

**Woodstown-Pilesgrove Regional
Board of Education**

**Restart and Recovery Plan
to Reopen Schools**



UPDATED: May 2021

From the Desk of Virginia Grossman, Superintendent of Schools...



Of the many procedures outlined in this document, the most important principle is that all members of our WPRSD community must embrace a shared responsibility to reduce Coronavirus (COVID-19) transmission in our schools and in our community. As educators, we will set the best example possible for our students.

Meeting the goals outlined in this plan depends on our community recognizing that taking steps to reduce virus transmission is a shared responsibility. Students, faculty, and staff must take personal and collective responsibility for ensuring that each element of this plan is faithfully executed.

School as we know it has changed. The reality is that safety procedures are our priority. This means that many activities that have been taken for granted in years past will be changed. It also will mean that new habits and ways of relating to one other will be consciously cultivated and new traditions born.

We are now “On the Road Back” to school. We will utilize a conservative, phased in approach with the hope that we can return to full-time, in-person instruction soon and safely. Wolverines take care of Wolverines!

How to Use This Plan...

In the sections that follow, you will see key actions that the NJDOE and WPRSD is taking and details that support those actions. Some sections contain information for the entire school community; others are designed specifically for students, parents, faculty, and/or staff.

Each section focuses on the most important new and updated policies and procedures that will help us try to create a healthy and safe school environment.

The WPRSD is committed to following the procedures described in this document to ensure the safest learning environment for our community. Doing so will allow us to achieve our vitally important mission: helping students make positive and consequential impacts through excellent academic preparation.

The WPRSD community will continue to thrive in the months ahead with a shared commitment to protect each other by adherence to this plan’s critical, guiding principles.

Updates...

Conditions will continue to change, and the WPRSD is ready to adapt, to consider the latest medical and scientific advice, and to assess operations. The plan will be updated regularly to reflect changes in local, state, and national conditions

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Introduction

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

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

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

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

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

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

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

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

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

Should data indicate, or situations arise, the district is poised to pivot to remote learning immediately.

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.

The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are also

consistent with the Board's general obligation to ensure the health and safety of its students and staff pursuant to N.J.S.A. 18A:40-6 and N.J.A.C. 6A:16-2.1. District officials should abide by the advice of local health officials to determine the safest course of action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Board's Plan.

Ten Critical Areas of Operation

- a. Critical Area of Operation #1 - General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan
 - (1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:
 - (a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
 - (b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.
 - (c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.
 - (d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.
 - (e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:

NOTE: Plan updates are highlighted in yellow.

- (i) Chronic lung disease or asthma (moderate to severe);
- (ii) Serious heart conditions;
- (iii) Immunocompromised;
- (iv) Severe obesity (body mass index, or BMI, of 40 or higher);
- (v) Diabetes;
- (vi) Chronic kidney disease undergoing dialysis;
- (vii) Liver disease;
- (viii) Medically fragile students with Individualized Education Programs (IEPs);
- (ix) Students with complex disabilities with IEPs; or
- (x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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

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

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

- (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks, but should be worn when moving about the classroom.
- (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (5) Use of shared objects should be limited when possible or cleaned between use.
- (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
 - (a) In each classroom (for staff and older children who can safely use hand sanitizer).
 - (b) At entrances and exits of buildings.
 - (c) Near lunchrooms and toilets.
 - (d) Children ages five and younger should be supervised when using hand sanitizer.
 - (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

- (8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
 - (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

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

- (1) If the school district is providing transportation services on a school bus and is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.
- (2) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
- (3) Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route.

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

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

- (1) The Board's Plan should establish the process and location for student and staff health screenings.
- (2) For individuals in line waiting to enter or exit a building, face coverings shall be worn while in the line.
- (3) Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

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

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

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

- (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
- (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
- (c) Results must be documented when signs/symptoms of COVID-19 are observed.
- (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.

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

- (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
- (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and

families of a confirmed case while maintaining confidentiality.

- (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
 - (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
 - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.

- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (5) Students are required to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
 - (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
- (6) Exceptions to requirements for face coverings shall be as follows:
 - (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.
 - (c) The individual is in water.
 - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
 - (e) The student is under the age of two and could risk suffocation.
- (7) If anyone 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.
 - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).
 - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
 - (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time,

etc.). Examples of frequently touched areas in schools are:

- (i) Classroom desks and chairs;
 - (ii) Lunchroom tables and chairs;
 - (iii) Door handles and push plates;
 - (iv) Handrails;
 - (v) Kitchens and bathrooms;
 - (vi) Light switches;
 - (vii) Handles on equipment (e.g. athletic equipment);
 - (viii) Buttons on vending machines and elevators;
 - (ix) Shared telephones;
 - (x) Shared desktops;
 - (xi) Shared computer keyboards and mice;
 - (xii) Drinking fountains; and
 - (xiii) School bus seats and windows.
- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

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

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

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

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

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

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

- (1) The Board's Plan regarding recess and physical education should include protocols to address the following:
 - (a) Stagger recess, if necessary.
 - (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
 - (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
 - (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
 - (e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
 - (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).

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

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

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

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

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

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

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

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

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

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

2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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

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

Currently being utilized via curriculum and counseling supports.

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.

Currently being utilized via virtual meetings.

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.

Currently being utilized via virtual supports.

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.

Utilized via Grab-and-Go meals.

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.

Coordination with Local child care providers.

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

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

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

- a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
- b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
- c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
- d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.

- e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
- f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
 - (1) School Principal or Lead Person;
 - (2) Teachers;
 - (3) Child Study Team member;
 - (4) School Counselor or mental health expert;
 - (5) Subject Area Chairperson/Director;
 - (6) School Nurse;
 - (7) Teachers representing each grade band served by the school district and school;
 - (8) School safety personnel;
 - (9) Members of the School Safety Team;
 - (10) Custodian; and
 - (11) Parents.
- g. The Pandemic Response Team is responsible for:
 - (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
 - (2) Adjusting or amending school health and safety protocols as needed.
 - (3) Providing staff with needed support and training.
 - (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.

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

[See Appendix M – Pandemic Response Team]

3. Scheduling

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

development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

- (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:
 - (1) Provide teachers common planning time.
 - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
 - (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
 - (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
 - (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
 - (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See Appendix N – Scheduling of Students]

4. Staffing

- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board’s Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.
- c. The Board’s Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
 - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
 - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals

(VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).

(3) Certification

- (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.
- (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

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

- a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.
- b. Instructional staff should:
 - (1) Reinforce social distancing protocol with students and co-teacher or support staff.
 - (2) Limit group interactions to maintain safety.
 - (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
 - (4) Become familiar with district online protocols and platforms.
 - (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.

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

c. Mentor teachers should:

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

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

- (8) Assess teacher, student, and parent needs regularly.
 - (9) Ensure students and parents receive necessary supports to ensure access to instruction.
 - (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
 - (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
 - (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
 - (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
 - (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
 - (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
 - (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
 - (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
 - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members should:

- (1) Lead small group instruction in a virtual environment.
 - (2) Facilitate the virtual component of synchronous online interactions.
 - (3) Manage online platform for small groups of in-person students while teacher is remote.
 - (4) Assist with the development and implementation of adjusted schedules.
 - (5) Plan for the completion of course requests and scheduling (secondary school).
 - (6) Assist teachers with providing updates to students and families.
 - (7) Support embedding of SEL into lessons.
 - (8) Lead small group instruction to ensure social distancing.
 - (9) Consider student grouping to maintain single classroom cohorts.
 - (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- f. Support staff/paraprofessionals may:
- (1) Lead small group instruction to ensure social distancing.
 - (2) Consider student grouping to maintain single classroom cohorts.
 - (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
 - (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
 - (5) Provide real-time support during virtual sessions.
 - (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.

- (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- (8) Lead small group instruction in a virtual environment.
- (9) Facilitate the virtual component of synchronous online interactions.
- (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

- (1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
- (2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- (3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.
- (4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

- a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:
 - (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
 - (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
 - (3) To the extent possible, provide district one-to-one instructional devices and connectivity.

- (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
- b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:
 - (1) Train student teachers to use technology platforms.
 - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
 - (3) Survey assistant teachers to determine technology needs/access (Pre-school).
 - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- c. Student teachers should:
 - (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
 - (2) Lead small group instruction (in-person to help with social distancing).
 - (3) Co-teach with cooperating teacher and maintain social distancing.
 - (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - (5) Implement modifications or accommodations for students with special needs.
 - (6) Facilitate one-to-one student support.
 - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.

- (9) Develop online material or assignments.
 - (10) Pre-record direct-instruction videos.
 - (11) Facilitate student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
 - (2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
 - (3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
 - (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
 - (5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

7. Athletics

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

[See Appendix P – Athletics]

C. Policy and Funding

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

1. School Funding

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

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

- b. School District Budgets

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

- c. School Funding

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

- (1) Purchasing

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

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

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

(3) Costs and Contracting

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

D. Continuity of Learning

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

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

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

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

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
 - a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
 - b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
 - c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
 - (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
 - (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
 - (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
 - (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
 - (5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community

organizations, scholarship programs, county, State, and Federal opportunities to access support.

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

2. Technology and Connectivity

- a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.
- b. Districts should:
 - (1) Conduct a needs assessment.
 - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
 - (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
 - (4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
 - (a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

3. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective

instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).

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

- c. Virtual and Hybrid Learning Environment

- (1) Curriculum

- (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.
 - (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
 - (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

- (2) Instruction

- (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
 - (b) In crafting an instructional plan, the school district should consider the following:
 - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to

ensure all students have access to high-quality instruction.

- (ii) Design for student engagement and foster student ownership of learning.
- (iii) Develop students' meta-cognition.
- (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
- (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
- (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(3) Assessment

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

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

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

4. Professional Learning

- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
- b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.
- c. Professional learning opportunities should be:
 - (1) Presented prior to the beginning of the year;
 - (2) Presented throughout the school year;
 - (3) Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
 - (4) Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and
 - (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.
- d. Mentoring and Induction
 - (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
 - (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
 - (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.

- (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
- (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

e. Evaluation

- (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
- (2) School districts should develop observation schedules with a hybrid model in mind.
- (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
- (4) School districts should consider the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.
- (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

5. Career and Technical Education (CTE)

- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
- b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
- c. Guiding Principles
 - (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
 - (3) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and

CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.

d. Quality CTE Programs

- (1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLS, CTE Core Content Standards, industry certifications, college credit agreements, etc.
- (2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.

e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

Appendices

Restart and Recovery Plan to Reopen Schools

Woodstown-Pilesgrove Regional Board of Education

UPDATED: January 2021

Appendix A

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

Protocol for High Risk Students and Staff: Distance Learning, Teaching, and Support

Introduction:

The United States Centers for Disease Control and Prevention (“CDC”) lists the following conditions as being at high-risk for severe illness due to COVID-19:

- Chronic kidney disease
- Chronic obstructive pulmonary disease (COPD)
- Immunocompromised state from solid organ transplant
- Obesity
- Type 2 diabetes
- Serious heart conditions such as heart failure, coronary artery disease, or cardiomyopathies
- Sickle cell disease

The CDC also lists the following conditions that may make a person at an increased risk for severe illness from COVID-19:

- Moderate to severe asthma
- Smoking
- Cerebrovascular disease
- Cystic fibrosis
- Hypertension or high blood pressure
- Immunocompromised state from blood or bone marrow transplants
- Immune deficiencies
- HIV
- Type 1 diabetes
- Thalassemia
- Use of corticosteroids, or use of other immune weakening medicines
- Neurological conditions such as dementia
- Liver disease
- Pregnancy
- Pulmonary fibrosis
- Age 65 or older

Additionally:

- Have had "close contact" with an individual diagnosed with COVID-19. "Close contact" means living in the same household as a person who has tested positive for COVID-19, caring for a person who has tested positive for COVID-19, being within 6 feet of a person who has tested positive for COVID-19, or coming in direct contact with secretions (e.g., sharing utensils, being coughed on) from a person who has tested positive for COVID-19, while that person was symptomatic.
- Have been asked to self-isolate or quarantine by their doctor or local public health official or due to local public health guidelines

Philosophy:

If a student or an employee has a disability that places them at a high or higher risk for severe illness due to COVID-19, or who is the caregiver for a disabled or high-risk family member, the district plans to provide them with a reasonable accommodations through the ADA interactive process on a case-by-case basis. A 100% virtual school option will be offered to students adhering to all NJSA 18A:7F-9 guidance. Medical documentation to support the need for an accommodation and to help determine an appropriate accommodation will be required.

Note:

The WPRSD will adhere to the most conservative elements of local, state, and federal guidelines regarding our protocols to ensure safety.

Should data indicate, or situations arise, the district is poised to pivot to remote learning immediately.

There will be ZERO tolerance for sick students or staff attending school.

If students or staff show signs of COVID-19 or complains about such symptoms, he or she will be directed to the school nurse and quarantine area, as needed.

Appendix B

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

Physical/Social Distancing in Instructional and Non-instructional Rooms

Introduction:

Since people can spread the virus before they know they are sick, it is important to stay at least six feet away from others when possible. Therefore, physical distancing, when possible, is required (a minimum of six feet between individuals) throughout our schools.

Philosophy:

The WPRSD will adhere to the most conservative elements of local, state, and federal guidelines regarding our protocols for physical distancing. The CDC reports that “COVID-19 spreads mainly among people who are in close contact (within about six feet) for a period of more than 15-minutes.”

Classroom/Lab Non-Instructional/Therapy Room Set-up:

A foundational premise when designing a safe classroom/lab/non-instructional/therapy room environment are the concepts of Maintaining Cohort and social distancing. The use of Cohorts is recommended by the CDC and other health agencies to help control the spread of any viruses and also manage any possible outbreaks.

The organization of the classroom/lab/non-instructional/therapy room is important in supporting the academic progress of students. Classroom/lab/non-instructional/therapy room space should provide an environment that allows teachers and students to interact safely and upholding social distancing. With this in mind careful consideration has been given to the strategic placement of furniture, learning centers, and materials in order to optimize student learning, reduce distractions and keep children safe.

Process:

- Desks that are used should be marked with signage as appropriate.
- Schools will maximize distancing of desks.
- Desk should all face in the same direction.
- Students/desks utilized will maintain 6 feet distance, from the center of each desk to the center of the next desk when possible.
- No soft materials are permitted.

More Information:

- Facilities have been measured and configured so that classes and meetings can take place with physical distancing when possible.
- Classroom/lab/non-instructional/therapy room spaces have been reconfigured to maintain physical distancing among students and to establish a “teaching zone” to ensure that the instructor remains distanced as well.
- Use of WHS elevator is limited to individuals with mobility needs only.
- All tables, desks, and seating in the classroom/lab/non-instructional/therapy room must be maintained to ensure physical distancing configurations and to avoid having students facing one another. Students cannot rearrange classroom furniture once it has been moved to meet physical distancing requirements.
- Large gatherings outside of classroom/lab/non-instructional/therapy room settings will be avoided until CDC guidelines specify otherwise. It also is recommended that large gatherings be avoided when off campus.
- When it is not possible to control ingress and egress in certain school areas, students and faculty will be directed to maintain social distancing and wear masks when leaving or entering classes.
- Visual cues, including signage, colored tape, floor markings, and other indicators, will be placed throughout our school buildings to help people maintain appropriate distancing and to remind them of other key safety measures.
- Nurses offices will be split into a respiratory side and a non-respiratory side.
- HVAC filter changes will be monitored according to schedule.

Classroom/Lab/Non-instructional/Therapy Room Organization

Introduction:

The organization of the classroom/lab/non-instructional/therapy room is important in supporting the academic progress of students. The use of a variety of materials is essential for learning. This includes, book, writing instruments and materials for special area subjects.

Philosophy:

Foundational premises when designing a safe classroom/lab/non-instructional/therapy room environment are the concepts of maintaining cohorts, social distancing and frequent cleaning. The use of these practices is recommended by the CDC and other health agencies to help control the spread of any viruses and also manage any possible outbreaks.

Process:

- Eliminate, when possible, the use of shared materials.
- Set up areas where students can store personal items that keep them isolated from use by others.
- When materials must be shared, cleaning between use is essential.
- Establish procedures to wipe down before and after every use.
- Remind children to wash their hands after using a shared item.
- If students travel to a room, an area and place should be established for the traveling student to store items away from items being used by others.

Procedures for Hand Sanitizing/Washing

Introduction:

Local, state, and federal guidelines will inform how the WPRSD will reopen. All members of our school community should be familiar with COVID-19 information from the Centers for Disease Control and Prevention, including:

www.CDC.gov

- COVID-19 Symptoms
- How to Protect Yourself and Others
- What to Do If You Are Sick
- People Who Need to Take Extra Precautions

Philosophy:

To reduce the spread of COVID-19, the CDC advises regular hand washing with soap and water for at least 20 seconds. If soap and water are not readily available, use hand sanitizer that contains at least 60 percent alcohol via the sanitized stations in each classroom and at building entrance.

More Information:

Washing your hands is easy and one of the most effective ways to prevent the spread of COVID-19. Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing. It is especially important to wash your hands:

- Before eating or preparing food
- Before touching your face
- After using the restroom
- After leaving a public place

- After blowing your nose, coughing, or sneezing
- After handling your cloth face covering
- After changing a diaper
- After caring for someone sick
- After touching animals or pets

When washing your hands, follow these important steps:

- Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
- Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
- Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
- Rinse your hands well under clean, running water.
- Dry your hands using a clean towel or air dry them.
- Use Hand Sanitizer When You Cannot Use Soap
- You can use an alcohol-based hand sanitizer that contains at least 60 percent alcohol if soap and water are not available.
- Sanitizers can quickly reduce the number of germs on hands in many situations. However: Sanitizers do not get rid of all types of germs. Hand sanitizers may not be as effective when hands are visibly dirty or greasy.

Appendix C

Critical Area of Operation #3 – Transportation

Student Transportation: B.R. Williams

Introduction:

Our transportation goal is to keep drivers, aides, school personnel and our passengers safe.

Philosophy:

Phase I: Buses will run at 50% capacity
Phase II: Buses will run at capacity
Phase III: Buses will run at capacity

Process:

Before Bus Drivers Report to Work

- Immediately report to B.R. Williams's if you have been within 6 feet of anyone that has been diagnosed with COVID-19.
- Before each "shift" self-screen. Do you have these symptoms: 100.4+ fever, dry cough, fatigue, body aches, headache, loss of taste, smell or appetite, Report to B.R. Williams any symptoms.

On the Bus

- Face masks/coverings are to be worn by staff and students when others are present as social distancing is rarely possible.
- Load from front to back taking into consideration age of students, when possible.
- Sit families together.
- Assign seats.
- Daily Bus Attendance will be taken for contact tracing purposes, if necessary.
- Front two seats empty, when possible
- Students are to go directly to their seats and avoid touching seat tops and rails, when possible.
- After leaving the bus, wash hands or use sanitizer.
- Windows and roof hatches will be open, when possible
- If a student shows obvious symptoms. When the bus arrives and is stopped at the school, call the school and press the option for the nurse to report.

Disinfecting

- vehicles will be disinfected daily with EPA approved products

NOTE: Plan updates are highlighted in yellow.

- high touch areas (handrails, seatbelts, windowsills, seat tops and backs between routes, when possible)
- driver compartment before leaving the bus

Infection or exposure

- Information will be shared, per state and CDC guidelines.

Contact Tracing

- Take attendance and maintain records

Training of BR Staff

- Extensive training and signing off on the above standards will be held in small groups prior to the start of school.

Appendix D

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

Introduction:

Entering the building every morning is the activity which unofficially begins the day. Dismissal is the activity that ends the school day. It is important, that ingress and egress is smooth, stress free, efficient and conducted in a manner that keeps every child safe. Ingress and egress must also be controlled to incorporate expectations for social distancing.

Philosophy:

Social distancing is a foundational premise when designing entrance and egress flow in consideration of controlling transmission of any virus. During the entry into the building social distancing and hand sterilization will be implemented. The use of hand sanitation and social distancing is recommended by the CDC and other health agencies to help control the spread of any viruses and manage any possible outbreaks.

Process:

- Mandate parents complete self-screening of children before they leave home
- Students should immediately sanitize their hands by using sanitizers or washing the hands.
- Empty buses one at time per entrance, so social distancing can be maintained
- Have each entrance monitored by staff to help ensure students maintain a social distance.
- Use of a mask is mandatory as students ride the bus, enter the building and travel to the classroom.
- Once students enter the building, teachers should review the daily monitoring health check list/visual check
- Encourage school signage which asks --- "Did you answer your daily health questions at home?"
- Create one-way traffic flow when possible, to maintain social distancing during dismissal

Movement within School Buildings

Introduction:

Movement about the building is essential and cannot be eliminated. Our schools devised a plan to allow for travel throughout the building while keeping the students and staff safe.

Philosophy:

Students need to travel from the bus, to their classroom, to the lavatory and other essential areas. The specifics will differ from school to school, because each school's physical layout is different. Please keep in mind the strategic use of masks, social distancing and maintaining cohorts.

Process:

- Signs will be displayed regarding: COVID safety, mask wearing, social/physical distancing, and traffic flow/directionality.
- As people travel about the building, masks should always be worn.
- Directionality should be established in each school using some of the following principles:
 - The hall will be split so students will travel in one direction through the hallway keeping travel restricted on each side of the hall to one direction.
 - When feasible, dedicate a hallway/stairwell to only travel in one direction if a loop is possible and students can get to point A and back following the loop.
- A schedule should be developed that take into consideration the movement of cohorts around the building.
- Planned travel will be organized so several cohorts are not in the hallway simultaneously.
- If students need to travel to classes at other discipline areas, such as science or social studies class, at the same time a dedicated plan needs to be established to minimize students being in the same area at the same time.
 - This could mean rehearsal of the movement
 - Establishing a staging area where child wait while others children move past them
- Routines and process such as keeping material and books as students travel to other rooms need to be established.
 - This may include keeping book pouches on the back of a chair or in additional cubby.
- Keep doors held open during the change of classes to avoid unnecessary touching by students.

Location of Student and Staff Screening – Nurses Offices (See Critical Area #5)

Appendix E

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

Introduction:

The guidance provided by the NJDOE suggests that each school monitor health daily. To provide the healthiest environment possible for Staff and Students.

Philosophy:

Health monitoring will be done in conjunction with efforts taken at home with the parents of children attending school. Parents have the greatest information regarding the health of their children and are an integral part of this process.

Process:

Schools will engage parents in monitoring daily the identified possible symptoms of COVID-19 listed **within CDC guidance frameworks**. As we learn about the disease, we may need to alter the list by adding or subtracting symptoms. Fever or chills, Cough, Shortness of breath or difficulty breathing, Fatigue, Muscle or body aches, Headache, New loss of taste or smell, Sore throat, Congestion or runny nose, Nausea or vomiting, Diarrhea.

This daily monitoring will take place in a number of methods. Indication that health has been monitored by:

- Staff will sign in and complete a daily symptom checklist, **electronically**.
- Parents will agree at the start of the year to monitor the health of their children daily.
- Parents will sign-off that their child is has not contracted COVID-19 and will monitor health on a daily basis utilizing the Screening Expectations below.
- In the classroom, teacher will make a deliberate effort to monitor health without running through the list of symptoms and then refer children with concerns to the office or nurse for further monitoring.
- Schools will also monitor the health of staff and students by tracking students' a mandated Contact Tracing and tracking student and staff absenteeism.
- **Students and Staff who are vaccinated for COVID-19 may voluntarily send a photo of their vaccination card to the school nurse. COVID-19 Vaccinations are not required by the WPRSD at this time. The nurse puts the immunization information on the student/staff school immunization record. Upon 14 days from the date of the second dose, quarantining is not required upon exposure. The WPRSD will continue to follow all CDC guidance regarding length of Vaccine protection, and quarantine procedures.**

Screening Expectations:

Name of Student: _____ Date: _____

Parent/Guardian Cell: _____ Date: _____

Please confirm that your child does not have COVID-19 symptoms, and that you will monitor your child for **daily** COVID-19 symptoms/exposure as per the items below.

I acknowledge and accept that COVID-19 represents a serious health threat to persons exposed to it, and that each participant associated with the Woodstown-Piles Grove Regional Schools are relying on the truthfulness and accuracy of the certifications in these mandatory forms. I am certifying that to the best of my knowledge, information and belief, that my answers below are correct and true.

I will review with my child daily, the following illnesses or symptoms, and keep them home if any are present:

Fever over 100.2	Cough or Shortness of breath	Sore Throat	Chills	Muscle
Aches	Headache	New loss of taste or smell		
Abdominal pain	Nausea	Vomiting	Diarrhea	

Check yes if:

No member of my household has been diagnosed (tested positive) with COVID-19; has a COVID-19 test pending; has been placed under quarantine directed by a healthcare provider due to COVID-19 concerns; has traveled anywhere designated by a State or Federal Authority as of today as being required or encouraged to self-quarantine following reentry into New Jersey before engaging socially; has traveled anywhere designated by the CDC as having a sustained widespread of COVID-19 as of today; has had contact with someone diagnosed with COVID-19; or has had contact with someone who had contact with someone diagnosed with COVID-19. NOTE: This paragraph will be updated based upon CDC guidance.

Check yes to acknowledge that:

The Woodstown-Piles Grove Regional School District does not accept any liability for persons contracting COVID-19; that I am responsible to myself, my family, the school district and community at large for protecting myself and others from spreading COVID-19 by always following safety and risk management protocols provided by the school district; that temperature checks may be required by the school district; that any temperature over 100.2 degrees Fahrenheit will result in being excused from school and required to vacate school premises to seek medical attention; that the school district has significant sanitization protocols designed to ensure the highest degree of safety and protection against the spread of COVID-19 and is doing everything a reasonable person should expect is being done for this purpose; and that my student have been provided the 100% Virtual Option as a choice not to participate in school to avoid any possibility of being exposed to COVID-19 today and has chosen to participate being fully aware of the risk.

- **Protocols for Symptomatic Students and Staff**

Introduction:

When students or staff are experiencing discomfort or potential symptoms of COVID, they will be removed to a place where they are isolated from others. The Salem County Health Department will be notified immediately. The Salem County Health Department will spearhead contact tracing. (See Appendix F)

Philosophy:

The concept is to provide a safe supervised staging area where students can wait until they could get a transportation from school.

Process:

1. An isolation area that is supervised has been established in each school
2. Masks are required
3. Sanitize after each use
4. Provide the room monitor Disposable gloves
5. Keep in the room:
 1. Disposable paper towels
 2. Tissues
 3. Waste container with plastic liner
 4. Alcohol-based hand sanitizer containing at least 60% alcohol
 5. Hard-surface disinfectant

- **Protocols for Face Coverings**

Introduction:

To reduce the spread of COVID-19, the CDC recommends “wearing cloth face coverings in public settings when around people ... especially when other social distancing measures are difficult to maintain.”

Philosophy:

The WPRSD is requiring that masks be worn in classrooms, academic and administrative buildings, office settings, and when physical distancing is not possible.

More Information:

When to Wear a Mask

- Masks are required for personal interactions, indoors and outdoors.
- Masks are always required of faculty and students in all classrooms.
- Masks must be worn in common areas, indoors or outdoors.
 - o Examples: hallways, stairs, restrooms, Library, lobbies, classrooms, physical meetings with multiple people, administrative buildings, etc.
- Masks must be worn outside while in trafficked areas and areas in proximity to others (less than six feet).
- It is only in a private office within a building, when someone is alone, that masks are not required
- The WPRSD is providing disposable masks if a member of the school community is in need.

Wear Your Mask Correctly

- Wash your hands before putting on your face covering.
- Put it over your nose and mouth and secure it under your chin.
- Try to fit it snugly against the sides of your face.
- Make sure you can breathe easily.
- Masks should be washed regularly, inspected for damage, and discarded and replaced when damaged.
- Masks should be stored in a clean, dry location, and they should never be shared.
- Do not put the face covering around your neck or up on your forehead
- Do not touch the face covering, and, if you do, wash your hands, or use hand sanitizer to disinfect.

Appendix F

Critical Area of Operation #6 - Contact Tracing

The WPRSD will fully cooperate in sharing information with the Salem County Health Department to fulfill all mandated Contact Tracing/Readmittance Requirements.

Contact Tracing Policy (NOTE: Monitoring/updates to be provided by our school physician)

1. School Nurses Contact the Salem County Health Department for Contact Tracing
2. Contacts/Cohort information will be shared with the Salem County Health Department
3. Attendance information will be shared with the Salem County Health Department
4. Student, staff, team and Bus cohorts will be informed and immediately placed on quarantine based on CDC and Salem County Health Department Recommendations and utilizing our 100% virtual learning protocol.
 - Contact tracing will be conducted for close contacts (any individual within 6 feet of an infected person for at least 15 minutes) of laboratory-confirmed or probable COVID-19 patients.
 - Remote communications for the purposes of case investigation and contact tracing should be prioritized; in-person communication may be considered only after remote options have been exhausted.
 - Testing is recommended for all close contacts of confirmed or probable COVID-19 patients.
 - Those contacts who test positive (symptomatic or asymptomatic) should be managed as a confirmed COVID-19 case.
 - Asymptomatic contacts testing negative should self-quarantine as per DOH guidance (i.e., close encounter with confirmed or probable COVID-19 case)
 - If testing is not available, symptomatic close contacts should self-isolate and be managed as a probable COVID-19 case.
 - If testing is not available, asymptomatic close contacts should self-quarantine and be monitored, as per CDC guidance, after their last exposure, with linkage to clinical care for those who develop symptoms.
5. Students/staff will be readmitted to school according to NJDOH and Salem County Department of Health guidance.

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

- **Cleaning and Disinfecting of Schools and School Equipment**

Introduction:

The CDC reports that “it may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it ... however, this is not thought to be the main way the virus spreads.”

Philosophy:

The WPRSD will undertake enhanced cleaning of school facilities and offices, with a focus on common areas and high-touch locations. Cleaning schedules have been modified according to student cohort schedules.

Academic Areas:

- Classrooms will be deep cleaned daily. Additionally, all horizontal surfaces and high contact points such as door handles, chair arms, etc., will be disinfected at this time.
- High contact points will also be disinfected midday and again in the late afternoon.
- Custodians will utilize disinfecting electrostatic sprayers for midday and daily disinfecting.
- All classrooms will have cleaning supplies available for the cleaning of personal spaces. While custodial staff will clean on a regular basis, faculty and students will clean their personal areas (for example: desk, chair) at the start of class.
- Hand sanitizer will be easily accessible in each classroom, and in common areas.

Common Areas:

- Common spaces such as bathrooms, lobbies, and halls will be deep cleaned daily. Additionally, all horizontal surfaces and high contact points such as door handles, faucets, light switches, etc. in the common areas will be disinfected as well.
- High contact points will also be disinfected midday and again in the late afternoon

Cleaning Information:

Measures to prevent the transmission of influenza and related respiratory viruses: Practically speaking, flu season is always of particular concern in school environments. The following information was disseminated to remind the district’s custodial and maintenance staff, and to reinforce, the expectations related to the disinfecting practices.

All custodians & maintenance will be using the Victory electrostatic sprayers guns for midday and daily disinfecting. This is to ensure all surfaces are disinfected. This electrostatic disinfecting works by providing a charge to a solution so that it electromagnetically sticks to a targeted surface to provide 360-degree coverage to the surfaces appended to.

The typical frequency of “high touch” hard surface disinfecting, e.g. door knobs, pencil sharpeners, desktops, etc., is every other day as reflected in the daily custodial task lists. Given the current environment, however, a more aggressive response is required. Effective immediately – and until further notice – these surfaces are to be disinfected after the report of a possible sick person, midday (around 10am) and after school during daily cleaning.

As a reminder, the quaternary disinfectant is used by the district. The use ratio is automatically set using the mixing station. On a daily basis, the custodial staff are to spray disinfectant on all hard surfaces listed above so that the surface remains wet for no less than one minute. This is the minimum product dwell time necessary to kill the Influenza and Human Coronavirus. ***Do not apply the product and immediately wipe it off.***

The Buildings & Grounds Dept. has inquired a food safe disinfectant named Puresan Puroxide to be used in cafeterias, kitchens or any other areas where food is served. This chemical is a EPA registered safe disinfectant. Hydrogen peroxide base chemical is a much safer and more environmentally friendly alternative to chlorine bleach and an easy swap for anything you have been using bleach for. What makes hydrogen peroxide so safe is it breaks down into water and oxygen leaving no chemical residue behind vs chlorine which does not break down and easily combines with other compounds to form dioxins and chlorinated organic compounds.

Another very effective defense against spreading viruses is hand washing. This action is difficult if the soap dispensers throughout the district are not properly serviced. Empty soap dispensers and paper towel dispensers will not be tolerated. A basic responsibility of all custodial and maintenance staff are to inspect the dispensers in their respective areas and refill as needed.

Working together, we must take all necessary precautions to keep our facilities as healthy as possible.

Additional Facility Responsibilities:

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

- Maintenance of hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol) as follows:
- In each classroom (for staff and older children who can safely use hand sanitizer).
- At entrances and exits of buildings.
- Near lunchrooms and toilets.

Note:

- Children ages five and younger will be supervised when using hand sanitizer.
- For classrooms with existing handwashing stations, stations will be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

Appendix H

Critical Area of Operation #8 – Meals

Introduction:

Meals in school serve multiple purposes. It is a time to replenish and nourish. It is important to remain consistent with our goals to keep children safe.

Philosophy:

A foundational premise when designing a safe breakfast/lunch environment are the concepts of maintaining cohort and social distancing. The use of cohorts is recommended by the CDC and other health agencies to help control the spread of any viruses and also manage any possible outbreaks.

Process:

- Students wash hands before meals
- Meals will be “Grab-and-Go” during Phase II Hybrid Learning
- Students will remain socially distant when possible
- Breakfast/lunch meal distribution is a parent pick-up format in Phase II, utilizing a grab and go model
- Cafeteria use in Phase V will be based upon current CDC guidance for Social Distancing
- Tables and /or desks will be wiped down before and after each meal
- There will not be any shared meals
- Meals and utensils should be served directly to the student (Grab-and-Go)
- Students/staff will wash their hands with soap after lunch

Appendix I

Critical Area of Operation #9 – Recess/Physical Education

Introduction – Recess (Elementary):

Recess is an important part of a child's school day. A safe and healthy recess promotes time to develop socially, emotionally, physically, and academically. During recess, students learn and practice important social and emotional skills, such as conflict resolution, decision-making, compromise, and self-regulation. Additionally, recess provides a needed brain break and facilitates the learning process. With this in mind, the following procedures will be put in place to ensure our students have a safe Recess.

Philosophy:

Recess will continue applying safe physical distancing/social contact. The term "social distancing" refers to measures being taken to restrict where and when people can gather to stop or slow the spread of infectious disease. In general, six feet of separation is the distance that should be kept between people interacting within their peers. Games that utilize physical and social activities, yet limit physical contact will be played.

Process: A staggered schedule will be utilized for recess.

- Students will go to recess in their cohorts, using the procedures established in school operations regarding movement between the building.
- Students will wash/sanitize their hands before going to recess and before returning to class.
- Games and activities used during recess will be pre-approved as part of the safe list for limiting the spread of infectious disease.
- Equipment will not be shared.
- Specific activity locations will be provided.
- Students will wash/sanitize their hands before returning to class.
- Social distancing will be practiced while walking to and during recess.

Introduction – Physical Education/Health

These guidelines are written with the goal of keeping the integrity of quality Physical Education programs while navigating through a "new normal." Health classes will be maximized during our Phase I plan. Physical Educators will work with their Administrators to formulate protocols that fall in line with the following guidelines:

Philosophy:

Health and Physical Education is an integral, mandated part of the curriculum.

Process:

- Weather permitting, PE class held in outside space. Weather non-permitting, PE in the Gymnasium is preferred, PE class in classroom if needed
- Student Cohorts remain intact
- Equipment sanitization protocols will be followed after each use
- Hand washing before and after activity

Additional Information:

- No contact sport engagement during recess or PE to ensure social distancing. Games that have natural social distancing, such as jump rope are good choices. Games that require close physical contact and grabbing are not suggested (such as Football and Basketball). Other source for socially distant games can be found at <https://www.asphaltgreen.org/blog/rep-it-out-games-for-social-distancing>.
- Do not allow children to bring equipment from home
- District equipment will be sanitized after each use.
- Offer a variety of outside spaces where free choice of different activities can take place, including quiet, creative, and solo activity spaces.
- Mark out 'zones' to reduce the number of children who are in contact with each other and shared equipment.
- It is preferred that students are carrying personal water bottles for hydration before, during and after activity
- No use of locker rooms, shared items
- Keep same cohort groupings throughout lessons
- Considerations should be discussed between Physical Educators and school health officials for students with respiratory disorders or any other pertinent disorders (immunodeficiency, etc.)

Appendix J

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

Introduction:

There are several key practices that will be implemented in each building to help maintain a learning environment that reflects safety guidelines.

Philosophy:

A foundational premise when designing a safe learning environment are the concepts of maintaining student cohorts, social distancing and frequent cleaning and disinfection. The use of these practices is recommended by the CDC to help control the spread of any viruses and also manage possible outbreaks.

- The admission of visitors/volunteers inside the school will not be permitted
- The majority of Extra-Curricular activities will be virtual; requests for in-person extra-curricular activities may be granted based on review by the WPRSD Administrative Team
- Drama, Choruses, and Bands will follow NJSIAA participation guidelines.
- Drama Choruses and Bands will follow CDC guidelines regarding required mask wearing and social distancing.
- When possible, special teachers and departmental teachers should go into the students' classroom.
- Social Distancing and Face Covering requirements remain intact.
- No food for sharing will be permitted.
- Field trips requests may be granted based on review by the WPRSD Administrative Team
- School building use by outside groups is prohibited.
- School building use for the purposes of COVID-19 vaccination clinics may be permitted, pending Board of Education approval.

Appendix K

Academic, Social, and Behavioral Supports

Introduction:

It is important to educate and support teachers, staff and families on how to help students successfully and effectively transition back into school in a healthy manner. Students need to be in school to support whole health development. Consequently, whole health including mental health is our focus.

Philosophy:

It is our philosophy, that through a holistic approach of mind and body, we provide necessary mental and whole health support along with interventions as needed for students to have a safe and effective transition to a new school year, as well as provide additional support as needed.

Process

- Establish a safe environment to learn
- Recognize the signs and symptoms when a student is at risk
- Continue to emphasize the importance of mandated reporting
- Communicate with the parents/guardians to prepare the student to return to school from a social-emotional standpoint
- Working with School Counselors to provide intervention
- Help students work on coping skills and resiliency
- Help teachers with anxiety that they might be facing
- Support teachers collaborating with each other prior to the beginning of the school year
- Integrate SEL into curriculum
- Utilize “Care Solace” to partner for SEL needs.

Awareness

Introduction:

COVID-19 and the resulting shut down of activities that students were accustomed to, has created greater anxiety in many students. It is important to take steps to educate students in a manner that does not heighten fear and anxiety.

Philosophy:

To develop activities that will help students learn about COVID-19 prevention in a rational and non-threatening manner.

Process:

- Provide lessons on COVID-19 the precautions and steps to take to prevent the spread of the disease with topics including:
 - Frequent hand washing
 - Physical/Social distancing
 - Face Coverings
 - Staying within the cohort
 - No exposing others to sickness
 - Coughing in a safe manner

Create activities in which students can use their creativity to display their knowledge of preventative techniques and the need to treat each other as normal
Some of these can include a school and district level competition to develop materials that spread the news about COVID

- Poster contest
- Video performed by students

Appendix L

Restart Committee

Introduction:

The WPRSD convened our WPRSD Restart Committee on Wednesday, June 20, 2020, including members of the WPRSD Board of Education, Administrative Team, Teachers Association and Parents. Additional meetings to follow.

Responsibilities:

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

Appendix M

Pandemic Response Teams

Introduction:

The WPRSD will designate our School Safety Teams as our Safety/Pandemic Response Team. Members from each of our three school buildings serve on this team including teachers, counselors, nurses, CST, principal, school safety specialist, custodian, parents.

Responsibilities:

The WPRSD School Safety/Pandemic Response Teams will be responsible for:

- 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 COVID-19 and reporting that data to the district as required.
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges 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 as we move through our COVID-10 Reopening Phases.

Appendix N

Scheduling of Students

Each Phase of the WPRSD Reopening plan accommodates 180 days of school as per the standards set in N.J.A.C. 18A:7F-9, and N.J.A.C. 6A:32-8.3 regarding 2.5 hours of kindergarten and 4 hours of school for grades 1-12 provided virtually, or in combination with in-person and virtual learning.

Phase I – 100% Virtual 9/8/2020 through 10/16/2020

100% Virtual 12/2/2020 through 1/29/2021

Phase II - Hybrid In-Person Learning 10/19/2020 through 12/1/2020

Hybrid In-Person Learning 2/1/2021 - TBD – Pending COVID case count review

- ALL VIRTUAL WEDNESDAY, ALL SCHOOLS
- MSS and WRS – Half Day ALL STUDENTS, Mon., Tues., Thurs., Fri.
- WMS and WHS – Modified Half Day*
 - Orange Cohort – In-person: Mon., Tues., Virtual: Wed., Thurs., Fri.
 - Blue Cohort – In-person: Thurs., Fri., Virtual: Mon., Tues., Wed.
 - Self-Contained Special Education Programs – In -person: Mon., Tues., Thru., Fri.

Phase III –Date TBD – upon review of COVID-19 positive case count

- ALL VIRTUAL WEDNESDAY, ALL SCHOOLS
- MSS and WRS – Half Day ALL STUDENTS, Mon., Tues., Thurs., Fri.
- WMS and WHS – Modified Half Day, ALL STUDENTS, Mon., Tues., Thurs., Fri.

Phase IV –Date TBD upon review of COVID-19 positive case count

- MSS and WRS – Half Day ALL STUDENTS
- WMS and WHS – Modified Half Day, ALL STUDENTS

Phase V – Date TBD upon review COVID-19 positive case count

- Regular School Schedule

Modified School Times:

- WHS: 7:35 a.m. – 12:03 p.m.
- WMS: 7:35 a.m. – 12:03 p.m.
- MSS: 7:35 a.m. -12:05 p.m.
- WRS:
 - A.M. PreK 7:40 a.m.-10:40 a.m. / P.M. PreK 11:50 a.m.-2:40 p.m.
 - K 7:40 a.m. -12:10 p.m.

Educational Program

- In-person
- All Virtual Option
- Compacted Curriculum
- Individualization based on Student Needs

100% Virtual Learning Option

NJDOE Requirements:

In response to State directives regarding reopening school with adequate precautions to prevent the spread of this contagious disease, the board shall provide in-person, fully virtual and hybrid learning opportunities for all students. The board of education shall support a program of in-person, fully virtual and hybrid learning that:

- A. Prioritizes the health, safety, and wellness of students and staff;
- B. Maintains the continuity of learning;
- C. Facilitates equity and ease of access to communications and resources;
- D. Flexibly accommodates the needs and varying circumstances of all learners;
- E. Incorporates educators, students, parents/guardians, board members and other community members into the entire analysis and planning cycle.

Virtual Philosophy:

The virtual learning program will consist of synchronous and asynchronous tools. Synchronous tools provide ways of accessing and providing information that require interaction with others to occur at the same time (i.e., online Google Meetings/Hangouts, interactive webinars, videoconferencing). Asynchronous tools provide ways of accessing and providing information that does not require interaction with others to occur at the same time (i.e., forums, previously created video lessons, blogs, email, website links, etc.).

All Virtual Plan:

This virtual learning section reflects our plan for a smooth transition to 100% virtual instruction, if needed.

Length of The Virtual Day:

The length of the school day for in-person, fully virtual and hybrid learning programs shall be in accordance with N.J.A.C. 6A:32-8.3, stating that 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. Virtual hours consist of electronic time as well as time to complete assignments.

The following recommendations and guidelines are presented as suggested minimum and maximum times of engagement by each student in remote learning activity/subject area.

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
PreK	20 minutes	60 minutes	3-5 minutes
K	30 minutes	90 minutes	3-5 minutes
1-2	45 minutes	90 minutes	5-10 minutes
3-5	60 minutes	120 minutes	10-15 minutes
6-8	90 minutes	180 minutes	1 subject area/class
9-12	120 minutes	270 minutes	1 subject area/ class

Attendance:

Absences shall apply and attendance shall be recorded in all educational programs including remote learning. The attendance and instructional contact time shall accommodate opportunities for both synchronous and asynchronous instruction and ensure that the requirements for a 180-day school year are met.

Additional Anticipated Minimum Standard:

The New Jersey Department of Education (NJDOE) Anticipated Minimum Standard provides that, in addition to the methods and considerations explicitly referenced in the NJDOE guidance, *The Road Back: Restart and Recovery Plan for Education*, for scheduling students for in-person, remote, or hybrid learning, families/guardians may submit, and the district shall accommodate, requests for full time remote learning. Such requests may include any service or combination of services that would otherwise be delivered on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education and related services. A family/guardian may request that some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the district's reopening plan.

A. Unconditional Eligibility for Full-Time Remote Learning

All students shall be eligible for full-time remote learning. Eligibility shall not be conditioned on a family/guardian demonstrating a risk of illness or other selective criteria. This includes students with disabilities who attend school in-district or are placed at 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

Recognizing that planning is required in order to provide continuity in the student's educational program and arranging the appropriate staff and resources, a family/guardian shall submit a request for full-time remote learning, including requests to begin the school year receiving full-time remote learning and requests to transition from in-person or hybrid services to full-time remote learning during the school year. Procedures for submitting the request are as follows:

1. The request for the 100% virtual option shall be submitted to the principal at least ten (10) school days before the start of the next Phase or Close of Marking Period/Trimester of the plan as follows:

School	Request Deadline for Phase I	Request Deadline for Phase II	Request Deadline for Phase III	Request Deadline for Phase IV	Request Deadline for Phase V
William Roper Early Childhood Learning Center	Friday, August 7, 2020	At Phase Change or Close of Marking Period	At Phase Change or Close of Marking Period/Trimester	At Phase Change or Close of Marking Period/Trimester	At Phase Change or Close of Marking Period/Trimester
Mary Shoemaker Elementary School	Friday, August 7, 2020	At Phase Change or Close of Marking Period	At Phase Change or Close of Marking Period/Trimester	At Phase Change or Close of Marking Period/Trimester	At Phase Change or Close of Marking Period/Trimester

School	Request Deadline for Phase I	Request Deadline for Phase II	Request Deadline for Phase III	Request	Request Deadline for Phase V
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				Deadline for Phase IV	
Woodstown Middle School	Friday, August 7, 2020	At Phase Change or Close of Marking Period	At Phase Change or Close of Marking Period	At Phase Change or Close of Marking Period	At Phase Change or Close of Marking Period
Woodstown-Piles Grove Regional High School	Friday, August 7, 2020	At Phase Change or Close of Marking Period	At Phase Change or Close of Marking Period	At Phase Change or Close of Marking Period	At Phase Change or Close of Marking Period

2. Requests shall be approved within five (5) school days of the receipt of the request;
3. Questions and concerns may be directed to the building principal;
4. The family/guardian shall submit the following information or documentation with their request. The documentation shall not exclude any students from the school'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:
 - a. Verification of the technology necessary to receive remote instruction (including camera and speaker capability) and assurance that the student will have access to the device for the length of the school day;
 - b. Verification of internet access and/or Wi-Fi sufficient to receive remote instruction

NOTE: Families/guardians with limited access to equipment or the internet shall inform the principal. The district will make a reasonable effort to support the remote instruction by facilitating services and/or providing equipment.

5. For students with disabilities, the district shall determine if an IEP meeting or an amendment to a student's IEP is needed for full-time remote learning.
6. Families/guardians shall submit a request according to the procedures above for transitioning their student from in-person or hybrid delivery to full-time remote delivery;

7. The request to return to in-person learning shall be submitted to the principal as per the deadlines as follows:

School	Request Deadline for Phase I	Request Deadline for Phase II	Request Deadline for Phase III	Request Deadline for Phase IV	Request Deadline for Phase V
Woodstown Middle School	Friday, August 7, 2020	At Phase Change or Close of Marking Period	At Phase Change or Close of Marking Period	At Phase Change or Close of Marking Period	At Phase Change or Close of Marking Period
Woodstown-Piles Grove Regional High School	Friday, August 7, 2020	At Phase Change or Close of Marking Period	At Phase Change or Close of Marking Period	At Phase Change or Close of Marking Period	At Phase Change or Close of Marking Period

School	Request Deadline for Phase I	Request Deadline for Phase II	Request Deadline for Phase III	Request Deadline for Phase IV	Request Deadline for Phase V
William Roper Early Childhood Learning Center	Friday, August 7, 2020	At Phase Change or Close of Marking Period/Trimester	At Phase Change or Close of Marking Period/Trimester	At Phase Change or Close of Marking Period/Trimester	At Phase Change or Close of Marking Period/Trimester
Mary Shoemaker Elementary School	Friday, August 7, 2020	At Phase Change or Close of Marking Period/Trimester	At Phase Change or Close of Marking Period/Trimester	At Phase Change or Close of Marking Period/Trimester	At Phase Change or Close of Marking Period/Trimester

8. Families/guardians are expected to cooperate in setting up the transition and may be required to participate in scheduled meetings (in-person or video or tele conferences) during the transition period;
9. School teachers, administrators and other school staff shall endeavor to provide supports and resources to assist families/guardians, particularly those of younger students, with meeting the expectations of the district's remote learning option.

Upon satisfaction of these minimum procedures, the district shall approve the student's full-time remote learning request.

C. Scope and Expectations of Full-Time Remote Learning

A student participating in the board's full-time remote learning option shall be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs (e.g. students participating in a hybrid model). This includes but is not limited to:

1. Access to standards-based instruction of the same quality and rigor as that afforded all other students of the district;
2. The district shall make its best effort to ensure that every student participating in remote learning has access to the requisite educational technology;
3. Special education services and related services shall be provided to the greatest extent possible.

D. Procedures to Transition from Full-Time Remote Learning to the In-Person Educational Program

A student shall be eligible to transition back to the in-person educational program (see deadlines above) at the **change in phase or the trimester/marking period**. This will allow families/guardians to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction. The family/guardian shall submit a request to transition from full-time remote learning to the in-person educational program according to the following procedures:

1. The request shall be submitted to the principal at least ten (10) school days before the start of the trimester/marking period. The principal may consider requests submitted during the semester on a case by case basis;
2. Requests shall be approved within five (5) school days after the receipt of the request;
3. Questions and concerns may be directed to the principal;
4. The family/guardian shall submit the following information or documentation with their request. The documentation shall not exclude any students from the school's in-person educational program, but rather be limited to the minimum

information needed to ensure proper recordkeeping and implementation of a successful transition to the in-person education program:

- a. Summary of synchronous and asynchronous learning opportunities successfully completed;
 - b. Summary of synchronous and asynchronous learning opportunities still working through;
 - c. The student shall submit the WPRSD COVID screening process upon reentry to the school;
5. Students transitioning to the in-person educational program may be required to submit to an academic assessment prior to being placed in a class. Remediations shall be provided for students that need them;
 6. Families/guardians are expected to cooperate in setting up the transition and may be required to participate in scheduled meetings (in-person or video or teleconferences) during the transition period.

E. Procedures for Communicating District Policy with Families

Teaching staff members and administrators shall provide clear and frequent communication with families/guardians, in their home language, and shall ensure that communication opportunities are as readily accessible as possible. Communication shall include but shall not be limited to, information regarding:

1. Summaries of, and opportunities to review, the district's full-time remote learning policy and attendance policy;
2. Procedures for submitting full-time remote learning requests;
3. Scope and expectations of full-time remote learning;
4. Procedures for transition from full-time remote learning to in-person services and vice-versa;
5. The district's procedures for ongoing communication with families and for addressing families' questions or concerns;
6. Teaching staff members who are teaching remote classes shall have office hours to address questions and concerns. Teachers shall notify the families/guardians of their students regarding the time of the office hours and the method of contact (email, text, video or teleconference).

F. Reporting

To evaluate full-time remote learning, and to continue providing meaningful guidance for districts, the New Jersey Department of Education (NJDOE) will require districts 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. The Superintendent shall ensure that such reports are completed efficiently.

Legal References:	<u>N.J.S.A.</u> 18A:6-3	Courses in constitution of United States
	<u>N.J.S.A.</u> 18A:33-1	District to furnish suitable facilities; adoption of courses of study
	<u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u>	Curriculum and courses
	<u>N.J.S.A.</u> 18A:35-4.6 through -4.8	<u>Parents Right to Conscience Act of 1979</u>
	<u>N.J.A.C.</u> 6A:8-3.1	Curriculum and instruction
	<u>N.J.A.C.</u> 6A:8-5.1	Graduation requirements
	<u>N.J.A.C.</u> 6A:9B-3.1 <u>et. seq.</u>	State Board of Examiners and certification
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:9B-5, -6, -8, -9, -10, -11, -12, -14	
	<u>N.J.A.C.</u> 6A:14-3.7	Individualized education program
	<u>N.J.A.C.</u> 6A:14-4.1	General requirements
	<u>N.J.A.C.</u> 6A:23A-9.5	Commissioner to ensure achievement of the New Jersey Student Learning Standards
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C.</u> 6A:32-8 <u>et seq.</u>	Student attendance and accounting

New Jersey Department of Education: *Clarifying Expectations Regarding Full Time Remote Learning Options for Families in 2020-2021* (Supplementary to *The Road Back: Restart and Recovery Plan for Education*); July 24, 2020. See:

<https://nj.gov/education/reopening/updates/docs/7.24.20%20RtR%20Fulltime%20Remote%2>

Mandated Policy Cross References:

Nondiscrimination/affirmative action
 Articulation
 Curriculum adoption
 Family life education
 English as a second language; bilingual/bicultural
 Physical education and health
 Arts
 Career education
 Graduation requirements
 Standards of proficiency

Guidance services
Remedial instruction
Gifted education
Special education
Committees

Expectations for Virtual Learning

Introduction:

The WPRSD will follow all state guidelines regarding the 100% virtual learning option. It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when we communicate with students. These guidelines for online behavior and interaction are known as "netiquette." We have to ensure all stakeholders are aware of the expectations for online learning.

Attendance regarding Hybrid Learning:

Students will complete a virtual attendance check-in.

Grading:

Grading will follow WPRSD District Guidelines.

Guidelines for Parents

We acknowledge that the transition to synchronous and asynchronous virtual learning can be challenging for families. Parents will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning.

Parents need to establish routines and expectations:

Create an ambience for virtual classes, remove all distractions from the room.

- We suggest that students begin their studies at regular school hours when possible
- Do not let the children sleep late.
- Do set expectations around, moving regularly and taking periodic breaks as they study.
- Define the physical space for your child's study:

Your child may have a regular place for doing homework under normal circumstances, but this space may or may not be suitable for an extended period of time, as will be the case of virtual learning.

- We encourage families to establish a space/location where their children will learn most of the time. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible.

- Ensure that no other device is placed in the same room. And multiple windows should not be open during virtual learning.
- Above all, it should be a space where parents are present and monitoring their children's learning.

Monitor communications from our teachers:

Teachers will communicate with parents through email and Google Classroom as and when necessary. The frequency and detail of these communications will be determined by your children's ages, maturity, and their degree of independence.

Parents are advised to contact their children's teachers via email. However, we ask parents to remember that teachers will be communicating with dozens of other families and hence the communication should be essential, succinct, and self-aware.

Parents are advised that the district will be utilizing GoGuardian to keep our students safe.

We also encourage parents to have their children explain the features of virtual learning.

Begin and end each day with a check-in. Parents are encouraged to start and finish each day with a simple check-in and centering exercises.

- In the morning, ask your child:
 - What are they learning today?
 - What are their learning targets or goals?
 - How will they spend their time?
 - What resources do they require?
 - What support do they need?

This brief grounding conversation matters. It allows children to process the instructions they've received from their teachers. It helps them organize themselves and set priorities.

Older students may not want to have these check-ins but they should nevertheless.

Parents are encouraged to establish these check-ins as a regular part of each day to help children navigate distance learning and create a much needed structure. These check-in routines are crucial for building the skills of self-discipline among children.

Establish times for reflection. A challenge for some families with multiple children will be how to manage all of their children's needs, especially when those children are of different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction.

Encourage physical activity and/or exercise. Make sure your children remember to move and exercise keeping in mind their health and well-being. Our physical education teachers will recommend activities or exercises, but it is important for parents to model and encourage exercise.

Remain mindful of your child's stress and anxiety. WPRSD will continue to work in collaboration with parents to ensure the well-being of all students. Monitor how much time your child is spending online. Teachers are creating virtual learning lessons which will have a right balance between online and offline learning experiences.

Students must comply with the school's Code of Conduct and Acceptable Usage policy while they are online. Students/ parents/ guardians are not permitted to take photos, screenshots, record videos/ audios of the virtual sessions. All material shared on google is the school's intellectual property and downloading/ circulating/ sharing of content without permission is strictly prohibited.

Managing screen time:

It's important that our students continue their social-emotional and cognitive growth in these times of social distancing and isolation. It is comforting to have a routine in these times. Younger students may need assistance with setting up and using online tools. The most effective models of virtual school have a carefully considered healthy and balanced amount of offline and online learning time. This use of learning time will include some synchronous learning with real time conferencing with teachers and classmates. It will also include and be balanced with significant blocks of asynchronous learning and opportunities to work offline and unplugged.

Recommended screen time, that is not video conferencing for learners and teachers, are based on the recommendations created by the American Academy of Pediatrics:

- Ages 2–5: 1 hour, broken into sessions of a maximum of 30 minutes.
- Age 6 and above: no specific screen time limits, but screen time should not affect physical activity and face-to-face interactions at consistent limits on screen time are also very important.

Guidelines for Students

- Setup a daily routine
- Find a comfortable, quiet space to study. Your background should not distract other participants.
- Regularly monitor Google to check for announcements and feedback from your teachers
- Be mindful of ambient noise and movements. They should not distract others.

- Keep your notebooks with you. Your brain remembers more when you use pens and paper. Typing your notes may not be as effective.
- Complete assignments with integrity and academic honesty and meet the timelines
- Communicate proactively with your teachers if you need additional support
- Collaborate and support your peers in their learning
- Comply with the school's Code of Conduct and Acceptable Usage Policy while you are online

Be a Cyber Smart Citizen:

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your teachers. These guidelines for online behavior and interaction are known as netiquette.

- Be vigilant: Visit safe sites which are age appropriate and approved by your parents and teachers
- Be cautious: Make good choices when you are online. Share only information that is required and safe to share. Make sure that you log out after your work is done. Do not share your password with anybody.
- Be respectful: Be kind and respectful to others when you are online. Promise to THINK – True, Helpful, Inspiring, Necessary, Kind. Avoid slang terms such and texting abbreviations such as “u” instead of “you.”
- Be vocal: Tell your parents and teachers if someone is being hurtful or unkind online or sharing disturbing content. Stand up to Cyber Bullying and remember that your digital presence should not hurt others.
- Be safe: Use safe sites and keep your device safe and secure at all times.
- Be honest: Always follow copyright laws and remember to cite the sources that you use for your work.

Appendix O

Staffing

- ADA Compliance
- Staffing needs met on an individual basis
- Schedules Reflect NJ DOE Statute and Regulations
- Roles Reflect NJ DOE Statute and Regulations
- Professional Development
 - Hybrid/Flipped Classroom
 - COVID -19 Safety
 - SEL

Appendix P

Athletics

The WPRSD will adhere to all NJSIAA protocols and procedures.

- NJSIAA has placed Fall Sports on a Delayed Schedule
- Phase I and II of NJSIAA's Plan involve cohorts and symptom checking of which the district will comply.

Appendix Q

Digital Divide

Introduction:

Bridging the Digital Divide:

The Woodstown-Pilesgrove Regional School District utilized a combination of Federal COVID Cares and Local Funding to initiate a 1:1 technology initiative. Upon arrival of the laptops, the district will assign a device to each student.

Students in need of devices were issued district-owned devices in spring of 2020. A needs assessment survey and second, socially distant, device pick-up will occur in fall of 2020. Device priority will be given to students who have expressed that they will utilize the 100% virtual option. Middle and High School students in need of devices will then be accommodated.

Increasing wireless access points was addressed via the NJDOE Digital Divide grant process.

District-wide Technology Survey:

WPRSD Families will again be surveyed prior to the beginning of the school year to assess technology needs.

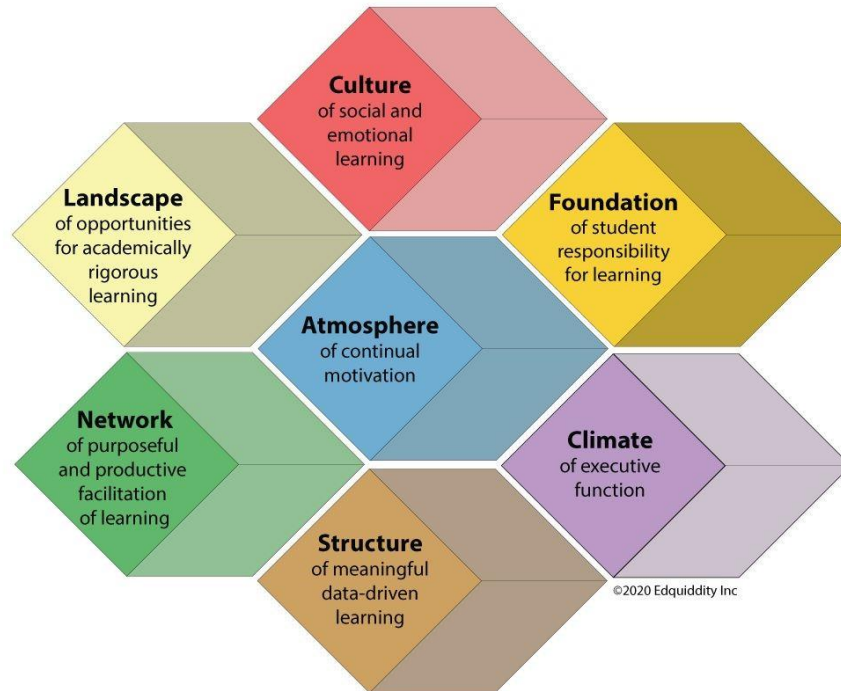
WPRSD Families will be surveyed at each Phase of our reopening plan.

Preparing for Virtual Student Success in Hybrid and 100% Virtual Learning Environments

(Excerpts from: Sulla, Nancy, 2020. *Designing PK-12 Hybrid Learning Environments: Learning Anywhere.*)

So that our teachers may begin to plan, the following instructional models have been developed as minimum standards for hybrid learning. The models take into consideration Seven Attributes of a Hybrid Learning Environment:

7 Attributes of a Hybrid Learning Environment



The Virtual and Hybrid learning environments espoused by the WPRSD provide structures and strategies that will work for learning at home, in the physical classroom, and moving between both environments. The minimum standards include:

- Daily attendance for all students (Present-Virtual)
- Daily opportunities for students to check-in with our staff
- Grading as per our policy
- Continuity of learning
- Social/Emotional learning
- A video of each daily mini-lesson to be uploaded for students in the at-home or in the all virtual learning environment

What We Know

Due to the unprecedented global health pandemic, for the unforeseeable future, the way students attend school will be shifting. At any time, students may be learning entirely remotely, or may be learning in a hybrid format on alternating days.

Yet, we are still responsible for providing rigorous academic instruction. We cannot afford to depend on in-school time for lessons and at-home time only for practice.

Our schools provide students with many services; two that are provided to all students are academic instruction and socialization. It is in school that students learn to engage in discussion and debate, reach consensus, collaborate, share, actively listen and respond, and more. We need to avoid reserving in-school days for lessons and 100% teacher talk, thus, robbing students of the socialization skills they are craving.

As we know, teachers have certain “SuperSkills” (Emotional Intelligence) when providing whole-class lessons in school, including scanning faces to check for attention and understanding and managing distractions. These SuperSkills cease to exist when students are wearing masks, or when we are attempting to deliver remote instruction through Google. We need deliberate and effective ways to engage our students in a combination of synchronous and asynchronous video instruction.

Be encouraged. Just because we are in a hybrid model, doesn’t mean we can dismiss the tenants of good teaching and learning. So many of our “normal” current models for teaching and learning were based upon a factory system from over 100 years ago; today, we are presented with an opportunity to reinvent schooling for the ages. It is important to avoid merely replacing outdated, in-school methods with computer-based methods. We must, “do something different!”

Virtual Models

The WPRSD has created models for our staff that detail what in-class students are doing and what at-home students are doing. The Models are differentiated or Grades PK-1: 2-5: and 6 – 12 respectively, thus setting developmentally appropriate minimum standards for our Virtual/Hybrid Learning Environment.

While there is some inherent order (e.g., the teacher offers a lesson before students engage in related activities. The models intended to show how students can engage in rigorous learning whether at home or in school. We may add additional structures and events throughout the day, as long as our focus is on the seamless transition between home and school. These models will facilitate a transition to full virtual learning, if necessary.

Addressing Issues of Instructional Equity

Instructional equity means providing each student with the type and level of instruction needed to succeed, and that will vary for different students. This requires a reduction in whole-class instruction in favor of a more differentiated learning environment, allowing for student-choice, and fostering student responsibility for learning.

Synchronous vs. Asynchronous Engagement

Prior to the pandemic-related mandated school closure, explicit instruction was typically provided as whole-class lessons. Whole-class lessons across video, sometimes called

“live streaming,” are not effective. It is impossible to manage for distractions occurring in the home and it is difficult to gauge students’ understanding of content.

In our models, “instruction” is offered through videos and Small-Group, Mini-Lessons. The latter are meant to be tailored to specific needs and levels, not repeated to cycle through a group of students. The advantages of video-based lessons recorded by the teachers, even when they are recorded by subject-area and grade-level colleagues are plentiful. Among them: Students can watch, stop, rewind, and replay the video as much as they need to grapple with the content (an equity benefit); Students can watch when they are able to, in the event students at home are sharing devices or unable to join a class meeting at an appointed time (an equity benefit); Teachers’ time with students becomes more facilitative, personalized, and targeted to individual needs, rather than focusing on content delivery.

Time with the teacher “live” is facilitated via our modified schedule, and shifts to these Small-Group, Mini-Lessons via Google, and live discussions where teachers can engage students in collectively grappling with content. Students come to the discussions with some background knowledge, which prepares them to participate.

CHART OF USEFUL LINKS

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

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

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

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

NOTE: Plan updates are highlighted in yellow.

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