy 3283 and N.J.S.A. 18A:36-40. Teachers should not communicate one on one with a student unless a parent/guardian is present. If accidental one on one contact occurs, the parent/guardian should be contacted right away and each communication should be entered in the log.
- HD Meeting will be utilized as a primary resource for video conferencing (Google Meet as a backup)
- A communication log will be required to be completed and submitted to the principal for review on a daily basis.
- Follow [guidelines for online meetings](#)
- Students show work (Forms, exit ticket, take a picture of the work and submit) so teacher can provide feedback
- Academic Mastery Access to Digital Curriculum (as needed):
 - Pearson ReadyGEN:
<https://sso.rumba.pk12ls.com/sso/login?service=https://cat.easybridge.pk12ls.com/ca/dashboard.htm&EBTenant=PTSD-NJ&profile=eb>
 - login using the teacher's first initial and last name (i.e. cbrock) as the Username and Pemberton#1 as the Password.
 - McGraw-Hill My Math: <https://my.mheducation.com/login>
 - login using academicmastery1@gmail.com as the Username and Pemberton#1 as the Password.
- No nightly homework assigned
- **ELL**
 - ELL teachers will be available as a resource to classroom teachers with ELL students in order to discuss the best way to assist these students.
 - Class Dojo is utilized as the primary communication tool in accordance with PTBOE policy 3283 and N.J.S.A. 18A:36-40. Teachers should not communicate one on one with a student unless a parent/guardian is present. If accidental one on one contact occurs, the parent/guardian should be contacted right away and each communication should be entered in the log.
 - HD Meeting will be utilized as a primary resource for video conferencing (Google Meet as a backup)
 - A communication log will be required to be completed and submitted to the principal for review on a daily basis.

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K-5 Remote Learning Framework - for Families

- **Defining the remote learning structure**
 - Students cannot meet in a traditional classroom setting, therefore they will work remotely.
- **Communication and classroom work-flow management**
 - Class Dojo will be utilized to maintain contact with families
 - Google Classroom will be utilized to provide a foundation for managing the work-flow of the classroom.
 - HD Meeting will be utilized as a primary resource for video conferencing (Google Meet as a backup)
- **Attendance**
 - Daily attendance will be taken via a Google Form. Students will need to sign-in by 9:30am. If the student does not sign in they will receive an automated call from the school at approximately 10:30am and will be required to contact the school to update the attendance. An additional automated call will be made at approximately 5:00pm providing notification that the student was not marked present for the day.
- **Materials and Supplies**
 - Distribution of materials and supplies for students will be coordinated at the building level. This may consist of initial materials and supplies, as well as ongoing materials and supplies as the year progresses.
- **Daily structure**
 - Classroom Teachers
 - Classroom teachers will host a daily morning meeting via HD Meeting
 - Classroom teachers will post a recorded video (mini-lesson) to Google Classroom for each subject and they may assign coinciding independent practice for the student.
 - Classroom teachers will hold two live availability sessions, to provide additional support, as follows: one hour in the AM and one hour in the PM during normal school hours
 - No nightly homework will be assigned
 - Related Arts
 - Students will receive Related Arts (specials) instruction daily, via a normal schedule.
 - Related Arts teachers will post mini-lesson recordings in their Google Classroom along with any coinciding instructions.
 - Related Arts teachers will hold three 45-minute live availability sessions, to provide additional support, as follows: at least one session will be in the AM and at least one in the PM during normal school hours
 - No nightly homework will be assigned
 - Academic Mastery

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- Academic Mastery students for Math will receive additional support from the Academic Mastery teacher via the classroom teacher's Google Classroom.
- Academic Mastery students for ELA will receive additional support from the Academic Mastery teacher via a separate Google Classroom. Daily recorded mini-lessons will be posted for ELA Academic Mastery students.
- Academic Mastery teachers will hold three 45-minute live availability sessions, to provide additional support, as follows: at least one session will be in the AM and at least one in the PM during normal school hours
- No nightly homework will be assigned
- WIN
 - If the district is in full remote: WIN will be on Wednesday
 - If the district is in hybrid format with a remote option: there is no WIN Wednesday for remote learners
 - Note: Related Arts (specials) will still occur on WIN Wednesdays.

Grades 6-8 Hybrid Framework - for Families

- **Defining the hybrid learning structure**
 - In a hybrid format students will be assigned to a Team.
 - e.g. Team 1 (Green) students will attend school on A days and remain home on B days
 - e.g. Team 2 (Gold) students will attend school on B days and remain home on A days
 - A/B Schedule—
 - Green Team: 6th, 7th & 8th graders with last names A-L (IN SCHOOL- DIRECT INSTRUCTION)
 - Gold Team: 6th, 7th & 8th graders with last names M-Z (INDEPENDENT PRACTICE - remote learning)
- Band & Chorus -no sharing instruments; teachers to collaborate on modified lesson plans
 - Update: plans for social distancing; students do not share instruments
 - Needs: additional iPad cart at HFMS; perhaps more music stands; replace non-working water fountain in band room with sink
- Elective Schedule
 - For the **first** interim of each marking period, students will have an A day schedule.
- Enrichments

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- For the **second** interim of each marking period, students will have a B day schedule.

- **Communication and classroom work-flow management**

- Google Classroom will be utilized to provide a foundation for managing the work-flow of the classroom.
- Google Meet will be utilized as a primary resource for video conferencing

Grades 9-12 Hybrid Framework (Delayed Opening)

Student Schedules

9:35 -10:25 BLOCK 1

10:30-11:20 BLOCK 2

11:25-12:15 BLOCK 3

- LUNCH 3A (11:25 - 11:50)

- LUNCH 3B (11:50 - 12:15)

12:20-1:10 BLOCK 4

- LUNCH 4A (12:20 - 12:45)

- LUNCH 4B (12:45 - 1:10)

1:15 - 2:05 BLOCK 5

- **GROUP 1: Students Last Name A-L**

- 9th and 10th Grade Lunch will be assigned to A Cafeteria and Auditorium Lobby

- 11th and 12th Grade Lunch will be assigned to B Cafeteria and GYM

- **GROUP 2: Students Last Name M-Z**

- 9th and 10th Grade Lunch will be assigned to A Cafeteria and Auditorium Lobby

- 11th and 12th Grade Lunch will be assigned to B Cafeteria and GYM

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Grades 9-12 Remote Learning Expectations/Requirements

Grading Expectations: (HYBRID and Full Remote)

Students will be graded on assignments based on the following criteria. The expectations below are the school's minimum requirements.

1. A focus will be on feedback to students for the purpose of improvement.
2. All graded assignments must have feedback to students.
3. Students who earn a score of less than a 50 on any given assignment or assessment will earn a minimum grade of a 50.
4. Students will have 48 hours from the date that assignments were graded and feedback was given to the student. The student will receive a minimum grade of 65 (D) on any assignment that was resubmitted with improvement. At the teacher's discretion and described in class syllabus a student can receive a higher grade based on the teacher's expectation.

Student Submission of Work: (HYBRID and Full Remote)

- No assignments will be required to be submitted the same day that the assignment was assigned. All assignments will have a minimum of 24 hours before they must be submitted by the student. **(Remote)**
 - Example: The teacher provides virtual instruction on Monday using a pre-recorded video. The assignment will not be required to be submitted on Monday.
- Students will receive due dates on all assignments. Points may be deducted in the form of dropping the letter grade to the highest a student could receive on a given assignment if the assignment is turned in by Monday.
 - For example, a student does not turn in an assignment by the required due date, the grade will be lowered by no more than one letter grade.
- All assignments assigned during a given week can be submitted by the class period on the following Monday for credit.

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Instructional Expectations (Full Remote Learning)

- All new instruction will include a prerecorded video of the classroom teacher providing a mini-lesson and or direct instruction of no more than 10 minutes to students. Pre-recorded videos will be shared with students in Google Classroom.
- Instructors will be required to conduct daily check-in with students on Google Meet sessions during the instructional period, to review the expectations for the day and or the lesson. Daily Check-In should be no more than 10 minutes in length.
- Teachers will develop small groups within their remote cohort and after the check-in period, will work with small groups during the online class period.

Instructional Expectations (Hybrid on Remote Days)

- Pre-recorded videos will be provided to students on remote days in Google Classroom for continuation of instruction.
- Pre-recorded videos will be mini-lessons and or direct instruction videos of no more than 10 minutes.
- Students will be provided instructions for the remote days while in school the previous day.
- Teachers will have office hours for students who are remote to answer questions about the mini lesson and or independent assignment while at home.
- This model will follow a “Flipped Classroom” model, to ensure continuation of instruction on remote days.
- Each department will develop expectations about Remote Days and Pre-Recorded Video expectations based upon curriculum requirements.

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Parent Primer-Digital Learning Platforms (Version 1.0)

General

- [Genesis Portal](#) (log-in with credential provided by the school district)
- [GSuite/Google Apps](#) (Students are provided with a Google [email](#) address for his/her username. It is a six-digit student ID#. (Ex. 123456@pemb.org) and a password (typically 8-digit birthdate ex. 01232010).
- [How to Use Your School Email \(for students\)](#)
- [How to Write an Email to a Teacher \(for students\)](#)
- [Google Classroom Tutorial](#) or [PDF](#) Google Classroom is the primary learning management system that teachers use to assign work to students. Many of the digital programs featured in this primer are often assigned through Google Classroom (Students log-in using Google credentials)
- [Google Slides Tutorial](#)
- [Google Docs Tutorial](#)
- [Class Dojo](#) (Students log-in using Google credentials)
- [Flocabulary Intro Video](#) (Students log-in using Google credentials)
- [Edpuzzle Guide for Parents-0](#) (Students log-in using Google credentials)
- [Kahoot PDF](#) or [Video](#) (Students log-in using Google credentials)
- [Quizlet Intro Video](#) (Students log-in using Google credentials)
- [Quizizz Video](#) (Students log-in using Google credentials)
- [FlipGrid Video](#) (Students log-in using Google credentials)
- [Remind PDF](#) (Students log-in using Google credentials)
- [NearPod Video](#) (Students log-in using Google credentials)
- [BrainPop PDF](#) (Students log-in using Google credentials)
- [Naviance](#) (Students log-in using Google credentials) * A click and go video that walks you through whatever you choose. Students have to be logged in to view the video
- [Flocabulary](#) (Students log-in using Google credentials)
- [GoFormative](#) (Students log-in using Google credentials)
- Split screen on CB
- Accessibility features (such as TTS and STT)

English/Language Arts

[CommonLit](#) Google Credentials
[IXL](#) Google Credentials
[StudySync](#)
[ReadWorks](#)
[Escape Room](#)
[RAZ Kids](#)
[Khan Academy](#)
[READ180](#)

Mathematics (including RTI classes)

[McGraw-Hill Glencoe Math](#) (Students log-in using ID#@pemb.org and "Password1", without the quotes)
[ALEKS](#) (Username provided by teacher, password is "Password1")
[Edmentum](#)
[Edulastic](#)
[Khan Academy](#)
[Wizer.me](#)
[Gimkit](#)

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|--|--|
| Physical Education/Health EverFi | Science (including enrichment classes) https://drive.google.com/file/d/1EBbOiYna2CQSQtQ3fokOFx52BeyLVHsn/view?usp=sharing Google Credentials Edulastic Google Credentials Readworks |
| Social Studies (including enrichment classes) ConnectEd McGraw-Hill textbook / platform (access the textbook, assessments and digital maps), Google Expeditions TechBook | Coding Code.org Scratch.mit.edu https://edulastic.zendesk.com/hc/en-us/articles/360040480552 https://www.loom.com/share/bd72abfe82734106a84b34b947498d18 |
| Media Literacy Newsela NASAkids Worldwildlife.org | Spanish |
| Music/Band/Choral sightreadingfactory.com SmartMusic.com | Art |

Appendix O

Staffing Plan

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- Monitor absenteeism of employees, cross-train staff, and create a roster of trained back-up staff.
- Hire 10 interim teachers for elementary and 10 interim teachers for secondary.
- Elementary and Secondary schools will have permanent substitutes that will be reporting 4 days a week.
- Provide staff training. Train staff on all safety protocols.
- Conduct training virtually or ensure that social distancing is maintained during training.
- Instruct staff to recognize signs and symptoms.
- Conduct daily health checks (e.g., temperature screening and/or symptom checking) of staff.
- Health checks should be conducted safely and respectfully, and in accordance with applicable privacy laws and regulations. School administrators may use examples of screening methods in CDC's General Business FAQs for screening staff.
- Sick staff members should not return until they have met the CDC's criteria to discontinue home isolation.

Staffing Considerations

The following needs will be taken into consideration when determining staff assignments, including, but not limited to:

- CDC and Department of Health guidance.
- Federal, State and local law and regulations.
- Board policies and regulations.
- Honoring contractual obligations.
- Access to technology.
- Support for the medical, social and emotional health and well-being of adults.
- Student enrollment, class size requirements and instructional needs.
- Childcare concerns.
- Support in navigating hybrid models of teaching and learning.
- Adjustments as needed to existing roles in order to accommodate new health and safety regulations. Considerations (e.g., risk factors, pre-existing health conditions, etc.) should inform the assignment of staff members to engage in in-person versus virtual learning. Such information must be documented and on file with the District's Human Resources department.

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- 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:
 - 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;
 - Staff who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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.

Mentor teachers should:

- 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 virtual instruction.
 - Establish observation protocols for virtual 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.

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Appendix P

Athletics

Return to Sports Protocols & Procedures Pemberton Township School District

Preseason Requirements:

- In addition to all currently required videos and trainings, all approved Pemberton Township School District Athletic Coaches will be required to view the NFHS's "Covid-19 for Coaches and Administrators" video prior to the commencement of any official practices.

In-Season Procedures:

- All procedures and protocols carried out by the Pemberton Athletic Department will be done so in accordance with current guidance disseminated by any and all pertinent organizations such as the NJSIAA, County, State, or U.S. Departments of Health, and the CDC. This includes the wearing of masks when necessary, practicing of proper social distancing measures, and appropriate sanitation of equipment. Given the fluid nature of the on-going situation regarding Covid-19, the Pemberton Athletic Department will maintain the flexibility to adjust any of its operational procedures as deemed necessary.
- *Daily Health Screenings:*
 - All in-person students-athletes will be screened in accordance to School District procedures upon arrival at school. Student-Athletes cleared to participate in the in-person academic setting for the day will be deemed to be allowed to participate in after-school athletic practices for that day as well. Gameday health screening procedures will be addressed later in this document.
 - All remote students (either full choice remote, or students on a remote-day in accordance to the District's hybrid schedule), home-schooled students, and non-Pemberton student-athletes (ex. BCIT students) will be required to meet the below prior to participation in any after-school athletics:
 - A. Submission of the NJSIAA generated Daily Covid-19 questionnaire

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B. Temperature checks upon arrival

- *Sanitation:*
 - All equipment used during daily athletics, sport specific equipment or Athletic Trainer equipment, will be sanitized in accordance with current Department of Health and CDC guidelines. Sanitation of equipment will be done so through coordination with the School District's Maintenance Department.
- *Locker rooms:*
 - Use of locker rooms by student-athletes will be limited to essential use only. All coaches, along with the Athletic Director, will determine the method and means of essential locker room use for student-athletes on practice and game days that will ensure adherence to all relevant guidelines.
 - At this time, use of locker rooms by either visiting athletes/coaches and game officials will be strictly prohibited.
- *Athletic Trainer office visitation:*
 - Use of the Athletic Trainer's office by student-athletes will be done so in accordance with all applicable mitigation guidelines. Athletes will be required to be granted permission to enter the office, rather than simply entering on their own, in order to ensure proper social distancing is followed. Additionally, any athletes who have to wait in the hallway prior to being granted admission into the Athletic Trainer office will do so in a manner that ensures proper social distancing.
 - Rehabilitation exercises supervised by the Athletic Trainer will be done on an individual basis (rather than small group rehabilitation as has been done previously) and will be designed in a manner that will follow all social distancing guidelines while still meeting the student-athletes specific rehabilitation needs.
 - At no time will teachers or other school staff members be permitted to use the Athletic Trainers office.
- *Weightroom:*
 - Use of the weightroom by student-athletes will be done so in a manner that strictly adheres to all NJSIAA guidelines.

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- At no time will teachers or other school staff members be permitted to use the weightroom for non-academic purposes.
- *Gameday/Visiting team procedures:*
 - Prior to departing for any athletic contests, athletes will have a health screening that will include having their temperatures checked. Pre-game health screenings will be done under the supervision of the Athletic Trainer or other authorized personnel. Any athletes with potential Covid-19 symptoms, including but not limited to a body temperature of 100.4 or higher, will be withheld from participating in the contest that day and their parent/guardian will be contacted. Follow-up measures to be carried out upon the identification of possible Covid-19 symptoms will be done so in accordance to School District, County/State Department of Health Burlington County Scholastic League (BCSL), and/or NJSIAA guidelines.
 - It is anticipated that all BCSL member schools will follow identical operational procedures in regards to all athletic contests in regards to gameday health screenings.
 - Any required health screenings of Game officials will be done so in accordance with NJSIAA and/or Officials Assigning Chapters regulations.
- *Positive Covid-19 tests - Reporting and Sharing of Information:*
 - In the case that a positive Covid-19 test is reported among a particular athletic program - athlete or coach, all permissible information will be shared with all relevant parties in adherence to approved School District policy addressing such an occurrence.
- *Spectators:*
 - Spectators will not be permitted to attend any team practice.
 - Spectator attendance at athletic contests will be determined at a later time and will be in accordance with yet to be released guidelines from either the NJSIAA and or County/State Department of Health on the matter.

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Appendix Q

Remote Learning Options for Families

1648.02 REMOTE LEARNING OPTIONS FOR FAMILIES

On July 24, 2020, the New Jersey Governor and the Commissioner of Education published a supplemental guidance document titled “Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021” as a result of the COVID-19 pandemic. This supplemental guidance includes an additional “anticipated minimum standard,” as this phrase is used throughout “The Road Back: Restart and Recovery Plan for Education” (NJDOE Guidance). This additional “anticipated minimum standard” provides that, in addition to the methods and considerations explicitly referenced in the NJDOE Guidance for scheduling students for in-person, remote, or hybrid learning, families/guardians (hereinafter referred to as “parents”) may submit, and school districts shall accommodate, requests for full-time remote learning.

Requests for full-time remote learning may include any service or combination of services that would otherwise be delivered to students on an in-person schedule, which may be a hybrid schedule, such as instruction, behavioral and support services, special education, and related services. A parent may request some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the provisions in the school district’s Restart and Recovery Plan (Plan) and Policy 1648.

A parent may contact the Principal or designee of the building the student would attend with any questions on: a request to transition from in-person services to full-time remote learning; a request to transition from full-time remote learning to in-person services; the procedures of this Policy; and/or any other information regarding the school district’s Plan and Policy 1648.

To ensure clarity and consistency in implementation of full-time remote learning, the Board of Education adopts this Policy that addresses the following:

- A. Unconditional Eligibility for Full-time Remote Learning
 - 1. All students are eligible for full-time remote learning.
 - a. Eligibility for full-time remote learning cannot be conditioned on a parent demonstrating a risk of illness or other selective criteria.

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- b. Unconditional eligibility for full-time remote learning includes students with disabilities who attend in-district schools or receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).

B. Procedures for Submitting Full-time Remote Learning Requests

A parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at least 14 calendar days before the student is eligible to commence full-time remote learning in accordance with B.2. below, or by approval of the superintendent after considering extenuating circumstances.

1. The student may only begin full-time remote learning

[Choose one or more of the following:

 at the beginning of the school year.

X at the beginning of a marking period.

 at the beginning of a mid-year semester.

 within school days after receiving written approval of the Principal or designee.]

Or by approval of the superintendent after considering extenuating circumstances.

2. The written request for the student to receive full-time remote learning shall include:
 - a. The student's name, school, and grade;
 - b. The technology the student will be using to receive full-time remote learning, including the student's connectivity capabilities;
 - c. A request for any service or combination of services that would otherwise be delivered to the student on an in-person

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or hybrid schedule, such as instruction, behavioral and support services, special education, and related services;

- d. For students with disabilities, the school district staff will determine if an Individualized Education Plan (IEP) meeting or an amendment to a student's IEP is needed for full-time remote learning; and
- e. Any additional information the Principal or designee requests to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.
 - (1) The documentation required by the school district to be provided in the parent's request for full-time remote learning shall not exclude any students from the school district's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning.
- 3. Upon receiving the written request, the Principal or designee may request additional information from the parent to assist the Principal or designee in providing the student the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.
- 4. The Principal or designee will review the written request and upon satisfaction of the procedures outlined in this Policy, the Principal or designee will provide written approval of the parent's request for full-time remote learning.
 - a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.
- 5. The Principal's written approval of the request shall be provided to the parent within 7 calendar days of receiving the parent's written request.

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- a. The written approval will include the date the remote learning program will commence for the student in accordance with B.2. above.

C. Scope and Expectations of Full-Time Remote Learning

- 1. The scope and expectations of the school district's full-time remote learning program will include, but not be limited to, the following:

- a. The length of the school day pursuant to N.J.A.C. 6A:32-8.3 and compliance with the Board's Attendance Policy and Regulation 5200; the provisions of the district's remote learning program outlined in the school district's Plan; and any other Board policies and regulations that govern the delivery of services to, and district expectations of, students participating in the remote learning program and their families;

- b. The technology and the connectivity options to be used and/or provided to the student during remote learning; and

- c. Any additional information the Principal or designee determines is needed to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs (i.e. students participating in a hybrid model).

- (1) This includes, for example, access to standards-based instruction of the same quality and rigor as afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.

- d. The school district will endeavor to provide supports and resources to assist parents, particularly those of younger students, with meeting the expectations of the school district's remote learning option.

D. Procedures to Transition from Full-Time Remote Learning to In-Person Services

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1. A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, by submitting a written request to the Principal of the building the student will attend. This request must be submitted at least 14 calendar days before the student is eligible for in-person services.

2. A student is only eligible to transition from full-time remote learning to in-person services commencing

[Choose one or more of the following:

 at the beginning of the school year.

 x at the beginning of a marking period, or by approval of the superintendent after considering extenuating circumstances.

 at the beginning of a mid-year semester.

 within school days after receiving written approval of the Principal or designee.]

3. The written request from the parent for the student to transition from full-time remote learning to in-person services shall include:

- a. The student's name, school, and grade;
- b. The in-person program may only commence for a student transitioning from full-time remote learning to in-person services in accordance with D.2. above; and
- c. Any additional information the Principal or designee determines would be important on the student's transition from full-time remote learning to in-person services.

4. A student previously approved for remote learning wanting to transition into the school district's in-person program must spend at least

[Choose one or more of the following:

 X one marking period in remote learning before being eligible to transition into the school district's in-person program or a

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shorter duration by approval of the superintendent after considering extenuating circumstances.

— one semester (1/2 school year) in remote learning before being eligible to transition into the school district's in-person program.

— _____ school days in remote learning before being eligible to transition into the school district's in-person program.]

a. This will allow parents to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction for the student.

5. The Principal or designee will review the request for compliance with this Policy, and upon satisfaction of the procedures in this Policy, will provide the parent of the student a written approval of the student entering the school district's in-person program.

a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.

6. Upon approval of the student's transition from full-time remote learning to in-person services, the school district will provide specific student and academic services to better assist parents anticipate their student's learning needs and help educators maintain continuity of services.

7. School districts that offer Pre-K will consult their Pre-K curriculum providers regarding appropriate measures to assess a Pre-K student's learning progress during the transition from full-time remote learning to in-person learning.

E. Reporting

1. To evaluate full-time remote learning, and to continue providing meaningful guidance for school districts, it will be important for the New Jersey Department of Education (NJDOE) to understand the extent and nature of demand for full-time remote learning around the State.

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- a. The school district will be expected to report to the NJDOE data regarding participation in full-time remote learning. Data will include the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

F. Procedures for Communicating District Policy with Families

- 1. The school district will have clear and frequent communication with parents, in their home language, to help ensure this important flexibility is as readily accessible as possible. Communication must include, at a minimum, information regarding:
 - a. Summaries of, and opportunities to review, the school district's full-time remote learning Policy/Plan;
 - b. Procedures for submitting full-time remote learning requests in accordance with B. above;
 - c. Scope and expectations of full-time remote learning in accordance with C. above;
 - d. The transition from full-time remote learning to in-person services and vice-versa in accordance with B. and D. above; and
 - e. The school district's procedures for ongoing communication with families and for addressing families' questions or concerns.

G. Home or Out-of-School Instruction

- 1. No provision of this Policy supersedes the district's requirements to provide home or out-of-school instruction for the reasons outlined in N.J.S.A. 18A, N.J.A.C. 6A, or any applicable Board policy unless determined otherwise by the Superintendent or designee.

**The above policy is scheduled to be BOE approved on 8/27/20

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Procedures:

Parents and Guardians have the option to choose Hybrid Option or a Full Remote Option. In the Hybrid Option, students will attend Alternate Days. Students will be split by Alphabet. Students will follow their schedule while in school and at home. In the Full Remote Schedule, students will follow their schedule at home and complete all instructional tasks. Once a parent/guardian makes the decision for their child to either participate in Hybrid or Remote Option, the decision cannot be changed during the first marking period due to course structure and availability. Any subsequent changes will be made for the following marking period. For example, if you decided in August that your child will be assigned the Remote Option and during 2nd marking period, you necessitate a change, the change will be reviewed and made for 3rd marking period. In a similar example, if you decided in August that your child will attend the Hybrid Option and during 2nd marking period, you necessitate a change, the change will be reviewed and made for the 3rd marking period.

To request a change for the following marking period:

1. Parent will Email the principal/assistant principal the request for the change to include your child's name.
2. Principal/Assistant Principal will forward the request to the counselor/case manager.
3. Counselor will call the parent to discuss scheduling options, current grades and assignments
4. Counselor will discuss and finalize the schedule change with the principal/assistant principal
5. Parent will be notified of the student schedule and start date of new schedule (beginning of each marking period)
6. Counselor notifies computer services, transportation, teachers, nurse, etc. (Internal)

REQUEST FOR PROGRAM OPTION CHANGES

Change in Program Option for 2nd marking period is due: November 2, 2020

Change in Program Option for 3rd marking period is due: January 22, 2021

Change in Program Option for 4th marking period is due: March 31, 2021

For transfer in students, parents guardians will decide on program option upon registration. A request for a change in program options will follow the above. For families who are traveling from travel restricted areas and require self-quarantine for 14 days, will be provided the same program options. For those families who chose the Hybrid Schedule, students will be assigned to a hybrid schedule but will follow their schedule remotely for 14 days to avoid additional interruptions. For those families who chose the Remote Schedule, students will be assigned accordingly based on remote course options.

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For questions regarding the process or program options or if there is an extenuating circumstance in regards to a program change, please contact you Principal or Assistant Principal for assistance.

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Appendix R

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

CST Evaluation Plan

Pemberton Township School Schools has developed procedures and guidelines for the safe completion of in-person Child Study Team evaluations. This includes, but is not limited to, educational, psychological, speech, and occupational evaluations.

1) STAFF TRAINING

- a) Child Study Team staff and administration have completed up to date trainings in the following areas:
 - 1. Hand washing practices
 - 2. Personal Protective Equipment
 - 3. COVID-19 Signs and Symptoms

2) SCREENING AND ADMITTANCE

- a) Scheduling
 - 1. Evaluations will be conducted during two sessions during the course of the day- morning and afternoon. This will allow for time to clean between evaluations.
 - 2. Students will not be scheduled for more than one evaluation per day.
 - 3. No more than 2 evaluators per day, per location. Each evaluator will be housed separately in each location.
 - 4. Formal letters will be sent to parents upon scheduling to review guidelines and screening process prior to evaluation. Included in the letter, parents will be directed to contact the school if anyone tests positive in the 14 day window following the evaluation. CST secretary/case manager will also review guidelines for evaluations with the parent. Parents will be directed to supply students with water and snack.
 - 5. Parent must complete [Statement of Assurance](#)
- b) Arrival/Departure
 - 1. Parents call upon arrival. Case manager will meet the student and parent guardian at the entrance. The parent and student will have their temperature taken and logged upon arrival.

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2. One parent/guardian per student, no siblings. Parents and students must wear a mask, unless there is a health issue, when social distancing is not possible.
3. Sanitizer station at entrance for staff, students, and parents/guardians.
4. Parents will remain outside the evaluation room during the student evaluation conducted by CST members.
5. At the conclusion of the evaluation, the student will be dismissed to the parent and will be directed to exit the building.

3) FACE MASKS, INFECTION CONTROL AND SOCIAL DISTANCING STRATEGIES

a) Face Coverings and Masks

1. Child Study Team members will be supplied a face shield that will be worn in addition to their face covering when 6 feet of social distancing cannot be maintained.
2. Additional masks will be provided for student and parent, in the event they do not have a face covering.

b) Infection Control Strategies

1. Staff and parents will be educated on safety measures including:

a) Staying home when ill

b) Proper hand hygiene

c) Wearing face coverings

d) Reporting illnesses and symptoms

1. Hand sanitizer will be provided in the evaluation room
2. Supplies, materials and equipment will be sanitized between uses. To ensure that testing is sanitary, new pencils will be provided for each student and the use of physical barriers and plastic shields will be utilized. The testing materials (books, manipulatives, etc) will be sanitized after each use.

e) Social Distancing Strategies

1. Entrance in each building will have signs identifying social distancing guidelines.
2. Each testing site will utilize plexiglass dividers between the evaluator and the student. Dividers will be disinfected after each use. Staff will utilize a long table with the divider in the middle to maximize distance between the student and the evaluator. It should be noted that at some parts of the testing, the evaluator will distribute manipulatives and point to pictures. A pointer will be used to assist in distancing and face shields will continue to be worn.

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4) PROTOCOLS FOR FACILITY AND BUILDINGS MANAGEMENT

- a) Ventilation: Evaluations will be conducted in settings with AC or ventilation.
 - 1. [Location of Evaluations](#)
- b) Policy and Procedures for cleaning and disinfection:
 - 1. Evaluation rooms will be disinfected in between each use
 - 2. Designated bathroom for students and parents/guardians in each location
 - 3. Water fountains are marked not to use
 - 4. Trash removed nightly
 - 5. Signs placed to promote social distancing/handwashing/proper mask wearing

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

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

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| Section | Title | Link |
|---|--|---|
| Food Service and Distribution | Benefits of School Lunch | https://frac.org/programs/national-school-lunch-program/benefits-school-lunch |
| Quality Child Care | Child Care Resource and Referral Agencies | https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx |
| | Division of Early Childhood Education | https://www.nj.gov/education/ece/hs/agencies.htm |
| Leadership and Planning | | |
| Section | Title | Link |
| Scheduling | New Jersey Specific Guidance for Schools and Districts | https://www.nj.gov/education/covid19/sped/guidance.shtml |
| Staffing | Mentoring Guidance for COVID-19 Closures | https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml |
| | Educator Evaluation During Extended School Closure as a Result of COVID-19 | https://www.nj.gov/education/covid19/teacherresources/evaluation.shtml |
| | Performance Assessment Requirement for Certification COVID-19 Guidance | https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml |
| | Educator Preparation Programs and Certification | https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml |
| Athletics | Executive Order No. 149 | http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf |
| | NJSIAA COVID-19 Updates | https://www.njsiaa.org/njsiaa-covid-19-updates |
| | NJSIAA provides return-to-play guidelines – Phase 1 | https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1 |
| | Guidance for Opening up High School Athletics and Activities | https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf |
| Policy and Funding | | |
| Section | Title | Link |
| Elementary and Secondary School Emergency Relief Fund | CARES Act Education Stabilization Fund | https://www.nj.gov/education/covid19/boardops/caresact.shtml |
| | NJDOE EWEG | https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx |
| FEMA – Public Assistance | Request for Public Assistance (RPA) Process | https://njemgrants.org/site/rpasubmission.cfm |

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| 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/bsa/ |
| | 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 |

RESTART & RECOVERY PLAN

| 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 |