

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools



South Brunswick *School*
District

Board of Education

Fall 2020

RESTART & RECOVERY PLAN

TABLE OF CONTENTS

	<u>Page #</u>
Introduction	4
A. Conditions for Learning	6
1. Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning	6
a. Critical Area of Operation #1 General Health and Safety Guidelines	7
b. Critical Area of Operation #2 Classrooms, Testing, and Therapy Rooms	8
c. Critical Area of Operation #3 Transportation	10
d. Critical Area of Operation #4 Student Flow, Entry, Exit, and Common Areas	11
e. Critical Area of Operation #5 Screening, PPE, and Response to Students and Staff Presenting Symptoms	11
f. Critical Area of Operation #6 Contact Tracing	14
g. Critical Area of Operation #7 Facilities Cleaning Practices	14
h. Critical Area of Operation #8 Meals	16
i. Critical Area of Operation #9 Recess/Physical Education	16
j. Critical Area of Operation #10 Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours	18
2. Academic, Social, and Behavioral Supports	18

RESTART & RECOVERY PLAN

	<u>Page #</u>
a. Social Emotional Learning (SEL) and School Climate and Culture	19
b. Multi-Tiered Systems of Supports (MTSS)	19
c. Wraparound Supports	19
d. Food Service and Distribution	20
e. Quality Child Care	20
B. Leadership and Planning	21
1. Establishing a Restart Committee	21
2. Pandemic Response Teams	22
3. Scheduling	23
4. Staffing	25
5. In-Person and Hybrid Learning Environments: Roles and Responsibilities	27
6. Educator Roles Related to School Technology Needs	32
7. Athletics	35
C. Policy and Funding	36
1. School Funding	36
D. Continuity of Learning	38
1. Ensuring Delivery of Special Education and Related Services to Students with Disabilities	38
2. Technology and Connectivity	39
3. Curriculum, Instruction, and Assessments	40
4. Professional Learning	43
5. Career and Technical Education (CTE)	44
Appendices	46

RESTART & RECOVERY PLAN

Introduction

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

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

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

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

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

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

RESTART & RECOVERY PLAN

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

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

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

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

RESTART & RECOVERY PLAN

THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

- A. Conditions for Learning;
- B. Leadership and Planning;
- C. Policy and Funding; and
- D. Continuity of Learning.

A. Conditions for Learning

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

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

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

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

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

RESTART & RECOVERY PLAN

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.

RESTART & RECOVERY PLAN

- (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

RESTART & RECOVERY PLAN

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, visitors and staff unless it will inhibit the individual's health.
 - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities, however every attempt will be made to attain compliance.
- (3) Even in a classroom setting where social distancing can take place (e.g., chairs are 6 feet apart) or physical barriers are in place, face coverings are still required until either Governor's orders deem unnecessary or the Department of Health or CDC deem no longer necessary.
- (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (5) Use of shared objects should be limited when possible or cleaned between use.
- (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
 - (a) In each classroom (for staff and older children who can safely use hand sanitizer).
 - (b) Children ages five and younger should be supervised when using hand sanitizer.

RESTART & RECOVERY PLAN

- (c) At entrances and exits of buildings.
 - (d) Near lunchrooms and restrooms.
 - (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) Until deemed by a Governor’s Executive Order or found unnecessary by the CDC or Health Department, a face covering must be worn by all students who are able to do so upon entering the bus and during the entire time on a 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

RESTART & RECOVERY PLAN

- (1) The Board's Plan will establish the process and location for student and staff health screenings.
- (2) Each school in the district will provide physical guides, such as markings 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).
 - a. Student and Staff Screening locations are predetermined at each school.
 - b. Every attempt to social distance will be maintained at entrances and exits along with the interior of each school supervised by administrators and teachers.

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

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

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

- (a) Screening Procedures for Staff - All staff members are required to fill out the district's electronic self assessment medical form each day before arriving at their school and will report to school only when they are in good health. In person random screenings that may involve temperature checks will also occur.

- (b) Screening Procedures for Students - When children arrive at school, each principal will assign staff to designated entrances. When students exit their bus or personal vehicle, they are required to have their face coverings in place. The only exceptions are for

RESTART & RECOVERY PLAN

health reasons where the parent has communicated this exception to the principal prior to the student arriving at school. While students wait to enter school, staff will make every attempt to maintain social distancing of six feet by directing students to stand on painted circles, clearly marked, outside of the school. If physical distancing of six feet cannot be maintained for individuals in line waiting to enter a school the proper use of face coverings will address this temporary condition.

(c) To avoid delays, staff should attempt to minimize student interactions during drop-off and entrance to school facilities. During arrival, designated locations will be utilized for “entrance only” into any school. No visitors will be allowed into any school during arrival. Staff will ensure that students have properly donned their mask and see to it that students utilize hand sanitizer located at each entrance prior to entering any school. Staff at entrances will provide masks to students who have arrived at school without one.

(d) 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. Parents are required to assess their child's condition prior to sending them to school each day and fill out an electronic self assessment form which is forwarded to the school district indicating that their child is symptom free. In addition, assigned staff at designated entrances will visually check students for symptoms of Covid-19. At the direction of the Superintendent, trained staff may also be instructed to administer a screening process involving temperature checks. Staff should monitor children for overt symptoms of any infectious illness and direct those students who show symptoms of illness or a temperature reading at or above 100.0 degrees fahrenheit to the school nurse for treatment. This should be done in a discrete manner as to not embarrass or draw attention to the child. Health checks must be conducted in a safe and respectful

RESTART & RECOVERY PLAN

manner, in accordance with any applicable privacy laws and regulations and account for any accommodations that may be needed for students with disabilities. The school nurse shall not be assigned as an initial entry screener in order to remain available to tend to students' needs. The school nurse will document when signs/symptoms of COVID-19 are observed and will safely and respectfully isolate the student who will remain in isolation with continued supervision and care until picked up by an authorized adult

(e) Students and employees will be asked to leave or not come into school if they test positive for COVID-19, have a temperature reading at or above 100.0 degrees fahrenheit or exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is otherwise not explained. Staff at entrances should be alert for some of the following symptoms* upon student arrival when they are overt in nature.

A fever of 100° F or greater

Cough

Shortness of breath or difficulty breathing

Chills

Repeated shaking with chills

Muscle pain

Headache

Sore throat

New loss of taste or smell

Fatigue

Congestion or runny nose

Nausea or vomiting

Diarrhea

*Symptoms may be deleted or added to based upon CDC guidance.

(f) The district has purchased handheld thermometers to accommodate this potential need.

RESTART & RECOVERY PLAN

(g) Non-contact handheld infrared thermometers will be distributed to each school in the event that temperature checks are instituted. The district will utilize the Berrcom Non-Contact Infrared Thermometer Model: JBX178 for all temperature checks. All staff assigned to temperature checks will be provided with the manufacturers instructions on how to properly operate the thermometer, any questions after reading directions should be directed to the school nurse. Any student with a reading at or above 100.0 degrees fahrenheit will be directed to the school nurse and/or an isolation setting.

(h) During dismissal each principal will assign staff to designated exits which shall be “exit only” for students. Staff should ensure that students wear their masks and maintain six feet of social distancing whenever possible while waiting for their bus or parent. Students should not unnecessarily congregate on school property upon release.

(i) 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.

(2) 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.

(a) 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 will be denied.

(3) Students must wear face coverings even when social distancing can 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 difficult for young children or individuals with disabilities.

RESTART & RECOVERY PLAN

(a) Accommodations 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.

(4) Exceptions to the Requirement for Face Coverings

(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 Individualized Education Program (IEP), precludes the use of a face covering.

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

(5) 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:

(a) Establishment of an isolation space. Students and staff who develop symptoms while in a district building 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.

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

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

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

RESTART & RECOVERY PLAN

(e) Continuous monitoring of symptoms.

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

(g) Written protocols to address a positive case.

[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) Under normal protocols, when a South Brunswick resident has tested positive for COVID-19 they are placed into a state database system. The South Brunswick Health Department is then notified by the state and begins case management and contact tracing. The health department may call the school district during a contact tracing investigation to determine any close contacts to whom a person may have spread the virus, where close contact is defined as being within six feet for a period of at least ten minutes.

(2) If the school district becomes aware of a student, staff member or visitor that has tested positive for COVID-19 the Safety and Compliance Officer will contact the South Brunswick Health Department. The South Brunswick Health Department is the first point of contact for the district and in conjunction with the Middlesex County Health Department will handle case management and contact tracing.

(3) The district has made advanced contact with the South Brunswick Health Department to set up lines of communication in order to prepare for the possibility of a positive test / contact tracing investigation.

RESTART & RECOVERY PLAN

(4) The district shall assist the local or county health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts. Methods to assist in contact tracing include records of groups/cohorts, assigned staff, and daily attendance.

(5) The school district shall ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them.

(6) The Safety and Compliance Officer shall be designated by the Superintendent as responsible for providing health department notifications, working with principals to gather information and assisting the health department(s) in any way during contact tracing.

(7) The district shall allow staff, students, and families to self-report symptoms and/or suspected exposure.

[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

RESTART & RECOVERY PLAN

cleaning objects/surfaces not ordinarily cleaned daily (e.g. door knobs, light switches, classroom sink handles, countertops).

- (c) Use of all cleaning products according to the directions on the label. For disinfection an EPA-registered disinfectant should be used. 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.

RESTART & RECOVERY PLAN

- (e) Sanitize bathrooms daily, or more frequently 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 to 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 means to create boundaries between groups.

RESTART & RECOVERY PLAN

- (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 student mixing.

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

RESTART & RECOVERY PLAN

j. Critical Areas 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.

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

- a. Social Emotional Learning (SEL) and School Culture and Climate
 - (1) District SEL team is focused on developing resources and guiding documents for the first 2-weeks of school. Whole school and classroom activities/initiatives will focus on SEL competencies, identification and tiered support.
- b. Multi-Tiered Systems of Support (MTSS)

RESTART & RECOVERY PLAN

- (1) In South Brunswick, Student Support Teams provide 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. Student Support Teams will convene and provide support to identified students at the school level..

c. Wraparound Supports

- (1) Wraparound services will be provided to families and students in need of comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.
- (2) The school district will identify students that need mental health supports and provide supports, resources, and referrals at the beginning of the school year. If in-person instruction is not feasible, the district will continue to find other ways to assess and monitor students' mental health.

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.

Any student eligible for Free or Reduced school meals will receive such each day, whether present on site or participating in 100% virtual instruction.

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.

RESTART & RECOVERY PLAN

Wrap Around Child Care will be provided to families that need childcare before and after school. The services are licensed under the Division of Children and Families (N.J.S.A. 30:5B-1 to 15 Child Care Center Licensing Act). Eligible families have the opportunity to apply for state subsidies to assist with costs, through local Child Care Resource and Referral programs. Any families that qualify for free and reduced lunch will also be eligible for a reduced price.

This programming is overseen and follows all the licensing mandates and inspections of the Division of Children and Families.

This is being Developed by School Officials.

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee
 - a. A Restart Committee should be established as collaboration is critical to the development of the Board’s Plan.
 - b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education

RESTART & RECOVERY PLAN

associations, and a diverse set of content experts, educators, parents, and students.

- c. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.
- d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
- e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See [Appendix L](#) – Restart Committee]

2. Pandemic Response Teams

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

RESTART & RECOVERY PLAN

- (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.

RESTART & RECOVERY PLAN

(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.

RESTART & RECOVERY PLAN

- (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 the classroom receive instruction. School officials may:
 - (1) Provide teachers common planning time.
 - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
 - (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
 - (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
 - (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
 - (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See [Appendix N](#) – Scheduling of Students]

RESTART & RECOVERY PLAN

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),

RESTART & RECOVERY PLAN

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, monitoring number of students entering bathrooms and hallways, etc.).

RESTART & RECOVERY PLAN

- (4) Become familiar with district online protocols and platforms.
 - (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
 - (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
 - (7) Provide regular feedback to students and families on expectations and progress.
 - (8) Set clear expectations for remote and in-person students.
 - (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
 - (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
 - (11) Instruct and maintain good practice in digital citizenship for all students and staff.
 - (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
 - (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
 - (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
 - (15) Limiting on-line activities for pre-school students.
- c. Mentor teachers should:
- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

RESTART & RECOVERY PLAN

- (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.

RESTART & RECOVERY PLAN

- (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.

RESTART & RECOVERY PLAN

- (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.

RESTART & RECOVERY PLAN

- (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.

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

RESTART & RECOVERY PLAN

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

- b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:
 - (1) Train student teachers to use technology platforms.
 - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
 - (3) Survey assistant teachers to determine technology needs/access (Pre-school).
 - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

- c. Student teachers should:
 - (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
 - (2) Lead small group instruction (in-person to help with social distancing).

RESTART & RECOVERY PLAN

- (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

RESTART & RECOVERY PLAN

will interact directly with students may require criminal history background checks.

- (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
- (5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See [Appendix O](#) – Staffing]

7. Athletics

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

[See [Appendix P](#) – Athletics]

RESTART & RECOVERY PLAN

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,

RESTART & RECOVERY PLAN

and budget transfers that current statute does not authorize at the start of the school year.

c. School Funding

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

(1) Purchasing

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

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

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

(3) Costs and Contracting

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

RESTART & RECOVERY PLAN

RESTART & RECOVERY PLAN

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:

RESTART & RECOVERY PLAN

- (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

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

- (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.

RESTART & RECOVERY PLAN

- (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.

RESTART & RECOVERY PLAN

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.

RESTART & RECOVERY PLAN

- (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.

Appendices

Restart and Recovery Plan

RESTART & RECOVERY PLAN

to Reopen Schools

South Brunswick
School District

Fall 2020

RESTART & RECOVERY PLAN

Appendix A

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

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

Protocol for High Risk Staff Members

South Brunswick will comply with the guidelines outlined by the Center for Disease Control (CDC), state, and local guidelines. Reasonable accommodations will be provided for both staff and students that are at a higher risk for COVID-19. Safety precautions will include frequent hand washing, the wearing of cloth masks, and social distancing.

Prior to opening the following protocols were put into place:

1. Developed guidance for each of the schools in accordance with CDC's Interim Guidance for K-12 Schools Responding to Coronavirus Disease 2019 (COVID-19), May 2020.
2. Identified a COVID Workplace Coordinator (and team)
3. Conducted a thorough hazard assessment, used the Guidance on Preparing Workplaces for COVID-19 from OSHA and completed a safety check of the engineering controls of the building's ventilation system and the water system. Installed signage throughout each of the buildings.
4. Sanitizers provided for staff in the schools.
5. Developed online training and documents for all employees about safety procedures and expectations.
6. Increased custodial hours to complete COVID-specific cleaning and disinfecting protocols specific to touchpoints and objects within the space(s) on a daily basis, including, but not limited to:

- | | | |
|-----------------------|------------------------------------|-----------------------------|
| ○ offices | ○ bathrooms | ○ faucets/restroom fixtures |
| ○ common areas | ○ doorknobs, handles, push plates. | ○ paper towel dispensers |
| ○ hallways | ○ light switches | |
| ○ conference rooms | ○ dining tables | |
| ○ copier rooms/spaces | ○ countertops and appliances | |
| ○ kitchen | | |
| ○ dining areas | | |

RESTART & RECOVERY PLAN

Staff requesting accommodations

Reasonably accommodating 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 and will align with CDC guidance:

- Chronic kidney disease
- COPD (chronic obstructive pulmonary disease)
- Immunocompromised state (weakened immune system) from solid organ transplant
- Obesity (body mass index [BMI] of 30 or higher)
- Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
- Sickle cell disease
- Type 2 diabetes mellitus
- Cancer

COVID-19 is a new disease. Currently there is limited data and information about the impact of underlying medical conditions and whether they increase the risk for severe illness from COVID-19. Based on what we know at this time, people with the following conditions might be at an increased risk for severe illness from COVID-19:

- Asthma (moderate-to-severe)
- Cerebrovascular disease (affects blood vessels and blood supply to the brain)
- Cystic fibrosis
- Hypertension or high blood pressure
- Immunocompromised state (weakened immune system) from blood or bone marrow transplant, immune deficiencies, HIV, use of corticosteroids, or use of other immune weakening medicines
- Neurologic conditions, such as dementia
- Liver disease
- Pregnancy
- Pulmonary fibrosis (having damaged or scarred lung tissues)
- Smoking
- Thalassemia (a type of blood disorder)
- Type 1 diabetes mellitus

Face Coverings and PPE

Special consideration should be given to protection for staff members, such as school nurses, custodians, and some Special Education teachers, paraprofessionals and service providers, who will be in close contact with students or will handle waste materials.

RESTART & RECOVERY PLAN

Cloth face coverings protect others if the wearer is infected with COVID-19 and is not aware.

Cloth face covering will be available to staff. Evidence continues to mount on the importance of universal face coverings in interrupting the spread of COVID-19.

For individuals who have difficulty with wearing a cloth face covering due to a medical condition, documentation from a physician must be provided for an accommodation to be considered.

For certain populations, the use of cloth face coverings by teachers may impede the education process. These include students who are deaf or hard of hearing, students receiving speech/language services, young students in early education programs, and English Language Learners. The District will consider providing products (e.g. face coverings with clear panels in the front and/or face shields) to facilitate student learning among these populations, if the PPE is available.

Prevent and Reduce Transmission Among Employees

- Staff will view [training](#) by School Nurse on topics that include: safety protocols, including basic principles of emergency first aid, bloodborne pathogens, infection control, hand washing practices, personal protective equipment (PPE), and COVID-19 signs and symptoms
- Staff will view GCN Tutorial: COVID-19 Plan, Prepare, and Respond (Educational Institutions) - [8 min](#)
- Staff Meeting
- Sick employees must stay home
- Updated Policies
- Staff will be notified of their rights to submit a leave request according to the Department of Labor Employee Rights

Daily health checks are required

- Prior to coming to school, all staff and students will submit a Google Form - COVID-19 Health Pre-Screening Questions answering questions related to:
 - temperature screening (in-person random screenings will also occur)
 - symptoms of COVID-19, as per CDC guidelines
 - travel to identified states and countries that require quarantine upon return to NJ
- Upon arrival, all visitors (visitor access to schools is prohibited unless allowing for unique exceptions and authorized by the school principal or administrator) will be

RESTART & RECOVERY PLAN

screened for symptoms and history of exposure to COVID-19 prior to admittance. This will include:

- Temperature Screening - anyone with a fever of 100.0° or above shall not be admitted into the facility

Anyone that answers YES to any of the health screening questions and the reason is not otherwise explained shall not report to work until they contact their supervisor or the HR Department.

Employees who exhibit symptoms of COVID-19 at work will be suspected of being sick and separated

- a. Immediately exit the sick employee out of the building or have the person go to the identified isolation area (1st floor hallway room) until it is safe to exit.
 - i. If necessary, transport sick individual(s) home or to a healthcare facility, depending on how severe their symptoms are.
 - ii. If calling an ambulance or bringing someone to a healthcare facility, alert them ahead that the person may have COVID-19.
- b. Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting them (for outdoor areas, this includes surfaces or shared objects in the area, if applicable).
 - i. COVID Response Cleaning Team will perform enhanced cleaning and disinfection of all areas used by the person who is sick, such as offices, bathrooms, and common areas.
- c. Staff members will be advised to follow, [What to Do If You Are Sick](#)
- d. The employee will need to submit a certification from the treating physician that they are cleared to return to work.

Employees that are confirmed to have COVID-19:

- e. Immediately notify confirmed positive cases to HR
- f. HR will collaborate with the Department of Health and together they will identify and notify people they may have exposed.
 - i. Confidentiality will be maintained at all times.
 - ii. Advise those who have had close contact with a person diagnosed with COVID-19 to stay home, self-monitor for symptoms, and follow CDC guidance if symptoms develop.
 - iii. The employee will need to submit a certification from the treating physician that they are cleared to return to work.

COVID Response Cleaning Team will perform enhanced cleaning and disinfection of all areas used by the person who is sick, such as offices, bathrooms, and common areas.

- iv. Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection products, including storing them

RESTART & RECOVERY PLAN

- securely away from children.
- v. If less than 7 days have passed since the person who is sick visited or used the facility, all areas used by the person who is sick are closed for 24 hours prior to cleaning.
- vi. If more than 7 days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.

Employees that are **exposed (defined below)** to someone that may have COVID-19:

- You were within 6 feet of someone who has COVID-19 for at least 15 minutes
 - You provided care at home to someone who is sick with COVID-19
 - You had direct physical contact with the person (touched, hugged, or kissed them)
 - You shared eating or drinking utensils
 - They sneezed, coughed, or somehow got respiratory droplets on you
1. Follow CDC and NJ Department of Health guidance on readmittance:
 - [Quarantine If You Might Be Sick](#)
 - [If You Are Sick or Caring for Someone](#)

What cleaning will take place in the workspace for a sick employee/students?

COVID Response Cleaning Team will perform enhanced cleaning and disinfection of all areas used by the person who is sick, such as offices, bathrooms, and common areas.

- Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection products, including storing them securely away from children.
- If less than 7 days have passed since the person who is sick visited or used the facility, all areas used by the person who is sick are closed for 24 hours prior to cleaning.
- If more than 7 days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.

Students that are high risk for illness:

- Screening Procedures for all Students - When children arrive at school, each principal will assign staff to designated entrances. When students exit their bus or personal vehicle, they are required to have their face coverings in place. The only exceptions are for health reasons where the parent has communicated this

RESTART & RECOVERY PLAN

exception to the principal prior to the student arriving at school. While students wait to enter school, staff will make every attempt to maintain social distancing of six feet by directing students to stand on painted circles, clearly marked, outside of the school.

- Families have the option to select 100% remote instruction for students that are high risk.

RESTART & RECOVERY PLAN

Appendix B

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

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

- a. Social Distancing in Instructional and Non-Instructional Rooms
 - (1) Social distancing will be maintained in all instructional and non-instructional spaces. This will be achieved by:
 - (a) A complete room by room and building assessment to determine a social distanced capacity
 - (b) keeping capacity at a minimum
 - (c) signage on floors and hallways
 - (d) purchased PPE to create barriers for proper social distancing
- b. Procedures for Hand Sanitizing/Washing
 - (1) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizer (at least 60% alcohol). Stations will be located:
 - (a) In each classroom (for staff and older children who can safely use hand sanitizer).
 - (b) Children ages five and younger should be supervised when using hand sanitizer.
 - (c) At entrances and exits of buildings.
 - (d) Near lunchrooms and restrooms.
 - (e) For classrooms that have existing handwashing stations, stations should have soap, water, and alcohol-based hand sanitizers (at least 60% alcohol) available for use.

RESTART & RECOVERY PLAN

- (2) Students, staff 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.
- (3) Training will be provided to staff on proper hand sanitizing/washing practices, via Global Compliance Network (GCN). The video tutorial is titled, COVID-19 Video: Proper Handwashing (CDC). All staff will have training in this area as seen by [this plan](#).

RESTART & RECOVERY PLAN

Appendix C

Critical Area of Operation #3 – Transportation

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

- a. Student Transportation
- b. Social Distancing on School Buses

Bus / Vehicle Cleaning: Contracted Service Providers must adhere to district expectations to promote a standardized cleaning plan

1. Cleaning, Disinfection performed after each route
2. Cleaning record posted clearly and initialed by the driver
3. Clean and disinfect all areas (e.g., seats, seatbacks, floors, windows) used by persons, focusing especially on frequently touched surfaces with district approved cleaner

Drivers, both district and contractor, must practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene and cloth face coverings).

All students are required to wear face coverings while on the school bus (both district and contractor buses) unless previously directed from school that the student is medically exempt from mask wearing.

We will attempt to have 1 student per seat (closest to the window) unless they reside in the same home with another student on the bus making for 22 students on the bus. If needed we will use the aisle seating of the 3 seaters to seat a max of 32 students.

RESTART & RECOVERY PLAN

Appendix D

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

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

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

- (1) The Board's Plan will establish the process and location for student and staff health screenings.
- (2) Each school in the district will provide physical guides, such as markings 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).
 - a. Student and Staff Screening locations are predetermined at each school.
 - b. Every attempt to social distance will be maintained at entrances and exits along with the interior of each school supervised by administrators and teachers.

RESTART & RECOVERY PLAN

Appendix E

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

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

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

(a) Screening Procedures for Staff - All staff members are required to fill out the district's electronic self assessment medical form each day before arriving at their school and will report to school only when they are in good health. In person random screenings will also occur.

(b) Screening Procedures for Students - When children arrive at school, each principal will assign staff to designated entrances. When students exit their bus or personal vehicle, they are required to have their face coverings in place. The only exceptions are for health reasons where the parent has communicated this exception to the principal prior to the student arriving at school. While students wait to enter school, staff will make every attempt to maintain social distancing of six feet by directing students to stand on painted circles, clearly marked, outside of the school. If physical distancing of six feet cannot be maintained for individuals in line waiting to enter a school the proper use of face coverings will address this temporary condition.

(c) To avoid delays, staff should attempt to minimize student interactions during drop-off and entrance to school facilities. During arrival, designated locations will be utilized for “entrance only” into any school. No visitors will be allowed into any school during arrival. Staff will ensure that students have properly donned their mask and see to it that students utilize hand sanitizer located at each entrance prior to entering any school. Staff at entrances will provide masks to students who have arrived at school without one.

(d) School officials will campaign to ensure parents are on alert for signs of the illness in their children and to keep their child home when they are sick. Parents are required to assess their child's condition prior to sending them to school each day and fill out an electronic self assessment form which is forwarded to the school district indicating that their child is symptom free. In addition, assigned staff at designated entrances will visually check students for symptoms of Covid-19. At the direction of the

RESTART & RECOVERY PLAN

Superintendent, trained staff may also be instructed to administer a screening process involving temperature checks. Staff should monitor children for overt symptoms of any infectious illness and direct those students who show symptoms of illness or a temperature reading at or above 100.0 degrees fahrenheit to the school nurse for treatment. This should be done in a discrete manner as to not embarrass or draw attention to the child. Health checks must be conducted in a safe and respectful manner, in accordance with any applicable privacy laws and regulations and account for any accommodations that may be needed for students with disabilities. The school nurse shall not be assigned as an initial entry screener in order to remain available to tend to students' needs. The school nurse will document when signs/symptoms of COVID-19 are observed and will safely and respectfully isolate the student who will remain in isolation with continued supervision and care until picked up by an authorized adult

(e) Students and employees will be asked to leave or not come into school if they test positive for COVID-19, have a temperature reading at or above 100.0 degrees fahrenheit or exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is otherwise not explained. Staff at entrances should be alert for some of the following symptoms upon student arrival when they are overt in nature.

- A fever of 100.0° F or greater
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell
- Fatigue
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

(f) As of July, 2020 the New Jersey Department of Education called for a screening process upon arrival where staff must visually check students for symptoms upon arrival (which may include temperature checks). Assigned staff will visually check each student who arrives at school for symptoms of illness. At the direction of the Superintendent, trained staff may also be instructed to administer a screening process involving temperature checks. The district has purchased handheld thermometers to accommodate this potential need.

(g) Non-contact handheld infrared thermometers will be distributed to each school in the event that temperature checks are instituted. The district will utilize the [Berrcom](#)

RESTART & RECOVERY PLAN

Non-Contact Infrared Thermometer Model: JBX178 for all temperature checks, the use of other thermometers are prohibited. All staff assigned to temperature checks will be provided with the manufacturers instructions on how to properly operate the thermometer, any questions after reading directions should be directed to the school nurse. Any student with a reading at or above 100.0 degrees fahrenheit will be directed to the school nurse.

(h) During dismissal each principal will assign staff to designated exits which shall be “exit only” for students. Staff should ensure that students wear their masks and maintain six feet of social distancing whenever possible while waiting for their bus or parent. Students should not unnecessarily congregate on school property upon release.

(i) 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.

(2) 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.

(a) 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 will be denied.

(3) Students must wear face coverings even when social distancing can 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 difficult for young children or individuals with disabilities.

(a) Accommodations 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.

(4) Exceptions to the Requirement for Face Coverings

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

(b) The individual is in extreme heat outdoors - only as approved by the Health Dept.

(c) The individual is in water.

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

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

RESTART & RECOVERY PLAN

(5) 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:

(a) Establishment of an isolation space. Students and staff who develop symptoms while in a district building 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.

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

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

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

(e) Continuous monitoring of symptoms.

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

(g) Written protocols to address a positive case.

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

Staff - Training will be provided to staff on protocols for face coverings via Global Compliance Network (GCN). The tutorial is titled, COVID-19 Video: Wear a Cloth Face Covering (CDC).

RESTART & RECOVERY PLAN

Appendix F

Critical Area of Operation #6 - Contact Tracing

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

- (1) Under normal protocols, when a South Brunswick resident has tested positive for COVID-19 they are placed into a state database system. The South Brunswick Health Department is then notified by the state and begins case management and contact tracing. The health department may call the school district during a contact tracing investigation to determine any close contacts to whom a person may have spread the virus, where close contact is defined as being within six feet for a period of at least ten minutes.
- (2) If the school district becomes aware of a student, staff member or visitor that has tested positive for COVID-19 the Safety and Compliance Officer will contact the South Brunswick Health Department. The South Brunswick Health Department is the first point of contact for the district and in conjunction with the Middlesex County Health Department will handle case management and contact tracing.
- (3) The district has made advanced contact with the South Brunswick Health Department to set up lines of communication in order to prepare for the possibility of a positive test / contact tracing investigation.
- (4) The district shall assist the local or county health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts. Methods to assist in contact tracing include records of groups/cohorts, assigned staff, and daily attendance.
- (5) The school district shall ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them.
- (6) The Safety and Compliance Officer shall be designated by the Superintendent as responsible for providing health department notifications, working with principals to gather information and assisting the health department(s) in any way during contact tracing.

RESTART & RECOVERY PLAN

(7) The district shall allow staff, students, and families to self-report symptoms and/or suspected exposure.

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

Custodial Supply Ordering

In concert with NJ State requirements, the South Brunswick School District will make available all appropriate PPE for South Brunswick School District Employees. Extra masks will be available should an employee misplace their mask.

On an ongoing basis, the facilities department personnel and Head Custodians keep an inventory of the stock of hand sanitizer, soap, paper towels, and cleaning supplies to ensure that all district locations have enough stock to be fully operational for two weeks. When the anticipated start date to reopen our schools is known, an additional two weeks supply will be verified as being in stock in our warehouse and any items short will be ordered so that a full month supply is on hand in total.

Facilities Operations

In an effort to provide a safe, clean, and healthy environment for our staff students, staff, and greater school community, the following enhanced cleaning procedures will continue:

- Increased frequency of interior and exterior touch-point disinfecting cleaning, including, but not limited to, cafeteria tables, door handles, panic bars, door pulls, doorknobs, drinking fountains, dispensers, countertops, restrooms.
- All touch point cleaning is to be completed utilizing either a Hydrogen Peroxide based Cleaning Solution or EPA registered disinfectant.
- Ensure all District buses if used during the day are cleaned and disinfected after each use with the district-provided EPA Registered Disinfectant (Re-Juv-Nal) and the Peroxide Based Heavy Duty Cleaner (Supprox-HD)

General Cleaning Procedures

Area: Classroom, Classroom Bathrooms, LGR, Teacher's Lounge

- Begin with fully supplied cleaning cart
- Look at the room top to bottom
- Check lights/ceiling tile/blinds

RESTART & RECOVERY PLAN

- Make a written notation on your cleaning list to repair/replace light bulbs, ceiling tile the next day
- Leave a written note to the supervisor if any repairs can not be made
- Start cleaning from ceiling to floor
- Empty trash cans, recycle as required / clean interior-exterior of cans, reline as needed
- Perform high dusting with correct feather dusters, work down from the ceiling
- Clean whiteboard per teacher's instructions, wipe down trays with the correct product
- Clean, disinfect sinks/toilets with correct products (daily)
- Clean, disinfect desks, tables, chairs, door handles with correct products (daily)
- Clean, dust, wipe down all vertical and horizontal surfaces with correct products, clean pencil sharpeners
- Clean glass
- Clean, vacuum all carpets
- Vacuum, dust mop floors (do not sweep into hallways)
- Damp-mop floors with the correct product
- Check, clean, refill all soap, paper, disinfectant dispensers
- Spray down everything in the room using RE-Juv-nal Disinfectant
- Fill out the room cleaning and disinfecting form on the outside of the door.
- Turn off lights, close door
- Disinfect interior and exterior door handles and light switches
- Fill out the room cleaning and disinfecting form on the outside of the door.
- Proceed to the next classroom/office or space
- Restock cleaning cart for the start of next day

Area: Kitchen, Kitchen Office

- Pick up mats as needed to clean floor
- Check, clean all soap and paper dispensers
- Dust with a microfiber duster, wipe down all walls, hood vents, mobile carts
- Wipe down in front of serving counter, door handles, all window glass
- Empty trash cans, recycle as required, clean interior-exterior of cans, reline as needed
- Clean, disinfect sinks with correct products
- Clean, dust, wipe down drink cases (glass) bottom rails and exterior of the case
- Dry mop, wet mop floors with the correct product
- Put mats back down
- Fill out the room cleaning and disinfecting form on the outside of the door.

Area: Bathroom

- Check, clean all soap, paper bathroom dispensers, fixtures
- Clean bathrooms as required with all correct products
- Check all fixtures for water flow, loose parts. Report as needed to supervisor
- Fill out the room cleaning and disinfecting form on the outside of the door.

Area: Hallways, Gym, Auditorium

- Check, clean all dispensers
- Check, replace ceiling tile, lights

RESTART & RECOVERY PLAN

- Dust mop, run the machine over hallways with correct products (Gym, Auditorium - 2/3 times a week)
- Check, clean all glass, door handles, radiator covers, ceiling, ceiling vents, walls, mats, corners of floor and water fountains
- Fill out the room cleaning and disinfecting form on the outside of the door.

Area: Building/Grounds

- Pick up debris, empty trash cans, recycle as required, reline cans, sports fields, tennis court, playgrounds, check outside lights in your area
- Keep boiler room, custodian closets stocked with supplies, clean and free of debris at all times
- Inspect boilers every two hours, fill in logbooks as required (seasonal)
- Put up, take down American and POW-MIA flag daily

Daily/Monthly

- Review the location of fire extinguishers - inspect and sign the inspection card once a month
- Review all emergency lighting to ensure proper working condition
- Complete any checklists that are required of the area to track different things that are needed/asked for

General Responsibilities

- Ensure all doors and windows are locked and closed
- Check all lights are turned off
- All door handles must be wiped down, disinfected daily
- Use all products properly as specified by manufacturer's directions
- Launder all cleaning cloths and cleaning tools as required

Office Cleaning Procedures

Daily Office Cleaning	Periodic Office Cleaning
Empty trash can/clean exterior/reline	Dust ceiling vents
Dust with a microfiber duster	Clean interior windows
Disinfect countertops, handles and commonly touched surfaces and touchpoints	Clean vertical surfaces
Spot clean vertical & horizontal surfaces	Spray clean windows/glass surfaces
Spot clean glass	Vacuum upholstered furniture
Spot clean carpet	Clean whiteboards
Vacuum carpeting	Clean chairs
Dust & damp mop floor	Dust blinds
Check & refill all dispensers	Damp mop/wax tile floor

During all cleaning, custodians will continue to wear proper protective equipment such as masks, gloves, and any other protective coverings. Custodians should ensure they wash their hands and avoid touching their faces as much as possible.

RESTART & RECOVERY PLAN

Appendix H

Critical Area of Operation #8 – Meals

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

Grab and Go meals will be offered to all students, pre ordered and distributed as students leave the building. If a child is also receiving breakfast, the breakfast meal will be sent home with that day's lunch for the following day.

Remote learners will pre order and pick up their meals at designated locations in the district.

Student Rosters will be used for compliance NSBP and NSLP requirements
Food Service Workers will have temp checks, fill out health questionnaires and wear masks.

Board of Health and HACCP Sanitation guidelines will be followed
Food will be prepared and packed in central kitchens for each location.

RESTART & RECOVERY PLAN

Appendix I

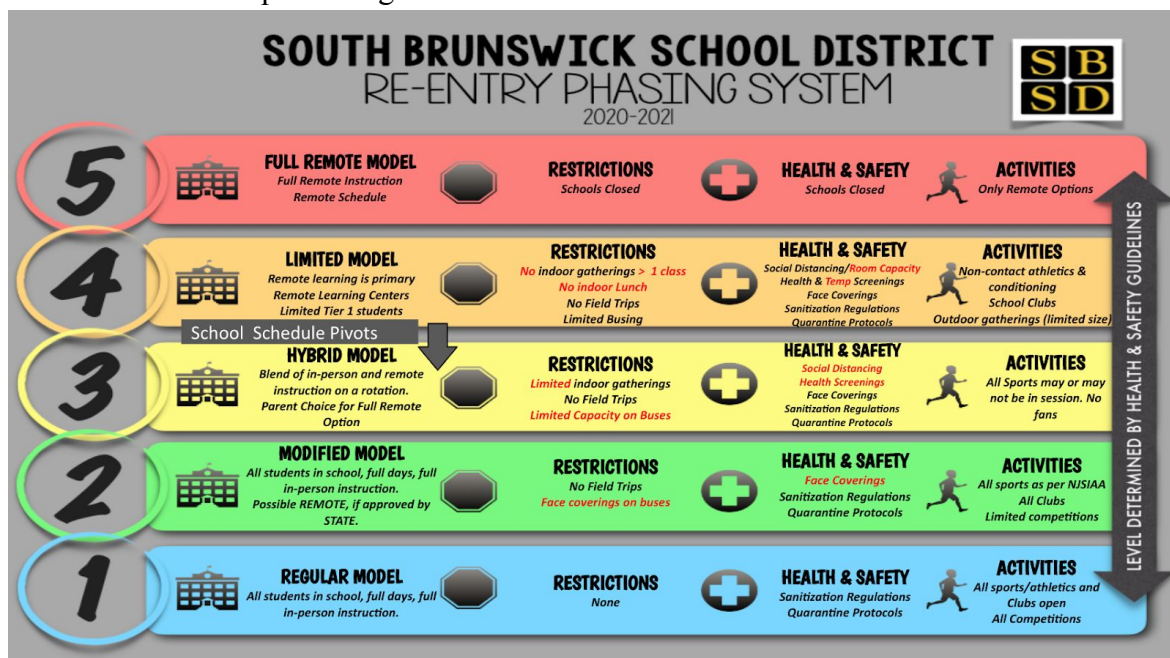
Critical Area of Operation #9 – Recess/Physical Education

Scott and Jen

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

Recess:

Based on the Phase-In model below, there will be no recess until we are back in school with little to no restrictions. This would be full day Phase 3...all health and safety would be implemented based on the guidelines from the CDC and State that are ready and relevant at that time. Outdoor breaks and activity similar to that of “recess” will be regular occurrence weather permitting.



Physical Education:

Based on the Phase-In Model above, there will be no in person physical education until we are in Phase 3, Hybrid. We will follow all protocols and precautions for social distancing and safety that are listed in other appendices. We will hold physical education outdoors whenever possible and will choose sports and activities with minimal to no shared equipment. Protocols will be put into place to clean equipment daily and plans for those students participating 100% remote will be implemented. ***Special Education- When we have special education students in the building for Phase 4, we will implement in-person physical education as permissible and in accordance with the student’s IEPs.

RESTART & RECOVERY PLAN

Appendix J

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

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

Field Trips - All in person field trips will be restricted until we are back to school 100% in person with no restrictions. Plans for virtual field trips will be used instead to find opportunities to immerse students in experiences they would have received had they participated in a field trip.

Extracurricular Activities - While in Phase 5, 4, and 3, we will implement virtual opportunities for clubs and activities. However, as early as phase 4 we will use all the health and safety guidelines described in other sections to bring clubs and activities back in person as permissible and deemed safe.

Use of Facilities Outside of School Hours.

All use of facilities by outside organizations is prohibited until the district can guarantee student safety. The district will assess usage by outside organizations and the cost effectiveness of cleaning post use. Ultimately, student safety is paramount and all facility use is on hold until further notice.

When facility usage does become available all outside organizations will be required to fill out and sign the Hold Harmless Agreement prior to the requested use.

Facility User - Hold Harmless and Indemnification Agreement

THIS AGREEMENT, made on _____, 2020 by and between _____ and the South Brunswick School District (District). In order to conduct the activity listed below at _____ (DistrictSite) on _____ date(s).

We, agree to and do hereby indemnify and hold harmless the South Brunswick School District, its Board, officers, agents, employees and volunteers ("District") from every claim or demand made, and every liability, loss, damage, or expense, of any nature whatsoever (including reasonable

RESTART & RECOVERY PLAN

attorney fees) which may be incurred by reason of:

- A. Bodily injury to or death of persons, or damage to or theft of property sustained by the undersigned, its volunteers and agents or any person, firm or corporation hired or employed by the undersigned in connection with the Activity listed below; except for liability, loss or damage attributed to the sole negligence or willful misconduct of the District, its Board, officers, agents, employees and volunteers.
- B. Bodily injury to or death of persons, or damage to property, sustained by any participant in the Activity listed below, any guest or attendee, or any other third party that is caused by any act, neglect, default, omission, or liability of the undersigned, its volunteers and agents, or any person, firm, or corporation hired or employed by the undersigned in connection with the Activity listed below; except for liability, loss or damage attributed to the sole negligence or willful misconduct of the District, its Board, officers, agents, employees or volunteers.
- C. Harm (including death and health related injuries) arising from any person claiming to have contracted, or demonstrating contraction of, COVID, or any related sickness or ailment as the result of participating in the Activity listed below and/or entering the property at the permission or request of the undersigned. The undersigned is solely responsible for implementing any cleaning measures required or suggested to ensure the property is safe for use prior to any of undersigned's volunteers, agents, personnel or invitees entering the property and adequately cleaning the property after any such use/Activity.
- D. The undersigned's responsibility and liability set forth herein shall include, but is not limited to, taking all steps and actions necessary or required to address the COVID pandemic with respect to this agreement, including but not limited to, ensuring any of the undersigned's volunteers, agents, personnel and invitee(s) comply with all current and future requirements and recommendations issued by any government agency (including the City, County, State, or the Federal Government, including its associated agencies such as the Center for Disease Control) related to the COVID pandemic that are applicable to the property, including adherence to any protective measures established by such government agencies applicable to events at or use of the property. The undersigned shall be solely responsible for determining and implementing the specific actions and requirements applicable to the Activity listed below that is conducted at the property at the time of the Activity, including any limitation on the number of attendees, required protective gear (such as mask and/or gloves) and the specific social distancing requirements applicable at the time per CDC

RESTART & RECOVERY PLAN

recommendations.

- E. The undersigned acknowledges and understands that the District makes no representation or warranty regarding the condition of the property with respect to COVID at any time during this agreement and shall have no duty or responsibility to ensure the property is sanitized or otherwise made clear of the COVID virus. The undersigned shall be solely responsible for determining whether the Activity/use of the property listed below is permissible based on current and future regulations or requirements established by any governmental agency at the time of such event and shall indemnify, defend, hold harmless the District from any penalty, cost, or action claiming that any District activity at the property violated any applicable governmental regulation or requirement. However, the District, at its sole discretion, can require the undersigned to cancel or reschedule the Activity by the undersigned at the property if the District determines, at its sole discretion, that the Activity would be in violation of any applicable governmental regulation or requirement or create a public safety hazard. However, the District's right to require cancellation or rescheduling shall in no way limit the undersigned's liability and indemnification obligations set forth herein.
- F. The undersigned at his/her own expense, cost and risk, shall defend any and all actions, suits or other proceedings that may be brought or instituted against the District, its Board, officers, agents, employees or volunteers, on any such claim, demand or liability and shall pay or satisfy any judgment that may be rendered against the District, its Board, officers, agents, employees or volunteers in any action, suit or other proceedings as a result thereof. The undersigned agrees to a Waiver of Subrogation provided in favor of the following Additional Insured (Las Virgenes Unified School District) with respects to General Liability & Workers Compensation.

The undersigned shall procure and maintain during the life of this agreement, General Liability Insurance with a \$1,000,000 per occurrence and \$2,000,000 Aggregate Limit of Liability for Bodily Injury, Property Damage, including Blanket Contractual Liability. Organizations that provide services for children shall provide proof of sexual molestation and abuse coverage with a \$1,000,000 per occurrence, \$2,000,000 aggregate limit of liability. Sports Associations must show evidence that their General Liability Policy contains Athletic Participant's Medical Student Accident coverage that will respond to injuries sustained by athletic participants.

The certificate of commercial general liability insurance shall name the District as additional

RESTART & RECOVERY PLAN

insured. The additional covered party/insured endorsement must be in the form of an Endorsement attached to the organization's Certificate of Insurance and must contain the following text: The South Brunswick School District, 231 Blackhorse Lane, Monmouth Junction, NJ 08852

The insurance coverages noted above shall be considered primary and noncontributory. The undersigned shall pay for any and all damage to the property of the District, or loss or theft of such property, done or caused by any persons associated with the undersigned and resulting from the named activity. The District assumes no responsibility whatsoever for any property placed on the premises. At the District's sole discretion, limits of liability coverage may be increased and additional insurance may be required depending upon use of property.

I, THE UNDERSIGNED, HAVE READ, UNDERSTAND, AND VOLUNTARILY AGREE TO ALL TERMS AND CONDITIONS OF THIS DOCUMENT, AND ASSERT BY THE SIGNATURE BELOW THAT I HAVE THE AUTHORITY TO ENTER INTO THIS AGREEMENT IN CONNECTION TO THE ACTIVITY BELOW.

Signature: _____ Date: _____

Title of Organization

Activity Name _____ Activity

Date(s) _____

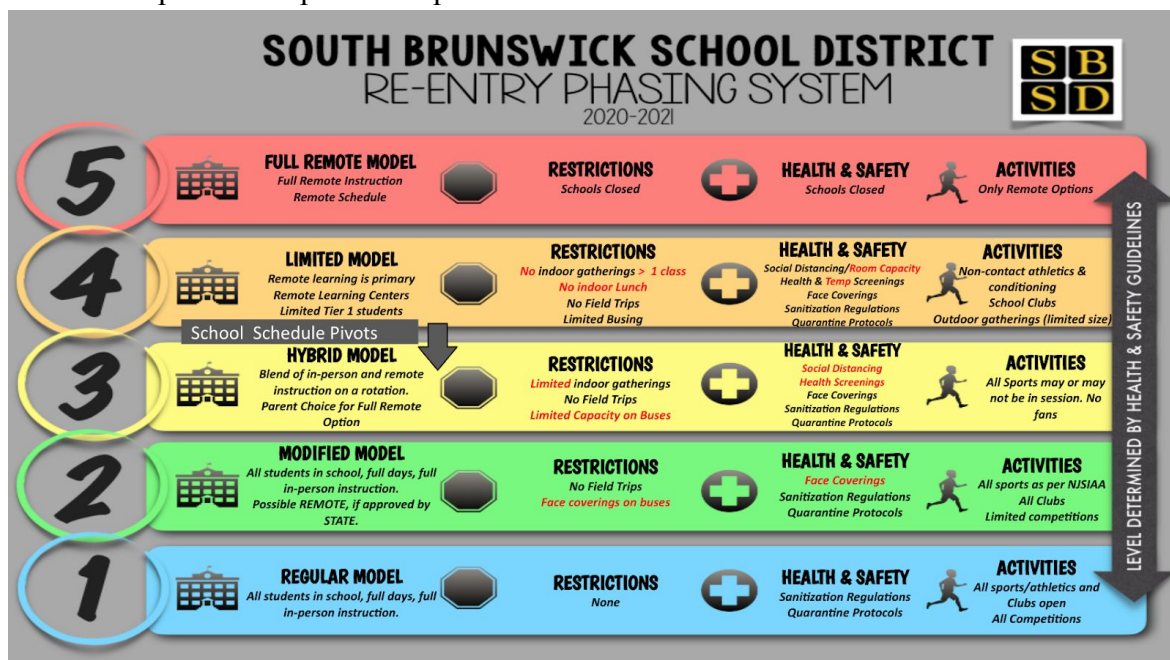
RESTART & RECOVERY PLAN

Appendix K

Academic, Social, and Behavioral Supports

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

The district plans to implement a phased in instructional model:



The full presentation addressing the Boards plan for instructional reentry can be found [here](#).

Social and emotional supports will be addressed by the following

1. Staff and Student Trainings - happening in the opening days
2. First Two Weeks of School
 - a. Meet and Greets
 - i. Plan for on-sight outdoor events for students to meet teacher
 - b. Team Building - Focusing on SEL (Social Emotional Learning) needs
 - i. Virtual and possible on-site outdoor events to build relationships with class, team, grade level
3. District SEL Team - This team has been established for years and will continue to support staff and students.
4. District SEL Site - <https://sites.google.com/sbschools.org/sel-in-south-brunswick/home>

RESTART & RECOVERY PLAN

Appendix L

Restart Committee

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

The District Re-Entry Planning Committee that consists of 25 members that includes Administration, a BOE member, teacher representative, nurse, doctor, parent, paraprofessional, student, principals from each level, local police meet weekly for three hours to discuss restart.

Meeting dates are as follows: July 10, July 17th, July 24th, July 28th, August 6th, August 10th, August 18th, August 24th

Members: Scott Feder, Blair Eiseman, Bonnie Capes, Christi Pemberton, James Conroy, Jennifer Diszler, Kimberly Maloy-White, Lynda Williams, Melyssa Boucher, Peter Varela, Raphael Morales, Ray Kuehner, Suzanne Luck-Born, Thomas Decker, Tabitha Mascobetto, Alan Kurdyla, David Pawlowski, Debra Frey, Esha Peer, John Lolli, Kristen Konowicz, Maryann Murphy, Rishi Dixit, Jim Ryan, Suzane Hansen

Agenda Items:

- Review Key Components of DOE Guidance - [Restart & Recovery Plan for Education](#).
- Health and Safety
 - PPE
 - Protocols and such
- Instructional Models
 - Remote
 - In-person
- Develop FAQ type list

RESTART & RECOVERY PLAN

Appendix M

Pandemic Response Teams

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

Pandemic Response Team

Each school in the district will assign members to a school-based Pandemic Response Team. Each school-based team at the direction of their respective school principal will ensure that every school properly implements the district's pandemic and reopening plan(s) according to district policy, particularly health and safety measures along with providing school level leadership and safety training. At the direction of the principal, each school-based Pandemic Response Team will meet regularly to discuss challenges faced by their particular school and changes to protocols implemented district wide.

Each school building will need to develop a Pandemic Response Team with the following members: (substitutes or changes can be made as needed)

1. Principal
2. Assistant Principal (whenever able)
3. Nurse
4. Guidance Counselor
5. CST member
6. Teacher (1-2)
7. Para
8. Head Custodian
9. Secretary
10. Parent
11. Student (MS/HS)
12. Supervisor (as needed)
13. Wrap Around Coordinator (when available)

Team Purpose:

- Implementation details for health and safety protocols
- Implementation details of the learning models
- Ensuring open lines of communication to push out information to staff and families

RESTART & RECOVERY PLAN

- Open dialogue of concerns
- Local decision making on any matters pursuant to Covid-19
- Collecting any FAQs that come your way so it can be shared out to parents and staff.
- Liaison to the district Pandemic Committee as needed.

Tools:

Utilize these resources in your planning: The CDC set of lists is actually pretty helpful in outlining the “things” we have to take care of and could be a very usable doc for your teams to be grounded and see some concrete movement.

CDC Readiness and Planning:

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/School-Admin-K12-readiness-and-planning-tool.pdf>

This is the document we developed for Blackhorse Lane. Please use this as a base to be personalized for your schools. As we designed this as a framework that is wired for BHL, there may be components that do not align as well for a school. Another doc that will assist in guidance is the Road Map from the state here

<https://www.nj.gov/education/reopening/>

[BHL Workplace Re-Entry Plans/Guidelines](#)

RESTART & RECOVERY PLAN

Appendix N

Scheduling of Students

This school district should include in Appendix N the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section B.3., including, but not limited to:

- a. School Day
 1. The school day will depend on the Phase that we are in. Based on current standings in NJ related to COVID, we plan to begin at Phase 4 which would constitute the following schedule:

SOUTH BRUNSWICK SCHOOL DISTRICT

RE-ENTRY PHASING SYSTEM

2020-2021

LIMITED MODEL
Remote learning is primary
Remote Learning Centers
Limited Tier 1 students

RESTRICTIONS

No Indoor gatherings - 1 class
No Indoor Lunch
No Field Trips
Limited capacity on Buses

HEALTH & SAFETY

Social Distancing/Room Capacity
Health & Temp Screenings
Face Coverings
Sanitization Regulations
Quarantine Protocols

ACTIVITIES

Non-contact athletics & conditioning
School Clubs
Outdoor gatherings (limited size)

LIMITED MODEL - SAME SCHEDULE AS REMOTE MODEL

- Keep the quality of deliverable education at the forefront of all decisions.
- The school day has been altered taking into consideration screen time, no transportation needs, and family planning.
- Time allotted to the beginning and end of the day for teacher access and small group targeted instruction.

ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
<p>Student Day: 8:30 - 2:00 (Grade 2-5) 8:30 - 1:30 (Grade K-1) Lunch 11:25 - 12:30 Teacher Day: 8:00-3:00</p> <p>Student maximum screen time: 4 hours with up to 1 hour for extra help during the WIN (What I Need) period and before school. K and 1 is a half an hour shorter day.</p>	<p>Student Day: 9:05 - 3:05 Lunch 11:30 - 12:30 Teacher Day: 8:30 - 3:30</p> <p>Student maximum screen time: 4 hours and 40 mins with some time for extra help before and after school. There is a rotating A and B day schedule.</p>	<p>Student Day: 9:00 - 3:00 Lunch 11:30 - 12:30 Teacher Day: 8:30 - 3:30</p> <p>Student maximum screen time: 4 hours and 40 mins with some time for extra help before and after school. There is a rotating A and B day schedule.</p>

The full presentation addressing the Boards plan for instructional reentry can be found [here](#).

- b. Educational Program:
 1. The educational program for Phase 4 will be the following:
 - a. Address the following goals:
 - i. Unfinished learning:
 1. Unfinished learning has been identified and curriculum adapted to prioritize power standards to hold most fidelity to the curriculum.
 2. Adaptive technologies in ELA and Math will be used to help fill the gaps.
 - ii. Equity:

RESTART & RECOVERY PLAN

1. We will prioritize our most neediest learners for access to instruction in person. We will assure that those that need technology will receive it.
- iii. Social Emotional
 1. The first two weeks of school will be used for building relationships, developing virtual structures, and there will be a plan to bring students in for outside gatherings to build community.
- b. Synchronous Instruction:
 - i. Adherence to a Schedule
 - ii. Personalized Learning Models
 - iii. Flipped/Station Rotation/Playlists
 - iv. Use of Technology
 - v. Virtual Learning Expectations for Students & Parents
 - vi. Supplies & Materials
 - vii. Homework & Grading
 1. Assignments due next class
 2. Traditional grading back in place
 3. Assessments will be virtual
 - viii. Placement are intact from the Spring but adjustments can be made if deemed necessary.
- c. Technology:
 - i. Platforms:
 1. Google Enterprise, SeeSaw, Mackin
 - ii. Adaptive Technologies:
 1. ExactPath (K-5) ELA & Math, IXL (6-12) Math
 - iii. Instructional Enhancement tools:
 1. Zoom, Screencastify, EdPuzzle, Padlet
 - iv. Content Specific Digital Tools:
 1. Gizmos, SmartMusic, WeVideo, Learning A-Z
 - v. PD for staff -
 1. Occuring in the Summer and in Opening Days
 - vi. Support for families -
 1. In the Fall...videos and How-Tos!
- d. First Two Weeks of School
 - i. Meet and Greet
 1. Plan for on-sight outdoor events for students to meet teacher
 - ii. Team Building
 1. Virtual and possible on-site outdoor events to build relationships with class, team, grade level
 - iii. In-Person Assessments
 1. Benchmark or placement type-tests
- e. Special Education

RESTART & RECOVERY PLAN

- i. Start with self-contained classes, including related services (Speech/OT/PT)
- ii. Start with Hybrid Models and then Move to Full In-Person Models
- iii. Parents still have “Unconditional Eligibility for Full Time Remote Learning”
- iv. Teachers, paraprofessionals, and specialists will receive advanced PPE
- v. Still have many questions that need answers and further guidance from the Office of Special Education Programs(NJDOE)

Education Programming Continued: ***If we are able to start in Phase 3, Hybrid, please see the following [presentation](#), [one-pager](#) and [video](#) with explanation. To the right is a visual of this Hybrid Phase should it be safe enough to bring all students in on a rotating schedule.

SOUTH BRUNSWICK TEACHING MODELS

HYBRID: Grades 6-12, Grades K-5

SB SD

VIRTUAL: Choice or if we are Closed

NO MATTER THE MODEL:

- The School Day - 6.5 hours
 - Morning (4 hours) = In-Person or Virtual
 - Afternoon (90-120 minutes) = Virtual
- Students will follow a daily schedule with class attendance
- Grading will occur in a traditional model.
- New content and learning daily - Same pace in-person or virtually.

HYBRID

Grades 6-12

- Students either are in-person or watching the lesson on Zoom while the lesson is occurring.
- New curriculum is delivered every day equally to virtual and in-person students.
- Students follow a typical daily schedule.
- 100% virtual students participate in their full schedule through Zoom.

Elementary School Schedule:

GRADE	MONDAY	TUESDAY	WED	THURSDAY	FRIDAY
MIDDLE 1	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
MIDDLE 2	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11
MIDDLE 3	Grade 12	Grade 11	Grade 10	Grade 9	Grade 8

Elementary School Times:
 BC/IF: 8:15-12:15 & 1:30-3:10
 BA/CA/CO/GB/MJ: 9:00-1:00 & 2:15-4:00

Middle School Schedule:
 8:15-12:15 & 1:30-3:10
 1 week on and 1 week off

High School Schedule:
 7:30-11:30 & 12:45-2:25
 1 week on and 1 week off

Grades K-5

- Students are in-person or on Zoom with a teacher. Hybrid students flip from in-person to virtual (2 teachers).
- New curriculum is delivered every day equally to virtual and in-person students daily.
- 100% virtual students participate in their full schedule through Zoom.

VIRTUAL

Grades 6-12

Virtual student “attends” live in-person classes via Zoom as they are happening at the school. The virtual student is 100% part of the class, just at home.

Grades K-5

Virtual student remains part of a class and a teacher team. Student works 100% of the time with a virtual teacher and whichever students are virtual on a given day.

OTHER CONSIDERATIONS:
 Possibly try to bring students in for some formal assessment or lab work

If schools need to CLOSE, the entire district would shift to 100% remote. Students would keep same schedule, just all learning is virtual

RESTART & RECOVERY PLAN

Appendix O

Staffing

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

School reopening plans and decision-making throughout the school year will consider access to technology, physical, social and emotional health, and childcare concerns. Staff may be reassigned classes to accommodate new health and safety regulations and student enrollment needs.

Staffing Considerations

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

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

All staff have been provided with the following communication regarding the Family First Coronavirus Response Act:

To: All Staff
From: Kimberly Maloy-White

I hope you are enjoying your summer and staying safe and healthy. Committees are hard at work developing a plan to return us all to a safe and healthy educational environment come September. We are relying on the guidance developed by the New Jersey

RESTART & RECOVERY PLAN

Department of Education (NJDOE) [*The Road Back: Restart and Recovery Plan for Education*](#), along with guidance from the Centers for Disease Control (CDC) and the Department of Health to frame the many important decisions as we plan to support a return to in-person instruction in September 2020.

At this time, our district-wide educational plan will have an in-person and a virtual model. The district will adhere diligently to specific health-related guidelines presented in the NJDOE guidance document and the guidelines that continue to be developed by health authorities, including the CDC.

It is important for all to know that the following precautions are in place for the start of the school year:

- All rooms within the school will be cleaned and sanitized before the start of the school year.
- There will be strict compliance with social distancing measures.
- There will be strict compliance with all sanitary guidelines (wiping of surfaces, hand washing, etc.).
- Notification to employees of any known COVID-19 exposure by a student or employee.
- All employees will be required to use a facemask except for those with a documented medical condition that inhibits such usage.
- All students will be required to wear a facemask except for those with a documented medical condition that inhibits the use of a facemask.
- There will be new screening procedures in place for all employees, students, and visitors as well as screening for COVID-19 symptoms (including temperature checks).
- There will be restrictions on visitors and requirements that those who are permitted to visit our schools must follow our safety protocols.
- Mandated disclosure and quarantining for any employee or student who recently traveled outside of the state to a state identified by the Governor's Office as requiring quarantine upon return.
- Occupancy restrictions consistent with government guidelines. Instructional spaces are being reviewed and modified as necessary.
- Professional protection equipment and sanitation materials will be available for all employees.
- The ventilation systems are being assessed in all facilities.
- Opportunities for outdoor learning areas are being explored and will be permitted and encouraged whenever possible.

If you are able to perform all of the essential functions of your job without accommodation, and you intend to return to work in the fall, there is no action required at this time. However, we understand there are staff members who have specific concerns regarding the health and the health of their family members.

RESTART & RECOVERY PLAN

If you intend to request a leave for this school year or if you feel that you will need reasonable accommodations in order to perform the essential functions of your position, please email the Human Resources Department at HRDepartment@sbschools.org, subject line "COVID," with detailed information regarding your leave request or accommodation request. It is important to be specific about which request you are making so that we may provide you with the proper documentation for completion. Depending on the nature of your request, medical certification may be required. The completion of the certification process may take some time; therefore, we are requesting that you begin this process immediately. If you believe this applies to you and if you believe it necessary, we recommend you speak with your health care provider to determine your specific needs. Please refer to the updated [list](#) from the Centers for Disease Control which outlines the medical conditions that are identified as having a higher risk for severe illness from COVID-19. [Here](#) is a poster to help you understand your eligibility for leave under the Family First Coronavirus Response Act (FFCRA).

To ensure the receipt of all inquiries, supporting medical documents, and/or leave requests, please use the HRDepartment@sbschools.org email address, subject line "COVID," when reaching out to the Human Resources Department. Supporting medical documentation must be provided directly to the employee by the physician. It is the employee's responsibility to then provide the Human Resources Department (HRDepartment@sbschools.org) with the completed documentation.

Finally, if you do not plan on returning to work this fall for any other reason, please provide the Human Resources Department with a completed *Notification of Resignation or Retirement* form so we may move forward with the necessary arrangements for the start of the school year.

Thank you.

RESTART & RECOVERY PLAN

SOUTH BRUNSWICK SCHOOL DISTRICT Workplace Re-Entry Plans/Guidelines

FAQ

CDC website: <https://www.cdc.gov/>

NJ COVID -19 Information Hub: <https://nj.gov/>

This guidance has been reviewed by our legal counsel and our district medical doctor.

Questions	Answers
What do I do if I think I have COVID -19	<ul style="list-style-type: none"> Stay home. Most people with COVID-19 have mild illness and can recover at home without medical care. Do not leave your home, except to get medical care. Do not visit public areas. If you have a fever, cough or other symptoms, you might have COVID-19. Most people have mild illness and are able to recover at home. If you think you may have been exposed to COVID-19, contact your healthcare provider. Keep track of your symptoms. If you have an emergency warning sign (including trouble breathing), get emergency medical care immediately. Take care of yourself. Get rest and stay hydrated. Take over-the-counter medicines, such as acetaminophen, to help you feel better. Stay in touch with your doctor. Call before you get medical care. Be sure to get care if you have trouble breathing, or have any other emergency warning signs, or if you think it is an emergency. <p>CDC website: What to do if I am sick? Printable materials: Flyer</p>
What are the symptoms of COVID -19?	CDC Fact Sheet: Symptoms
What is the difference between quarantine and isolation?	CDC Fact Sheet: Quarantine vs Isolation
What does it mean to quarantine?	Quarantine is used to keep someone who might have been exposed to COVID-19 away from others. Quarantine helps prevent spread of disease that can occur before a person knows they are sick or if they are infected with the virus without feeling symptoms. People in quarantine should stay home, separate themselves from others, monitor their health, and follow directions from their state or local health department.
What Type of Leave Am I Entitled To?	
I have just been diagnosed with COVID-19 what do I do?	<ul style="list-style-type: none"> Any staff member diagnosed with Covid-19 or seeking that diagnosis will not be permitted to return to work until medical clearance is provided and

RESTART & RECOVERY PLAN

	<p>in accordance with CDC guidelines. Send a letter from your medical professional documenting the COVID-19 diagnosis and date of expected return to Kimberly.Maloy-White at HR@sbschools.org.</p> <ul style="list-style-type: none"> Once you are cleared to return, you will need to send that medical clearance note, signed by a medical professional, to Kimberly Maloy-White. As always, employee medical information and all related documentation is kept confidential, and is secured separately from employee personnel files.
<p>If I have COVID-19 what type of leave am I entitled to use?</p>	<ul style="list-style-type: none"> You may use your accrued sick/personal/vacation days or you may qualify for up to two weeks of paid leave under the Families First Coronavirus Act (FFCRA) and if needed and if you qualify, up to an additional ten weeks under the Family & Medical Leave Act. For more information see here: How Much Paid Leave Can Employees Take? Determining Your FFCRA Eligibility
<p>I have just become ill with suspected COVID-19 symptoms, decide to quarantine myself for two weeks, and then return to work-but I choose NOT to seek a medical diagnosis. Can I get paid for those two weeks under the FFCRA?</p>	<ul style="list-style-type: none"> No. You may not take paid sick leave under the FFCRA if you unilaterally decide to self-quarantine for an illness without medical advice, even if you have COVID-19 symptoms. You are urged to seek prompt medical care for any suspected COVID-19 symptoms. Note that you may not take paid sick leave under the FFCRA due to any illness not related to COVID-19.
<p>I have been medically diagnosed with an underlying condition that places me at a greater risk for contracting COVID and my doctor recommends that I not return to work at this time.</p>	<ul style="list-style-type: none"> Contact Kimberly Maloy-White at HR@sbschools.org to discuss if there are options available to you such as eligibility for an Accommodation Plan to telework (work remotely from home) Documentation will be required.
<p>I have been diagnosed with an underlying condition and my doctor recommends that I not work-in person or remote-at this time.</p>	<ul style="list-style-type: none"> Contact Kimberly Maloy-White at HR@sbschools.org to discuss eligibility requirements for FFCRA and FMLA leave. Documentation will be required. Certification of Health Care Provider for Employee's Serious Health Condition (Family and Medical Leave Act)
<p>When am I able to telework?</p>	<ul style="list-style-type: none"> Under FFCRA- employees may telework when your employer permits or allows you to perform work while you are at home or at a location other than your normal workplace. Telework is work for which normal wages must be paid and is not compensated under the paid leave provisions of the FFCRA.

RESTART & RECOVERY PLAN

<p>Are there other reasons why I might be able to take a leave (paid or unpaid) due to COVID-19?</p>	<ul style="list-style-type: none"> • Yes. There are other reasons that you might qualify for a leave or to telework. See Employee Rights for specific reasons and related caps on payments for each qualifying reason.
<p>Preparing For If Someone Gets Sick</p>	
<p>What steps will be taken if someone gets sick at work?</p>	<ul style="list-style-type: none"> • Immediately separate individuals with COVID-19 symptoms or who test positive for COVID-19 • If necessary, transport sick individual(s) home or to a healthcare facility, depending on how severe their symptoms are. • If calling an ambulance or bringing someone to a healthcare facility, alert them ahead that the person may have COVID-19. • Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting them (for outdoor areas, this includes surfaces or shared objects in the area, if applicable). • Advise sick individuals that they should not return to school until they have met CDC's criteria to discontinue home isolation • Building administrator will notify Scott Feder and Kimberly Maloy-White
<p>What steps will be taken after someone gets sick?</p>	<ul style="list-style-type: none"> • In accordance with state and local laws and regulations, notify local health officials, staff, and families of cases of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA). • Notify individuals of closures and restrictions put in place due to COVID-19 exposure. • Advise those who have had close contact with a person diagnosed with COVID-19 to stay home, self-monitor for symptoms, and follow CDC guidance if symptoms develop. • Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection products, including storing them securely away from children. • The employee will need to submit a certification from the treating physician that they are cleared to return to work.
<p>What is exposure?</p>	<ul style="list-style-type: none"> • Employees who fall into one these categories may have been exposed to someone with COVID-19: <ul style="list-style-type: none"> ○ You were within 6 feet of someone who has COVID-19 for at least 15 minutes ○ You provided care at home to someone who is sick with COVID-19 ○ You had direct physical contact with the person (touched, hugged, or kissed them) ○ You shared eating or drinking utensil ○ They sneezed, coughed, or somehow got respiratory droplets on you <p>CDC and NJ Department of Health guidance : CDC website: Quarantine If You Might Be Sick</p>

RESTART & RECOVERY PLAN

	CDC website: If You Are Sick or Caring for Someone
Quarantine and Close Contact	
What counts as close contact with someone who has COVID-19?	<ul style="list-style-type: none"> You were within 6 feet of someone who has COVID-19 for at least 15 minutes You provided care at home to someone who is sick with COVID-19 You had direct physical contact with the person (touched, hugged, or kissed them) You shared eating or drinking utensils They sneezed, coughed, or somehow got respiratory droplets on you <p>CDC website: Quarantine if You Might Be Sick</p>
I was in close contact with someone who has COVID-19 but will not have any further close contact. How long should I quarantine?	<ul style="list-style-type: none"> Your last day of quarantine is 14 days from the date you had close contact. Date of last close contact with person who has COVID-19 + 14 days = end of quarantine <p>CDC website: Quarantine if You Might Be Sick</p>
I live with someone who has COVID-19 (ex/ roommate, partner, family member), and that person has isolated by staying in a separate bedroom. I have not had close contact with that person since they isolated?	<ul style="list-style-type: none"> Your last day of quarantine is 14 days from when the person with COVID-19 began home isolation. Date person with COVID-19 began home isolation + 14 days = end of quarantine <p>CDC website: Quarantine if You Might Be Sick</p>
I live with someone who has COVID-19 and started my quarantine period because we had close contact. What if I ended up having close contact with the person who is sick during the quarantine? What if another household member gets sick with COVID -19?	<ul style="list-style-type: none"> Yes. You will have to restart your quarantine from the last day you had close contact with anyone in your house who has COVID-19. Any time a new household member gets sick with COVID-19 and you had close contact, you will need to restart your quarantine. Date of additional close contact with person who has COVID-19 + 14 days = end of quarantine <p>CDC website: Quarantine if You Might Be Sick</p>

RESTART & RECOVERY PLAN

<p>Do I need to restart my quarantine?</p>	
<p>I live in a household where I cannot avoid close contact with the person who has COVID-19. I am providing direct care to the person who is sick, don't have a separate bedroom to isolate the person who is sick, or live in close quarters where I am unable to keep a physical distance of 6 feet? How long should I quarantine?</p>	<ul style="list-style-type: none"> You should avoid contact with others outside the home while the person is sick, and quarantine for 14 days after the person who has COVID-19 meets the criteria to end home isolation. Date the person with COVID-19 ends home isolation + 14 days = end of quarantine <p>CDC website: Quarantine if You Might Be Sick</p>
<p>What if I am in contact with someone who was in contact with someone that has COVID-19?</p>	<ul style="list-style-type: none"> Being the contact of someone who had close contact with a COVID-19-positive person does not require testing. For example, if you have a coworker whose family member is a confirmed case, you are not necessarily at risk. Despite coming into contact with the coworker, you did not have close contact with the person who actually has COVID-19. <p>However, testing is available to everyone in New Jersey. It's especially important to get tested if:</p> <ol style="list-style-type: none"> You are experiencing symptoms (fever, cough, shortness of breath, chills, sore throat, muscle pain, shivering, headache, or new loss of taste or smell) You have been in close contact with someone who tested positive for COVID-19 You are an essential worker (health care worker, first responder, food service worker, or transit worker) You were recently in a large crowd where social distancing was hard to maintain <p>NJ COVID-19 Information Hub: Contacts of Contacts</p>
<p>NJ Travel Advisory</p>	
<p>NJ has issued a self quarantine advisory regarding, if you travel to any of the states with an increasing rate of COVID -19. If I travel to one of those states am I required to self quarantine before returning to work in South Brunswick?</p>	<ul style="list-style-type: none"> Under the 14-day quarantine travel advisory announced by the Governors of New Jersey, New York and Connecticut, individuals traveling to or returning to New Jersey from states with increasing rates of COVID-19 are advised to self-quarantine for 14 days. This includes travel by train, bus, car, plane and any other method of transportation. Travelers and those residents who are returning from impacted states should self-quarantine at their home, or a hotel or other temporary lodging. Individuals should leave the place of self-quarantine only to seek medical care/treatment or to obtain food and other essential items. The self-quarantine is voluntary, but compliance is expected. Travelers and residents returning from impacted states typically will not need to check-in with public health officials, unless they are otherwise involved in contact tracing efforts or required to do so by their employer or any

RESTART & RECOVERY PLAN

	<p>other federal, state or local law or order. It is expected that individuals will follow the recommendation to self-quarantine. NJ COVID-19 Information Hub: Travel Advisory Restrictions</p>
<p>Am I required to self quarantine if I am in a Hot Spot state for less than 24 hours?</p>	<ul style="list-style-type: none"> No, please note that this advisory does not apply to individuals: <ul style="list-style-type: none"> -Who passed/visited through a designated state for a period of limited duration (i.e. less than 24 hours) through the course of travel. <p>NJ COVID-19 Information Hub: Travel Advisory Restrictions</p>
<p>Do I have to use my sick/personal/vacation days if I have to self quarantine due to travel to one of the states with an increased rate of COVID-19?</p>	<ul style="list-style-type: none"> In an attempt to prevent the spread of COVID-19, the State of New Jersey has issued an incoming travel advisory for all individuals entering New Jersey from states with a significant spread of COVID-19. This includes travel by train, bus, car, plane, and any other method of transportation. These individuals should quarantine for 14 days after leaving such states. The Governor has stated that the self-quarantine is voluntary, but compliance is expected. The 14-day quarantine travel advisory applies to travel from certain states identified as those that have a positive COVID-19 test rate higher than 10 per 100,000 residents or have a 10% or higher positivity rate over a seven-day rolling average ("impacted states"). When planning your vacation travels, please be sure to refer to the list of Hot Spots provided by the State of New Jersey. After consulting with our district's legal counsel and district doctor, it was concluded that the South Brunswick Public Schools will be enforcing the travel advisory by requiring our employees to either telework, if possible, or be prohibited from returning to work for 14 days immediately after leaving one of the "Hot Spot" states. This is to ensure the safety of other staff members and, when school opens, our students. Please be aware that if telework is not an option, you will be required to utilize your own accrued sick or vacation time or submit a request to the Superintendent for unpaid time. You are required to notify Kimberly Maloy-White and your immediate supervisor if you travel to one of the states listed on the travel advisory guidelines. Please feel free to contact Kimberly Maloy-White if you have any questions or concerns.
<p>If I live in NJ and have a household member or guest returning from an impacted state, do I and other household members who have not traveled to an impacted state also need to self-quarantine?</p>	<ul style="list-style-type: none"> Out of state visitors from impacted states are encouraged to postpone travel. If it is not possible to delay travel, individuals are encouraged to self-quarantine in the home where they live or are staying in New Jersey. It is not necessary that other household members who did not travel from an impacted state self-quarantine. <p>New Jersey Department of Health: Travel Advisory Restrictions</p>
<p>Can I just get a diagnostic test and not self-quarantine if I travel to one of the Hot Spot states?</p>	<p>You may choose to get a diagnostic/virus test, but you must still self-quarantine for 14 days. If you test negative, you are still advised to self-quarantine for 14 days because you remain in the incubation period. A diagnostic test is a point-in-time indicator from the date of when you were last exposed - in this case, being in a state with significant community spread of COVID-19.</p>

RESTART & RECOVERY PLAN

	New Jersey Department of Health: Travel Advisory Restrictions
Family First Coronavirus Response Act	
<p>What if I am subject to a federal, state, or local quarantine or isolation order related to COVID-19?</p>	<ul style="list-style-type: none"> • You will not be required to use your accrued leave time (sick, vacation, personal days) • An employee is entitled to take leave related to COVID-19 if the employee is unable to work, including unable to telework • A part-time employee is eligible for leave for the number of hours that the employee is normally scheduled to work over that period. • You are eligible for up to two weeks (80 hours, or a part-time employee's two-week equivalent) of paid sick leave based on the higher of their regular rate of pay, or the applicable state or Federal minimum wage, • Paid at: 100% up to \$511 daily and \$5,110 total <p>Resource: Poster</p>
<p>What if I have been advised by a health care provider to self-quarantine due to concerns related to COVID-19?</p>	<ul style="list-style-type: none"> • You will not be required to use your accrued leave time (sick, vacation, personal days) • An employee is entitled to take leave related to COVID-19 if the employee is unable to work, including unable to telework • A part-time employee is eligible for leave for the number of hours that the employee is normally scheduled to work over that period. • You are eligible for up to two weeks (80 hours, or a part-time employee's two-week equivalent) of paid sick leave based on the higher of their regular rate of pay, or the applicable state or Federal minimum wage, • Paid at: 100% up to \$511 daily and \$5,110 total • Contact the HR Department for the documentation that needs to be submitted. <p>Resource: Poster</p>
<p>What if I am experiencing symptoms of COVID-19 and I am seeking a medical diagnosis?</p>	<ul style="list-style-type: none"> • You will not be required to use your accrued leave time (sick, vacation, personal days) • An employee is entitled to take leave related to COVID-19 if the employee is unable to work, including unable to telework • A part-time employee is eligible for leave for the number of hours that the employee is normally scheduled to work over that period. • You are eligible for up to two weeks (80 hours, or a part-time employee's two-week equivalent) of paid sick leave based on the higher of their regular rate of pay, or the applicable state or Federal minimum wage, • Paid at: 100% up to \$511 daily and \$5,110 total • Contact the HR Department for the documentation that needs to be submitted. <p>Resource: Poster</p>
<p>I am caring for an individual who is subject to a federal, state, or local quarantine or isolation order or who has been advised by a health care provider to self-quarantine.</p>	<ul style="list-style-type: none"> • You will not be required to use your accrued leave time (sick, vacation, personal days) • An employee is entitled to take leave related to COVID-19 if the employee is unable to work, including unable to telework • A part-time employee is eligible for leave for the number of hours that the employee is normally scheduled to work over that period.

RESTART & RECOVERY PLAN

	<ul style="list-style-type: none"> You are eligible for up to two weeks (80 hours, or a part-time employee's two-week equivalent) of paid sick leave based on the higher of their regular rate of pay, or the applicable state or Federal minimum wage, Paid at: 2/3 of regular rate up to \$200 daily and \$2,000 total Contact the HR Department for the documentation that needs to be submitted. <p>Resource: Poster</p>
<p>I am caring for a son or daughter whose school or place of childcare has been closed or whose child care provider is unavailable due to COVID-19 precautions.</p>	<ul style="list-style-type: none"> You will not be required to use your accrued leave time (sick, vacation, personal days) An employee is entitled to take leave related to COVID-19 if the employee is unable to work, including unable to telework A part-time employee is eligible for leave for the number of hours that the employee is normally scheduled to work over that period. You are eligible for up to two weeks (80 hours, or a part-time employee's two-week equivalent) of paid sick leave based on the higher of their regular rate of pay, or the applicable state or Federal minimum wage, Paid at: 2/3 of regular rate up to \$200 daily and \$2,000 total Documentation Required: The name of your child; The name, contact information/website of the school, place of care, or childcare provider that has closed or become unavailable; and A statement that no other suitable person or provider is available to care for your child. (Note that COVID-related closures will be verified prior to approval of any telework accommodation or leave of absence). <p>Resource: Poster</p>
<p>I am experiencing other substantially similar conditions specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor. Reason include:</p> <ul style="list-style-type: none"> Birth of child and care for newborn within one year of birth Placement of child for adoption or foster care and to care for the newly placed child within one year of placement Qualifying exigency due to the employee's spouse, son, or daughter, or parent being a military member on covered active duty or called to covered active duty status 9 or notice of impending call or order to covered active duty To care for employee's spouse, son, daughter, parent or next of kin who is a covered service member and who has a serious 	<ul style="list-style-type: none"> You will not be required to use your accrued leave time (sick, vacation, personal days) An employee is entitled to take leave related to COVID-19 if the employee is unable to work, including unable to telework A part-time employee is eligible for leave for the number of hours that the employee is normally scheduled to work over that period. You are eligible for up to two weeks (80 hours, or a part-time employee's two-week equivalent) of paid sick leave based on the higher of their regular rate of pay, or the applicable state or Federal minimum wage, Paid at: 2/3 of regular rate up to \$200 daily and \$2,000 total Contact the HR Department for the documentation that needs to be submitted. <p>Resource: Poster</p>

RESTART & RECOVERY PLAN

injury or illness related to active duty	
What documents do I need to give my employer to qualify for unpaid/paid sick leave or expanded family and medical leave?	<ul style="list-style-type: none"> • When requesting paid sick leave or expanded family and medical leave, you must provide the following information: <ul style="list-style-type: none"> ○ Your name ○ The date(s) for which you request leave ○ The type of leave requested, and the reason for leave ○ A note from you stipulating that you are unable to work (or telework) because of the above reason. ○ Supporting documentation from the healthcare provider. • If you request FFCRA leave because you are subject to a quarantine or isolation order or to care for an individual subject to such an order, you should additionally provide: <ul style="list-style-type: none"> ○ The name of the government entity that issued the order ○ Supporting documentation from the healthcare provider. • If you request leave to self-quarantine based on the advice of a health care provider or to care for an individual who is self-quarantining based on such medical advice, you should additionally provide: <ul style="list-style-type: none"> ○ The name/contact information/website of the health care provider who gave advice ○ Supporting documentation from the healthcare provider. <p>Please also note that all existing certification requirements under the FMLA remain in effect if you are taking leave for one of the existing qualifying reasons under the FMLA. For example, if you are taking leave beyond the two weeks of emergency paid sick leave because your medical condition for COVID-19-related reasons rises to the level of a serious health condition, you must continue to provide medical certifications under the FMLA.</p>
Can I ask for a leave under FFCRA to care for a sick family member?	<ul style="list-style-type: none"> • That depends on the nature of the family member’s illness. Under the FFCRA there are provisions for leave (with capped pay) if you are caring for a family member diagnosed with/quarantining due to COVID-19. • FMLA has provisions for unpaid leave to care for the serious health condition of a family member. Documentation will be required: Certification of Health Care Provider for Family Member's Serious Health Condition (Family and Medical Leave Act) Note that there is no provision for caring for someone other than an individual defined as a family member. See Employee Rights for more information.
How much notice should I give for a leave of absence under FFCRA?	<ul style="list-style-type: none"> • South Brunswick will need to cover your classes/work requirements while you are out (if telework is not available for you) so we ask that you provide as much notice as possible to facilitate a smooth transition. There are minimum requirements of 15 days for FFCRA leave and 30 days’ notice for FMLA when the leave is foreseeable. More notice is greatly appreciated as a professional courtesy.
Family First Coronavirus Response Act Poster	Poster

RESTART & RECOVERY PLAN

Paid Leave Under the Family Leave Coronavirus Response Act	Paid Leave Under the Family Leave Coronavirus Response Act
Family First Coronavirus Response Act FAQ	FAQ
Employee Rights Under the Family First Coronavirus Act	Employee Rights
Family First Coronavirus Response Act Webinar	Slides
Other Health Concerns Not Related to Those Listed Under the FFCRA	
What if I have my own health condition that is not covered under FFCRA and I am worried about returning to work?	<ul style="list-style-type: none"> ● You will need to submit an Accommodation Request form. There is a portion of the form that needs to be completed by the medical doctor that is treating you for the condition. The entire document will be submitted with the supporting documentation to Kimberly Maloy-White. ● The request will be reviewed by our district doctor. ● Kimberly Maloy-White, the Assistant Superintendent of Human Resources will contact you to schedule an appointment to begin the Interactive Process. ● You will be notified if your request has been approved or denied.

RESTART & RECOVERY PLAN

Appendix P

Athletics

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

[NJSIAA Summer Recess Guidelines](#)

[NJSIAA Phase I Guidelines](#)

[NJSIAA Phase II Guidelines](#)

[NJSIAA Phase III Guidelines](#)

The link below is a parent/student-athlete communication. It has links pertaining to the one time SBHS COVID-19 Questionnaire in order to be eligible for Phase I Guidelines. In order to attend NJSIAA Phase I Guidelines the student-athlete must complete the SBHS Daily COVID-19 Questionnaire. The letter also details the protocols and details involved in arriving on campus for workouts.

[SBHS Parent/SA Letter](#)

RESTART & RECOVERY PLAN

Appendix Q

Dear Mr. Anderson,

The following is the re-entry slide deck used to communicate the plan to the public on 8/6/2020 and our complete re-entry submission. There were over 1000 staff and families in attendance for our presentation. The board approved our plan to begin at Level 4. In order to help as you make your way through the slide deck ([here](#)) and re-entry plan, Phase 4 involves some students present at the schools and some on remote. When parents were asked to select 100% virtual or a hybrid model, 73% of our families selected 100% virtual and 76% families elected to waive their seat on the bus - both of these until Thanksgiving. Our ability to bring all hybrid students in will be more manageable with these numbers. While we want to get our proverbial foot in the door with special education and our most needy students in Phase 4, due to the small percentage of students selecting in-person learning, we will have to reassess our original hybrid structure to determine if we can get more students in-person full time. The matter remains fluid, but our plan has received glowing reviews from all stakeholders and we are confident that we can build on small successes to achieve a quicker long term outlook of greater numbers of students for in-person learning.

Our plan is also designed to be able to move through its phases with ease as moving from Phase 4 to Phase 3 is not complicated and allows us to build on successes and make tweaks to areas of concern. As always, should there be any questions, please feel free to reach out.

Sincerely,

Scott and the Re-entry Team

RESTART & RECOVERY PLAN

3 Possible Scenarios to Start the Year

SCENARIO 1	SCENARIO 2	SCENARIO 3
e.g. School opens with no contact limiting	e.g. In school with social distancing and safety precautions	e.g. Not in school, with distance learning
Focus on the impact (needs and gaps) of remote learning during spring 2019 on students, staff, and community.	Support teaching and learning within the school building for the majority of students.	Support teaching and learning remotely for the majority of students. Consider how distance learning will need to evolve.

SBSD Re-entry Process

- 6/26/20 Governor's Address
 - The Road Back - Restart and Recovery Plan
- Reentry Team to develop plan
- Advisory Committees and Feedback
- Parent and Staff Forums (June, July, August)
- Design, Share, Feedback - REPEAT!**
- Present to Public 8/6/20

The Road Back: Moving Forward Deliberately

	Step 1	Step 2	Step 3	New normal	
Maximum restrictions					
Description	Most staying at home. Activity largely limited to crucial activities	Restrictions relaxed on low-risk activities if appropriately safeguarded	Additional activities permitted that can be easily safeguarded	Most activities allowed with significant safeguarding	Economic and social activity back to normal with a new resilience
Example of phased-in activities	<ul style="list-style-type: none"> Emergency health care Essential construction Manufacturing Essential retail: <ul style="list-style-type: none"> Grocery stores Pharmacies 	<ul style="list-style-type: none"> State and county parks Non-essential construction Curbside retail Drive-in activities Beaches Elective surgeries 	<ul style="list-style-type: none"> Expanded retail Outdoor dining Indoor dining at significantly reduced capacity Limited personal care Museums Libraries 	<ul style="list-style-type: none"> Expanded dining Critical in-office work Limited entertainment Expanded personal care Bars with limited capacity 	

District Reentry Planning Committee

- 25 Members**
 - Administrators and BOE Member; Teachers and Paras
 - District Doctor and School Nurse; Parents and Students; Local Police
- Members:** Scott Feder, Blair Eiseeman, Bonnie Capes, Christi Pemberton, James Conroy, Jennifer Diszler, Kimberly Maloy-White, Lynda Williams, Melissa Boucher, Peter Varela, Raphael Morales, Ray Kuehner, Suzanne Luck-Born, Thomas Decker, Tabitha Mascobetto, Alan Kurdyla, David Pawlowski, Debra Frey, Esha Peer, John Loll, Kristen Konowicz, Maryann Murphy, Rishi Dixit, Jim Ryan, Suzanne Hansen

Weekly 3+ hour meetings to listen, advise, and reflect on plans put forward.

Education

Anthony Fauci... urged lawmakers... weigh the challenges that lie ahead as the upcoming academic year.

Will Be 'Part Schools

260 employees in Georgia school district have tested positive for Covid-19 or been exposed

Best positive for schools, first state in U.S. to

AUGUST 1, 2020 / 3:08 PM / AP

Last week, Trump clashed with the Centers for Disease Control and Prevention over its guidelines for schools reopening.

“ ‘In-person education is critical’ in N.J. school reopening plans, Murphy says

~7/27/20

RESTART & RECOVERY PLAN

The Big Rocks to Consider

Conditions for Learning

- Health and Safety
- School Operations
 - Transportation
 - Daily Scheduling
- Wellness/ SEL
- Finance

Continuity of Learning


- Instruction
- Special Education
- Unfinished Learning
- Technology
- Professional Learning

Health and Safety

- PPE**
 - Face Coverings
 - Sanitizer
 - Signage
 - Face Shield
 - Barriers
 - Gowns
 - Spray/Wipes
 - Gloves
- Enhanced Disinfecting and Cleaning**
 - Sprayers
 - Touch Points
 - Day and Night
 - HVAC Ionic Scrubbers
 - Room Sign-offs
 - Equipment

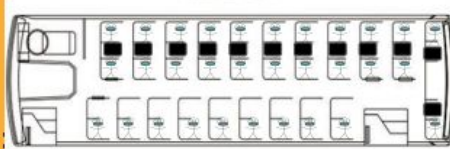
Health and Safety Protocols

- Face Coverings
- Pre-Arrival
- Screening
- Quarantining & Isolation (10 day rule)
- Classroom Setting
- Sharing
- Common Spaces & Movement
- Hygiene



Transportation

32 Student Max - Masks Door To Door



PLAN VIEW


Wellness and SEL

- Staff and Student Trainings
- First Two Weeks of School
- District SEL Team
- District SEL Site



Finance

- S2 - Impact from Covid-19
- 20-21 State Aid August 27th
- PPE expenses
- Revenue Loss



RESTART & RECOVERY PLAN


The Big Rocks to Consider

SB SD

- Conditions for Learning**
 - Health and Safety
 - School Operations
 - Transportation
 - Daily Scheduling
 - Wellness/ SEL
 - Finance
- Continuity of Learning**
 - Instruction
 - Special Education
 - Unfinished Learning
 - Technology
 - Professional Learning

But first let's look at SB survey DATA...

SB SD



75%
73%
76%



SB SD



Health & Safety

High Quality Education

22



RESTART & RECOVERY PLAN

SB SD

“ Governor orders 25% capacity for all indoor spaces. ~8/4/20



25



SB SD

The Instructional Models

27

SB SD

Instructional Models

SCENARIO 2 Hybrid:

- Grades 6-12
- Grades K-5

SCENARIO 3 100% Virtual (Choice or if we are closed)

28



Two Models to start or is there a better way?

29

SOUTH BRUNSWICK SCHOOL DISTRICT RE-ENTRY PHASING SYSTEM 2020-2021

SB SD

Phase	Instructional Model	Operations	Health & Safety	Activities
5	FULL CONTACT MODEL Full Contact Instructional Model	Full Contact Instructional Model	Standard	Standard
4	LEARNER MODEL Learner Model	Standard	Standard	Standard
3	LEARNER MODEL Learner Model	Standard	Standard	Standard
2	LEARNER MODEL Learner Model	Standard	Standard	Standard
1	LEARNER MODEL Learner Model	Standard	Standard	Standard

30

RESTART & RECOVERY PLAN

SOUTH BRUNSWICK SCHOOL DISTRICT
RE-ENTRY PHASING SYSTEM
2020-2021

5

FULL REMOTE MODEL

- Keep the quality of deliverable education at the forefront of all decisions.
- The school day has been altered taking into consideration screen time, no transportation needs, and family planning.
- Time allotted to the beginning and end of the day for teacher access and small group targeted instruction.

ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
Student Day: 8:30 - 2:00 (Grade 2-5) 8:30 - 1:30 (Grade 6-5) Lunch: 11:25 - 12:30 Teacher Day: 8:00-3:00 Student maximum screen time: 4 hours with up to 3 hour for extra help during the WEL (What I Need) period and before school. 4 and 5 is a half an hour shorter day.	Student Day: 9:05 - 3:05 Lunch: 11:30 - 12:30 Teacher Day: 8:30 - 3:30 Student maximum screen time: 4 hours and 40 mins with some time for extra help before and after school. There is a rotating A and B day schedule.	Student Day: 9:00 - 3:00 Lunch: 11:30 - 12:30 Teacher Day: 8:30 - 3:30 Student maximum screen time: 4 hours and 40 mins with some time for extra help before and after school. There is a rotating A and B day schedule.

SOUTH BRUNSWICK SCHOOL DISTRICT
RE-ENTRY PHASING SYSTEM
2020-2021

4

THE LIMITED MODEL has its own set of phases...It's like boarding an airplane!

Level 1	Level 2	Level 3	Level 4
Remote Learning Centers	Some Students w/ IEPs • Autism/MD/Life Skills • PSD/LLD/LID	More Students w/ IEPs 504 (as appropriate) ELL 19-20 Experience Home Learning	Pre-K-2 students

SOUTH BRUNSWICK SCHOOL DISTRICT
RE-ENTRY PHASING SYSTEM
2020-2021

4

THE LIMITED MODEL

Continuous Reflection and Revision!

- OEM, Health Dept., Doctors
- Ongoing & Regular Communication
- End of September

SOUTH BRUNSWICK SCHOOL DISTRICT
RE-ENTRY PHASING SYSTEM
2020-2021

4

LIMITED MODEL - Remote Learning Centers (RLC)

Remote Learning centers provide a space for students to participate in their virtual learning if they are unable to be home. RLC's are:

- Building-Based
 - Small cohorted groups based on room capacity.
 - Grades/Courses can be combined
- Staff to facilitate the remote learning
- No Busing
- Before and after school programming can be added

RLC's Board First!

SOUTH BRUNSWICK SCHOOL DISTRICT
RE-ENTRY PHASING SYSTEM
2020-2021

4

LIMITED MODEL - SAME SCHEDULE AS REMOTE MODEL

- Keep the quality of deliverable education at the forefront of all decisions.
- The school day has been altered taking into consideration screen time, no transportation needs, and family planning.
- Time allotted to the beginning and end of the day for teacher access and small group targeted instruction.

ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
Student Day: 8:30 - 2:00 (Grade 2-5) 8:30 - 1:30 (Grade 6-5) Lunch: 11:25 - 12:30 Teacher Day: 8:00-3:00 Student maximum screen time: 4 hours with up to 3 hour for extra help during the WEL (What I Need) period and before school. 4 and 5 is a half an hour shorter day.	Student Day: 9:05 - 3:05 Lunch: 11:30 - 12:30 Teacher Day: 8:30 - 3:30 Student maximum screen time: 4 hours and 40 mins with some time for extra help before and after school. There is a rotating A and B day schedule.	Student Day: 9:00 - 3:00 Lunch: 11:30 - 12:30 Teacher Day: 8:30 - 3:30 Student maximum screen time: 4 hours and 40 mins with some time for extra help before and after school. There is a rotating A and B day schedule.

SOUTH BRUNSWICK SCHOOL DISTRICT
RE-ENTRY PHASING SYSTEM
2020-2021

4

HOW WILL WE ADDRESS THESE GOALS WHILE IN THE LIMITED MODEL?

UNFINISHED LEARNING	EQUITY	SOCIAL/EMOTIONAL
Unfinished learning has been identified and curriculum adapted to prioritize power standards to hold most fidelity to the curriculum. Adaptive technologies in ELA and Math will be used to help fill the gaps.	We will prioritize our most neediest learners for access to instruction in person. We will assure that those that need technology will receive it.	The first two weeks of school will be used for building relationships, developing virtual structures, and there will be a plan to bring students in for outside gatherings to build community.

RESTART & RECOVERY PLAN

SOUTH BRUNSWICK SCHOOL DISTRICT
RE-ENTRY PHASING SYSTEM
2020-2021

4 LIMITED MODEL: Remote Learning Continues
 REMOTE INSTRUCTION: Remote Learning Continues
 HEALTH & SAFETY: All Staff Fully Vaccinated
 ACTIVITIES: All School Activities Resumed

WHAT WE WILL NEED TO IMPLEMENT THE LIMITED MODEL?

Building Capacity	Designated in-person learning will need to be determined for each space
Staffing	Staff to facilitate the PLC's and add staff as this phase progresses.
Transportation	Limited transportation will be made available for certain groups as they are phased back to in-person learning.
Supplies/Materials	Students will have the opportunity to pick up materials and supplies at the school in an organized fashion in the first weeks of school.
Building & Grounds	Class spaces and buildings will follow the plan for cleaning and in-person protocols for safety.
Food Service	Food distribution will take place at designated pick-up and bus delivery locations.
Technology	We have adopted 1:1 for grades 2-12, so all students will have a device. Those students in K-1 that need a device will be addressed. Those families with no connectivity or internet will be helped.

SOUTH BRUNSWICK SCHOOL DISTRICT
RE-ENTRY PHASING SYSTEM
2020-2021

4 LIMITED MODEL: Remote Learning Continues
 REMOTE INSTRUCTION: Remote Learning Continues
 HEALTH & SAFETY: All Staff Fully Vaccinated
 ACTIVITIES: All School Activities Resumed

WHAT WILL REMOTE INSTRUCTION LOOK LIKE IN THE LIMITED MODEL?

REMOTE 2.0 - SYNCHRONOUS LEARNING - KEY POINTS

- Adherence to a Schedule
- Personalized Learning Models
 - Flipped/Station Rotation/Playlists
 - Use of Technology
- Virtual Learning Expectations for Students & Parents
- Supplies & Materials
- Homework & Grading
 - Assignments due next class
 - Traditional grading back in place
 - Assessments will be virtual
- Placement are intact from the Spring but adjustments can be made if deemed necessary.

SOUTH BRUNSWICK SCHOOL DISTRICT
RE-ENTRY PHASING SYSTEM
2020-2021

4 LIMITED MODEL: Remote Learning Continues
 REMOTE INSTRUCTION: Remote Learning Continues
 HEALTH & SAFETY: All Staff Fully Vaccinated
 ACTIVITIES: All School Activities Resumed

WHAT WILL REMOTE INSTRUCTION LOOK LIKE IN THE LIMITED MODEL?

TECHNOLOGY

- Added Technology:
 - Platforms: Google Enterprise, SeeSaw, Mackin
 - Adaptive Technologies: ExactPath (K-5) ELA & Math, IXL (6-12) Math
 - Instructional Enhancement tools: Zoom, Screencastify, EdPuzzle, Padlet
 - Content Specific Digital Tools: Gizmos, SmartMusic, WeVideo, Learning A-Z
- PD for staff - Occurring in the Summer and in Opening Days
- Support for families - In the Fall...videos and How-Tos!

SOUTH BRUNSWICK SCHOOL DISTRICT
RE-ENTRY PHASING SYSTEM
2020-2021

4 LIMITED MODEL: Remote Learning Continues
 REMOTE INSTRUCTION: Remote Learning Continues
 HEALTH & SAFETY: All Staff Fully Vaccinated
 ACTIVITIES: All School Activities Resumed

WHAT WILL REMOTE INSTRUCTION LOOK LIKE IN THE LIMITED MODEL?

THE FIRST TWO WEEKS OF SCHOOL

- Meet and Greets
 - Plan for on-sight outdoor events for students to meet teacher
- Team Building - Focusing on SEL (Social Emotional Learning) needs
 - Virtual and possible on-site outdoor events to build relationships with class, team, grade level
- In-Person Assessments
 - Benchmark or placement type-tests

SOUTH BRUNSWICK SCHOOL DISTRICT
RE-ENTRY PHASING SYSTEM
2020-2021

4 LIMITED MODEL: Remote Learning Continues
 REMOTE INSTRUCTION: Remote Learning Continues
 HEALTH & SAFETY: All Staff Fully Vaccinated
 ACTIVITIES: All School Activities Resumed

WHAT WILL REMOTE INSTRUCTION LOOK LIKE IN THE LIMITED MODEL?

SPECIAL EDUCATION

- Start with self-contained classes, including related services (Speech/OT/PT)
- Start with Hybrid Models ⇄ Move to Full In-Person Models
- Parents still have "Unconditional Eligibility for Full Time Remote Learning"
- Teachers, paraprofessionals, and specialists will receive advanced PPE
- Still have many questions that need answers and further guidance from the Office of Special Education Programs(NJDOE)

SOUTH BRUNSWICK SCHOOL DISTRICT
RE-ENTRY PHASING SYSTEM
2020-2021

3 HYBRID MODEL: Blend of in-person and remote instructional experiences
 REMOTE INSTRUCTION: Remote Learning Continues
 HEALTH & SAFETY: All Staff Fully Vaccinated
 ACTIVITIES: All School Activities Resumed

HYBRID MODEL

This is model shared with families at the end of July. - Families would have the choice to participate in the Hybrid or stay 100% virtual.

Gr. 6-12 **Gr. K-5** **100% Virtual**

RESTART & RECOVERY PLAN

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%2Fschoools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
Section	Title	Link
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19

RESTART & RECOVERY PLAN

Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/
Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/evaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/epcert.shtml
Athletics	Executive Order No. 149	http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	Title	Link

RESTART & RECOVERY PLAN

Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpsubmission.cfm
Section	Title	Link
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tnntp.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