

**Alloway Township School District
Board of Education**

Restart and Recovery Plan



Fall 2020

Dear Alloway Township School Community,

This document has been carefully and thoughtfully prepared to guide our staff, students, and parents in the procedures needed to reopen our schools safely with a consistent and engaging learning environment this September.

We are confident that students, faculty, parents, and the school community support our efforts to provide rich, challenging, and engaging instruction to our students in a safe environment. We believe that this plan addresses our current needs, takes into account the feedback gathered from our staff and parent community, and follows the protocols and requirements contained in [“The Road Back: Restart and Recovery Plan for Education” from the NJ Department of Education.](#)”

The health and safety of our students and staff are of utmost importance and together with our community, embrace this shared responsibility to reduce the transmission of COVID-19. ATSD will continue to work with national, state, and county authorities to remain flexible with our plan to adjust for changes in health and safety information.

This plan provides consistency of instruction, whether students attend in-person or remotely. We considered parent feedback regarding childcare and work schedules, and understand the challenges that families will face. Although not perfect, this plan offers a reliable schedule that allows families to build consistent routines and begin to make necessary arrangements.

While there are still factors about school reopening which are being worked out at the state level, we will remain patient and flexible as new information is provided. We ask the same of our Alloway Township School Community, as we will share any adjustments to this plan, if the need arises.

Although our return to school will look different this Fall, we are excited to welcome your children back to school. In spite of these challenges, we remain optimistic and look forward our “road back” with our Alloway students, staff, and families!

Sincerely,

Steven Crispin, Interim Superintendent

Pamela Southard, Principal

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THE ATSD 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:
 - (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 visitors and staff unless it will inhibit the individual's health.
 - (a) Accommodations will be made when it may be impractical for young children or individuals with disabilities.
- (3) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (4) Use of shared objects should be limited when possible or cleaned between use.
- (5) 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) 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) 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 a Board Policy 5141.3 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:

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

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

- (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow

current Communicable Disease Service guidance for illness reporting.

- (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
- (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
 - (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
 - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department

of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.

- (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (5) Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
 - (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
- (6) Exceptions to requirements for face coverings shall be as follows:
 - (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.
 - (c) The individual is in water.
 - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.

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

(7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at 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, staff professional development, 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, the President of the local education association or their designees of the local education association, 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 socially distancing and/or wearing masks 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.

- (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/guidelines regarding professional online etiquette/interactions with students.

- (3) Survey assistant teachers to determine technology needs/access.
 - (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]

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, 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.

Alloway Township School Board of Education

Restart and Recovery Plan Fall 2020

Appendix A

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

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

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:

The updated list is available at

<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-with-medical-conditions.html>

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

Note:

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. Medical documentation to support the need for an accommodation and to help determine an appropriate accommodation will be required.

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

For the health and safety of our school community, sick students or staff may not remain at school. If students or staff show signs of possible COVID-19 symptoms or complains about such symptoms, he or she will be directed to the school nurse and quarantine area. Parents and guardians will be contacted to pick up students immediately.

Appendix B

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

Physical/Social Distancing in Instructional and Non-instructional Rooms

- Classroom furniture will be set up to provide adequate space for students and staff to socially distance.
- The number of students physically present in a classroom will be reduced to maintain adequate social distancing space.
- Students will be grouped to reduce physical exposure to others. The use of these Cohorts is recommended by the Centers for Disease Control and other health agencies to help control the spread of any viruses and also manage any possible outbreaks.
- Movement of students through the school will be reduced. Teachers will move to classrooms to work with students; thus reducing student movement between areas of the school building.
- We will follow the CDC, Salem County Health Department, and the NJ Department of Education's guidelines with regards to wearing masks. At this time, Governor Murphy has directed that all students and staff must wear masks.
- Students will consistently use the same labeled desk each day. Desks will be arranged facing in one direction in pairs with only one desk occupied each day.
- Signage and floor markings will be placed throughout the school as reminders to maintain 6 feet of space between others and to control the flow of traffic.
- Masks will be worn at all times on the bus, in the halls, bathrooms, and common areas of the building.
- Nurses offices will be split to allow separation and supervision of a potentially sick student or staff member.
- The use of shared materials will be eliminated, whenever possible.

- Personal items are for the sole use of the individual student.
- Backpacks should be labeled and taken home each day.
- When materials must be shared, cleaning in between use and handwashing is essential.

Procedures for Hand Sanitizing/Washing

The Centers for Disease Control provides the following information to familiarize yourselves with important information regarding COVID-19 on their website at www.CDC.gov. This includes:

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

Regular handwashing with soap and water for at least 20 seconds is one of the most effective ways to prevent the spread of COVID-19. If soap and water are not readily available, students and staff will have access to hand sanitizer that contains at least 60 percent alcohol.

All students and staff will be washing/sanitizing hands at a minimum during these activities:

- Before and after 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

Students will be instructed to 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

During A/B Hybrid Learning, bus ridership by students will be reduced each day. However, it is unlikely that social distancing can be maintained. Drivers will be following the following protocol:

Before Bus Drivers Report to Work

- Drivers will report to B.R. Williams's if they have been within 6 feet of anyone that has been diagnosed with COVID-19.
- Before each "shift", drivers will self-screen for COVID-19 symptoms and if needed, report to B.R. Williams.

On the Bus

- Face masks are to be worn by staff and students.
- Load from front to back taking into consideration age of students, when possible.
- Sit families together.
- Assign seats.
- 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.
- Vehicles will be disinfected daily with EPA approved products

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.

Opting out of Bus Transportation

If families prefer to provide their own transportation, please email Mrs. Rishel, School Secretary at rishelb@allowayschool.org to have your children removed from our bus schedule. If you then wish to reinstate

transportation services, please contact Ms. Rishel, school secretary, at least one week in advance.

Appendix D

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

Arrival and Dismissal:

- Parents or Caregivers must complete a screening of children for symptoms before they leave home. We recommend that the form on the following page is placed in a sheet protector and reused each morning for this purpose.
- Staff members will complete a self-screening prior to arrival and again upon entrance to the school building.
- Empty buses one at a time, so social distancing can be maintained.
- Visitors may enter the front entrance vestibule only.
 - a. At this time, to maintain a safe environment for our students and staff, we cannot allow entrance beyond the vestibule for non-essential visitors during school hours.
 - b. Essential visitors requiring entry to the building must complete a health screening and wear a face covering.
- Designated waiting locations will be marked outside for visitors waiting to enter the vestibule. Only one person or family group may enter the vestibule at one time.
- Have entrances monitored by staff to help ensure students maintain a social distance.
- Hand sanitizer towers are present at each entrance.
- Hand sanitizer pumps are present in each classroom, therapy room, and common area.
- 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.
- Create one-way traffic flow when possible, to maintain social distancing during dismissal

Movement within the School Building and Grounds

- Transitions outside of the classrooms will be minimized, but cannot be completely eliminated. Students need to travel from the bus, to their classroom, to the lavatory and other essential areas.
- Students and staff will maintain social distancing, the use of masks, and staying within their group or cohort.

- Directionality of movement will be marked 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 to only travel in one direction if a loop is possible and students can get to point A and back following the loop.
- Scheduling will take the movement of students and staff within the building into consideration. Movement of students to change classes will be reduced, as teachers will move classrooms to work with cohorts as much as possible.
- Students will utilize bathrooms within their classroom, if available. Otherwise, hall bathrooms will be assigned to specific classrooms for use.
- Schedule classroom breaks one class at a time to reduce student traffic and limit the number of students within a hall bathroom.

Appendix E

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

- Parents or Caregivers will agree to monitor the health of their children daily and complete a screening of children for symptoms before they leave home each day. Please err on the side of caution and stay home if you or your child are not feeling well.
- Staff members will sign in daily indicating that have completed a daily symptom checklist.
- At this time, the identifiable symptoms are:
 - 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.
- Any staff member or student with a temperature of 100.4 or above will be sent home and advised to follow up with their physician for further instructions. Any student or staff member with a fever of 100.4 and above with or without the aid of medications within the previous 72 hours should also remain at home and contact a physician.
- In the classroom, teacher will make a deliberate effort to monitor health for symptoms and refer children with concerns to the office or nurse for further monitoring.
- Schools will also monitor the health of staff and students by tracking student and staff absenteeism and initiating mandated contact tracing, as needed.

Covid-19 Daily Pre-Screening Questions

Name of Student: _____ Date: _____

Parent/Guardian Cell: _____ Date: _____

Are you experiencing any of the following symptoms? Please Circle One

Fever (≥ 100.0 °F) Yes No

Cough or shortness of breath Yes No

Sore Throat Yes No

Chills Yes No

Muscle aches or rigors Yes No

Headache Yes No

New loss of taste or smell Yes No

Abdominal pain, nausea, vomiting or diarrhea Yes No

Have you had close contact with someone who is sick? Yes No

Have you been diagnosed with Covid-19 in the past 3 weeks? Yes No

Do you have reason to believe you have Covid-19? Yes No

Have you traveled or have had close contact with anyone who has traveled internationally or to any state that requires at 14 day quarantine period by the Governor of New Jersey? Yes No

If you took your temperature this morning, what was the reading?

All parties recognize the risk of COVID-19 transmission. Additionally, the parties agree to assume any risk associated in-person education, and release the Alloway Township School District from any and all claims of damage and loss that may result from participation. The release is without limitation and includes personal injury fees, attorney's fees, and any other losses that may occur to the participant. The Alloway Township School District does not assume any liability for the transmission of COVID-19.

Protocols for Symptomatic Students and Staff

- A safe and comfortable isolation area will be available for students or staff with potential symptoms who will be waiting for transportation.
- The Nurse's Office will be used for this purpose. All non-emergency visitors will be redirected to the Main Office.
- Masks must be worn.
- If more than one person exhibits symptoms, an additional isolation area will be supervised.
- Parents, Caregivers and or Family Members will be notified to pick up the student or staff member immediately.
- The isolation area will be supervised and sanitized after each use.

Protocols for Face Coverings

The CDC recommends that wearing a cloth face covering when around people and when social distancing is difficult to maintain, reduces the spread of COVID-19. Per current directives from Governor Murphy, it is a requirement that masks are worn within the school building and on buses.

- Wash hands prior to putting on a mask.
- The mask must cover the nose, mouth, and be secured under the chin.
- Reusable masks should be washed regularly.
- Reusable masks should adhere to the school's dress code and not contain any inappropriate language or graphic.
- Masks should be labeled with the owner's name and not be shared.
- Masks should be stored in clean, dry location, such as a labeled ziplock bag.
- Wash or sanitize hands after touching or adjusting a face covering.
- ATSD will provide a disposable mask if a student or staff member is in need.

Appendix F

Critical Area of Operation #6 - Contact Tracing

The Alloway Township School District will fully cooperate in sharing information with the Salem County Health Department to fulfill all mandated Contact Tracing Requirements. If a school district becomes aware that an individual who has spent time in the building tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

Cleaning and Disinfecting of Schools and School Equipment

The ATSD will undertake enhanced cleaning of school facilities and offices, with a focus on common areas and high-touch locations.

- Classrooms and common areas will be deep cleaned daily. This will include disinfecting all flat surfaces and high use points, such as door handles, light switches, faucets, water fountains, ect.
- High contact points will also be disinfected midday and again in the late afternoon.
- All classrooms will have cleaning supplies available for the cleaning of personal spaces.
- Hand sanitizer will be easily accessible in each classroom, near entrances, and in common areas.
- Bathrooms will be cleaned daily and between use as much as possible.
- All soap and towel dispensers will be continually checked and refilled.
- School buildings and all high touch areas will be cleaned and disinfected during Wednesday's remote learning day.
- In classroom materials will be individually packaged for student use as much as possible.
- The playground and any other equipment, if available, will be sanitized between uses.
- Additional custodial staff has been planned for to address the increase in building needs.

Appendix H

Critical Area of Operation #8 – Lunch

Although our Hybrid A/B Model will dismiss earlier than our normal school day, providing time to eat food from home or from our food service remains an important part of the day. It provides a break from academic activities and time for students to eat and socialize. This can be done safely within the confines of social distancing, reducing movement, and maintaining student groupings or cohorts.

- Students who qualify for free/reduced lunch may pick up lunch during their in-person day for remote learning days to complete the week. Parents who opt for full remote learning for their child, may call the school to arrange for lunch pick up for the week.
- Students and staff will wash hands before lunch.
- Meals will be "Grab-and-Go"

- Students will eat lunch in their classroom and/or remain with their cohort in the lunchroom.
- Students will remain socially distant
- Tables and /or desks should 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 wash hands after lunch.
- We ask staff members to limit the number of people present in each of the common staff lunch and work areas as follows: Main Teachers' Lounge-5 people; Small conference/lunch area: 4 people; Work area/copy machine-2 people.

Appendix I

Critical Area of Operation #9 – Recess/Physical Education

- Students will recess in their cohorts, using the procedures established in school operations regarding movement between the building.
- Students will wash/sanitize their hands before recess and before returning to class.
- Weather permitting, recess will be outdoors. Assigned stations or activities will be assigned to ensure that cohorts stay together.
- .If available, the playground and other equipment will be sanitized between use.
- Students will wash/ sanitize their hands before returning to class.
- Social distancing will be practiced while walking to and during recess.
- Additionally, teachers will incorporate “brain breaks” within the building to keep students motivated, alert, and happy.

Physical Education/Health

- Weather permitting, PE class will be held in outside space. Weather non-permitting, PE in the Gymnasium is preferred, PE class in classroom if needed; following social distancing of at least 6 feet between students. PE and/or Health Classes for the Middle School may be assigned during Remote Learning Days.
- Any equipment used during PE will be sanitized between use.
- Student Cohorts remain intact
- Hand washing before and after activity
- For safety reasons, students may not bring equipment from home.
- Students will not change clothes or use locker room until further notice.
- Students are encouraged to bring labeled and reusable water bottles to school. These should be washed at home each day.

Appendix J

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

Maintaining a safe learning environment for our students is the upmost priority. Social distancing, cleanliness, and keeping cohorts intact are essential in maintaining the health of our students and staff, controlling the spread of any viruses and managing any possible outbreaks. During the current health crisis, the continuation of many typical and traditional events and activities will need adjusting and or be suspended until further notice.

- The admission of non-essential visitors/volunteers beyond the vestibule will not be permitted at this time.
- After school clubs and sports are currently suspended.
- School assemblies will cater to smaller groups, if possible.
- Teachers will move to student cohorts for lessons, whenever possible.
- No food for sharing will be permitted
- After school space usage by outside groups cannot be accommodated at this time.
- SACC will continue to provide afterschool child-care programming and will adhere to social distancing, cohorting, and safety protocols.
- Field trips are currently prohibited as they are experiences that break cohorting and expose students and staff to risk of exposure to COVID-19.

Appendix K

Academic, Social, and Behavioral Supports

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.

- Establish a safe environment to learn at home and at school.
- 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 Counselor to provide intervention and resources
- Help students work on coping skills and resiliency
- Support teachers by collaborating prior to the start of the school year and involving them in the Restart process.
- on social emotional learning.
- Additional professional development on Social Emotional Learning is planned throughout the school year.
- Integrate SEL (Social Emotional Learning) into the curriculum.

Educating Students on How to Stay Healthy

- 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
- Students will be encouraged to participate in a Public Safety Contest using multiple forms of media to teach others about staying healthy and happy.

Appendix L

Restart Committee

The Alloway Township School Restart Committee met on Monday, July 20, 2020, including members of the Board of Education, Administrative Team, Teachers Association and Parents.

- The committee reviewed data collected from our parent community with input from our staff.
- Guidance from the CDC, local health department, and “The Road Back: Restart and Recovery Plan for Education” from the NJ Department of Education was disseminated and reviewed.
- Information regarding building and classroom parameters were considered.
- The committee formed cohorts to review pertinent information, discuss and listen to viewpoints and perspectives, and came to a consensus.
- It was agreed that a Hybrid A/B learning schedule would be recommended to the Board of Education. Per information from the Governor’s Office, a full remote model for students is also an option.
- The Superintendent of Schools shared this information with our school community.

Appendix M

Pandemic Response Teams

The Alloway School’s current Crisis Team is designated as our Pandemic Response Team. Members within our school building include teachers, counselors, nurses, CST, and administration. The team will:

- Oversee the school's implementation of the district's reopening plan, particularly health and safety measures, and provide safety and crisis leadership.
- Propose and amend school health and safety protocols as needed.
- Provide staff with needed support and training.
- Review school level data regarding health and safety measures and the presence of COVID19 and reporting that data, as required.
- Work with the School Improvement Committee and to inform and provide recommendations to foster a positive school climate
- Create pathways for community, family, and student voices to continuously inform the Team's decision-making as we move through our COVID-19 Reopening Phases.

Appendix N

Scheduling of Students

Thoughtful evaluation of the current health and safety standards, guidance from the NJDOE, stakeholder input, the needs of students, and the parameters present within supervision, high quality instruction, and space will inform scheduling decisions.

Student Cohorts

- 50% of students on "Yellow Team" In-person Monday and Tuesday; remote Wednesday, Thursday, and Friday
- 50% of students on "Black Team" In-person Thursday and Friday; remote Monday, Tuesday, and Wednesday.
- Wednesday – deep cleaning of the school. All students are on remote learning..
- Scheduling in-person days to keep siblings together will be taken into consideration.

School Day

- In-person instruction days will start at 7:50 and dismiss early at 12:15. This enables staff to provide feedback to remote students in the afternoon.
- SACC program will operate after school.
- If driving your child to school, please arrive by 7:40, as entry into the building will be staggered to maintain social distancing when arriving outside and entering the building.
- Parents and visitors cannot be admitted into the building to walk children to classrooms.
- Upon entering the building, students will wear masks, wash their hands, and move directly to their classroom. Hands will be washed and/or sanitized before and after lunch and prior to dismissal.

- Lunch may be brought from home or purchased. All purchased lunches are “Grab and Go.” Students on free/reduced lunch will receive additional lunches to take home for their “remote” days. Fully remote students’ families who qualify for free/reduced lunch may make arrangements to pick up lunches by calling the Main Office at 856-935-1622 or emailing Ms. Rishel at rishelb@allowayschool.org.
- Depending on the class schedule and to maintain social distancing, classes will either eat lunch in the gym or in their classroom.
- Teachers will visit classrooms to work with students to “change classes” as much as possible to reduce student movement in halls and maintain groups of students.
- Students will receive instruction every day during normal school hours, are expected to participate and will be accounted for following the school calendar.

Full Remote and Hybrid

- Regardless of method, all students will receive rigorous and equitable learning experiences, which are standards based and differentiated to address students’ needs.
- Hybrid and Fully Remote students within the same grade level may be in the same “class” and have opportunities to interact and collaborate in-person and/or remotely.
- Teachers will use Google Classroom to instruct, assign, interact, and assess. Google Meets will be used for live conferencing with the whole class, and small groups.
 - Students will receive coaching and guidance on Google Classroom and technology.
 - Resources for Parents will be posted on the school website to help families familiarize themselves with remote learning and support their child’s academic success.
- Students will receive instruction in English/Language Arts, Math and Science and/or Social Studies each day.
- Specials, such as Art, Digital Literacy PE, and/or Health will be included in weekly schedules.
- Expectations for student progress, participation, and on-task, positive behaviors are identical for either instructional model.
- Families choosing the fully remote option for their child will be expected to attend virtually according to their daily class schedule.
- Parents will have the option to choose the Hybrid schedule or full remote learning for their child. A survey will be sent in early August for parents to respond to the following:
 - Will your child be attending school fully remote or in-person following the Hybrid schedule for the 2020-2021 school year?
 - We understand that family circumstances may change and necessitate a need to switch from remote to hybrid, or visa

versa. Parents should contact Ms. Southard at least one week in advance to accommodate a change.

- Will your child ride the school bus or be transported privately for the 2020-2021 school year?
 - Once transportation decisions and routes are assigned, we ask for at least one week's notice for any changes.

Student Attendance

- Attendance will be taken for all students.
- Remote students will be marked present if they complete more than 50% of that day's assignments.
 - Assignments may include, but are not limited to written work, projects, written responses, oral and recorded responses, written conversation streams, and/or attending scheduled live lessons or Google Meets.
 - Students marked absent due to missing work may make it up within the week and the absence will be changed to present.
- If a remote or hybrid student is ill and will not be participating in instruction for the day, please call the office, so that we can mark your child absent.
- Teachers will attempt contact with the parents or guardians if a student misses school work for two consecutive days.
 - If the teacher is unsuccessful in making contact, the principal will attempt to contact the parents or guardians:
 - Our first concern is to confirm that the child and family are healthy and safe.
 - We are here to problem solve with students and families to support children's academic, social and emotional growth.
 - By working together, parents and teachers can solve problems and coach children to take responsibility for their own learning.
 - If the teacher and principal are unsuccessful in making contact with a student and/or family members, we may initiate a home visit for a well check.

Assessments

Regular attendance and work completion are key to student success.

Teachers may use a variety of methods to assess student progress. These may include, but are not limited to:

- Written tests and quizzes
- Online tests and quizzes (ex. Google Form)
- Open book assessments
- Oral responses
- Class participation
- Projects
- Presentations (in-person and/or remote)
- Homework completion

Appendix O

Staffing

- Staff members will complete a daily health self-assessment and will wear masks prior to entering the school building.
- Staff members arrive in the building earlier than students to prepare for the day.
- Teachers will attend professional development this summer on remote learning and technology.
- Teachers will work collaboratively to enhance instructional methods to promote student achievement.
- Teacher observations and feedback will support teachers' professional growth.
- SOAR teachers will provide support and differentiated instruction within students' classrooms to minimize student movement in the hallways, other classrooms, and maintain cohorts.
 - "Measure of Academic Progress" assessments will be administered early in September to assess any potential learning loss
 - Teachers will use results and other data to inform their instruction and differentiate to meet students' needs for remediation.
- Teachers may also act as mentors to students exhibiting stress possibly related to a return to school and the current health crisis.
- Staff members will be working daily in the school building. Once a cohort is dismissed at 12:15, teachers will have time for lunch and their prep period, then time to engage in remote instruction with any full remote students and that day's remote cohort. Activities may include, but are not limited to:
 - Providing feedback to students via Google Classroom
 - Instructing or assessing remote students
 - "Team Teaching" with a special education colleague to a whole class or small group of students.
 - Hosting "office hours" via Google Meets for students.
 - Record and post mini-lessons for students.
 - Mentor a student remotely.

CHART OF USEFUL LINKS

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

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

	Referral Agencies	s/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/
Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
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/NJDOE/GMSWeb/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/bsol/
	Division of Local Government	https://www.nj.gov/dca/divisions/dl

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

Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html