

Jackson Township School District Restart and Recovery Plan to Reopen Schools

Fall 2020



REVISED 08/25/20

JACKSON TOWNSHIP SCHOOL DISTRICT RESTART & RECOVERY PLAN

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Introduction

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

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

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

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

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

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

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

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

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

Click here to see a slide presentation of the Jackson School District Framework Restart and Recovery Plan [Jackson Township School District Framework Restart and Recovery Plan Fall 2020](#).

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THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

A. Conditions for Learning

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

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

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

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

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

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The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are also consistent with the Board's general obligation to ensure the health and safety of its students and staff pursuant to N.J.S.A. 18A:40-6 and N.J.A.C. 6A:16-2.1. District officials should abide by the advice of local health officials to determine the safest course of action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Board's Plan.

Ten Critical Areas of Operation

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

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

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

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

- (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart.

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If a school in the district is not able to maintain this physical distance, additional modifications should be considered 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) ~~When~~ **Even if** social distancing is **possible and being practiced** ~~difficult or impossible~~, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
 - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (3) ~~In a classroom setting where~~ **Whether or not** social distancing can take place (e.g., desks are 6 feet apart) **or physical barriers are in place in a classroom setting**, face coverings ~~can be removed~~ **are required** while students are seated at desks, ~~but should~~ **and are required to** be worn when moving about the classroom.
- (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (5) Use of shared objects should be limited when possible or cleaned between use.
- (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- (7) School districts will prepare and maintain hand-sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
 - (a) In each classroom (for staff and older children who can safely use hand sanitizer).

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- (b) At entrances and exits of buildings.
 - (c) Near lunchrooms and toilets.
 - (d) Children ages five and younger should be supervised when using hand sanitizer.
 - (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- (8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
- (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

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

- (1) If the school district is providing transportation services on a school bus **a face covering must be worn by all students upon entering the bus unless doing so would inhibit the student’s health** ~~and is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.~~ **It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.**
- (a) **Exceptions to the face covering requirements shall be those outlined in A.1.e.(6) below.**
- (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.

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

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

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

- (1) The Board's Plan should establish the process and location for student and staff health screenings.
- (2) **Even when** physical distancing (six feet apart) cannot be maintained for individuals in line waiting to enter or exit a building, face coverings shall be worn while in the line.
- (3) Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

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

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

- (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
 - (a) Staff must visually check students for symptoms upon arrival and confirm with families that students are free of COVID-19 symptoms.

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- (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
 - (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:
- (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
 - (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
 - (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
 - (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.

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- (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
 - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (5) ~~Students are required to wear face coverings and are required to do so when social distancing cannot be maintained.~~ **Students are required to wear face coverings**, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.

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- (6) Exceptions to requirements for face coverings shall be as follows:
- (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.
 - (c) The individual is in water.
 - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
 - (e) The student is under the age of two, **due to the ~~and~~ ~~could~~ risk of suffocation.**
 - (f) **During the period a student is eating or drinking.**
 - (g) **Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face coverings without assistance (e.g. face coverings should not be worn by Pre-K students during nap time).**
 - (h) **The student is engaged in high intensity aerobic or anaerobic activities.**
 - (i) **Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location and are able to maintain a physical distance of six feet apart.**
 - (j) **When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.**
- (7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual the point of entry, the visitor's entry to the school/district facility may be denied.

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

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f. Critical Area of Operation #6 – Contact Tracing

- (1) The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.
- (2) School officials should engage the expertise of their school nurses on the importance of contact tracing.
- (3) The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

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

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

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

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- (2) The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
- (a) A schedule for increased routine cleaning and disinfection.
 - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).
 - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
 - (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 - (i) Classroom desks and chairs;
 - (ii) Lunchroom tables and chairs;
 - (iii) Door handles and push plates;
 - (iv) Handrails;
 - (v) Kitchens and bathrooms;
 - (vi) Light switches;
 - (vii) Handles on equipment (e.g. athletic equipment);
 - (viii) Buttons on vending machines and elevators;
 - (ix) Shared telephones;

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- (x) Shared desktops;
- (xi) Shared computer keyboards and mice;
- (xii) Drinking fountains; and
- (xiii) School bus seats and windows.

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

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

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

- (1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board’s Plan, if applicable:
 - (a) Stagger times to allow for social distancing and clean and disinfect between groups.
 - (b) Discontinue family style, self-service, and buffet.
 - (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
 - (d) Space students at least six feet apart.
 - (e) Require individuals must wash their hands after removing their gloves or after directly handling used food service items.

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

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

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

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- (a) Stagger recess, if necessary.
 - (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
 - (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
 - (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
 - (e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
 - (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
 - (g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
 - (i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.
 - (ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
- (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

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

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

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

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

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

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

2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

Jackson Township Schools have always valued the importance of building relationships between student and teacher and teacher to teachers. The district plans on continuing its already established practices and building upon the CASEL Competences already in place. See Appendix K.

b. Multi-Tiered Systems of Support (MTSS)

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The Jackson Township School District has always used a multi-tiered system of support. This system of support will be strengthened and used through the lens of equity for all learners. See Appendix K.

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c. Wraparound Supports

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

Wraparound services have been offered for counseling and behaviors, and child care. The district will look to expand its services for both families and staff. See Appendix K

d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The Jackson Township School District provided meals to students in the Spring and will continue to provide breakfast and lunch to all students in the Fall. See Appendix K.

e. Quality Child Care

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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During Summer 2020 - a small version of our district child care camp was implemented to provide students with an opportunity for socialization. The district is exploring the option for the fall to offer child care to families on the days students are present for in-person learning. See Appendix K.

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

- a. A Restart Committee should be established as collaboration is critical to the development of the Board’s Plan.
- b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.
- c. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board’s Plan.

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- d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
- e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

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

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

[See Appendix M – Pandemic Response Team]

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3. Scheduling

- a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
- b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
 - (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
 - (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
- c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
 - (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
 - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

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

[See Appendix N – Scheduling of Students]

[See Appendix Q – Remote Learning Options]

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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 non tenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
 - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).

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(3) Certification

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

[See Appendix O – Staffing]

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

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

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- (7) Provide regular feedback to students and families on expectations and progress.
- (8) Set clear expectations for remote and in-person students.
- (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
- (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- (11) Instruct and maintain good practice in digital citizenship for all students and staff.
- (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school). **The district will be providing at home literacy kits to K-3 students.**
- (15) Limiting on-line activities for pre-school students.

c. Mentor teachers should:

- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
- (5) Continue to maintain logs of mentoring contact.
- (6) Mentor teachers should consider all health and safety measures when doing in-person observations.

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- (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
 - (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
 - (3) Prioritize vulnerable student groups for face-to-face instruction.
 - (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
 - (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
 - (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
 - (7) Define and provide examples of high-quality instruction given context and resources available.
 - (8) Assess teacher, student, and parent needs regularly.
 - (9) Ensure students and parents receive necessary supports to ensure access to instruction.
 - (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).

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- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
 - (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
 - (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
 - (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
 - (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
 - (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
 - (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
 - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.
 - (2) Facilitate the virtual component of synchronous online interactions.
 - (3) Manage online platform for small groups of in-person students while teacher is remote.
 - (4) Assist with the development and implementation of adjusted schedules.
 - (5) Plan for the completion of course requests and scheduling (secondary school).

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- (6) Assist teachers with providing updates to students and families.
 - (7) Support embedding of SEL into lessons.
 - (8) Lead small group instruction to ensure social distancing.
 - (9) Consider student grouping to maintain single classroom cohorts.
 - (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- f. Support staff/paraprofessionals may:
- (1) Lead small group instruction to ensure social distancing.
 - (2) Consider student grouping to maintain single classroom cohorts.
 - (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
 - (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
 - (5) Provide real-time support during virtual sessions.
 - (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
 - (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
 - (8) Lead small group instruction in a virtual environment.
 - (9) Facilitate the virtual component of synchronous online interactions.
 - (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

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g. Substitutes

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:

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

b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:

- (1) Train student teachers to use technology platforms.
- (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
- (3) Survey assistant teachers to determine technology needs/access (Pre-school).

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- (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- c. Student teachers should:
- (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
 - (2) Lead small group instruction (in-person to help with social distancing).
 - (3) Co-teach with cooperating teacher and maintain social distancing.
 - (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - (5) Implement modifications or accommodations for students with special needs.
 - (6) Facilitate one-to-one student support.
 - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.
 - (9) Develop online material or assignments.
 - (10) Pre-record direct-instruction videos.
 - (11) Facilitate student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.

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- (2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
- (3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
- (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
- (5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

7. Athletics

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

[See Appendix P – Athletics]

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C. Policy and Funding

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

1. School Funding

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

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

- b. School District Budgets

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

- c. School Funding

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

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(1) Purchasing

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

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

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

(3) Costs and Contracting

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

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D. Continuity of Learning

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

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

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

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

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
 - a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
 - b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
 - c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

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- (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
- (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
- (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- (5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.
- (6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

2. Technology and Connectivity

- a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.

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- b. Districts should:
 - (1) Conduct a needs assessment.
 - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
 - (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
 - (4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
 - (a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

3. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).
- b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.
- c. Virtual and Hybrid Learning Environment
 - (1) Curriculum
 - (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.

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- (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.

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- (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.

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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.

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- (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

e. Evaluation

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

5. Career and Technical Education (CTE)

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

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d. Quality CTE Programs

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

e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

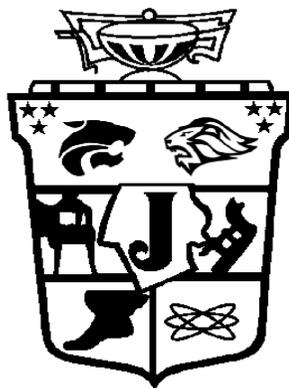
E. Full-Time Remote Learning Options

In addition to the methods and considerations explicitly referenced in the New Jersey Department of Education’s “The Road Back – Restart and Recovery Plan for Education” (June 26, 2020) for scheduling students for in-person, remote, or hybrid learning, families/guardians may submit, the school district shall accommodate requests for full-time remote learning. Remote learning options shall be pursuant to Appendix Q – Remote Learning Options for Families.

Appendices

Restart and Recovery Plan to Reopen Schools

Jackson Township School District Board of Education



Fall/2020

Revised 08/25/20 – Appendix E

JACKSON TOWNSHIP SCHOOL DISTRICT RESTART & RECOVERY PLAN

Appendix A

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

The Jackson Township 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:

Reasonable Accommodations

Reasonable accommodations should be provided for individuals that the Centers for Disease Control identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:

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

a. Protocol for High Risk Staff Members

For Staff Members with Underlying Health Conditions

- Staff form will be shared with all employees to indicate if they will be seeking accommodation.
- Staff members must self-report their underlying health condition to their direct supervisor and/or Kimberlie Gartner, Human Resources Manager. The staff member must provide medical documentation to verify the existence of a COVID-19 underlying health condition and request accommodations.
- The direct supervisor and/or Human Resources Manager must protect the privacy of staff members at higher risk for severe illness regarding underlying medical conditions.
- Once it has been determined that a staff member has an underlying health condition, then the staff member must consult with their direct supervisor to determine reasonable accommodations to provide the staff member.
 - Possible Accommodations for Consideration:
 - Strategic scheduling and teaching assignments
 - Personal protective equipment
 - Physical barriers
 - Alternative teaching assignments (remote classes, telework, smaller groups, etc.)

JACKSON TOWNSHIP SCHOOL DISTRICT RESTART & RECOVERY PLAN

Appendix A (continued)

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

- If a reasonable accommodation cannot be made, then the staff member with a documented underlying health condition should consider:
 - [COVID-19 FMLA](#) (paid leave for up to 14 days through December 31, 2020)
 - [Other Paid and Unpaid Leave Options](#)

b. Protocol for High Risk Students

For Students with Underlying Health Conditions

- The School Nurse will identify students with underlying health conditions based on student health history records and information provided by parents, students, child study team, guidance, or other staff members.
- While maintaining the privacy of students, the School Nurse will seek medical documentation of the underlying health condition from the parent of the student.
- If the student has an active IEP or 504 plan, the School Nurse will refer the case to the student's case manager to determine reasonable accommodations to provide for the student.
 - IEP/504 Case Managers will:
 - Monitor and ensure appropriate accommodations, modifications, and assistance for students with special healthcare needs or disabilities.
 - Ensure education remains accessible for students in special education who have a 504 plan or individualized education plan.
 - Ensure safety for children and youth who need assistance with activities of daily living, as well as their service providers.
 - IF the need for accommodations is unrelated to the student's special education classification, then additional medical documentation will be requested that specifies the student's medical condition and requested accommodations.
- If the student does not have an active IEP or 504 plan, then the School Nurse will consider the development of an Individual Health Plan (IHP) or a possible referral to the school's 504 Coordinator if necessary.
 - Possible Accommodations for Consideration:
 - Remote learning
 - Strategic scheduling and placement into classes
 - Personal protective equipment
 - Physical barriers

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Appendix B

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

The Jackson Township 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

Instructional and Non-Instructional Spaces:

- Will be socially distanced as much as possible.
- Cohorting students into two groups on alternating days will allow for much more social distancing.
- When 6 feet of distance cannot be maintained, desk will be forward facing and face coverings will be worn.
- Elementary and middle schools will mark locations in cafeterias or classrooms where students may sit in order to be socially distanced so that they may eat their lunch in a safely distanced space.
- School administrators will provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times (e.g. guides for creating “one way routes” in hallways).
- Therapy rooms will be provided with face shields if desired and Plexiglas table top dividers for speech therapy

b. Procedures for Hand Sanitizing/Washing

Reinforce Hand Hygiene and Respiratory Etiquette

- All homeroom teachers must teach and reinforce [handwashing](#) with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- School administration must encourage all staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
 - If hand sanitizer is necessary to use with younger students, it will be closely monitored by a staff member.
 - Materials being shared will only be shared with cohorted students and will be washed after the cohort is done each day with the materials.

JACKSON TOWNSHIP SCHOOL DISTRICT RESTART & RECOVERY PLAN

Appendix B (continued)

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

- Evaluation materials will be properly disinfected by the Child Study Team and Related Service Providers at the conclusion of each evaluation.
- **Signs and Messages**
 - School administrators must post [signs](#), provided by the District, in highly visible locations (e.g., school entrances, restrooms) that [promote everyday protective measures](#) and describe how to [stop the spread](#) of germs (such as by [properly washing hands and properly wearing a cloth face covering](#)).
 - Broadcast regular [announcements](#) on reducing the spread of COVID-19 on PA systems.
 - Include messages (for example, [videos](#)) about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school [social media accounts](#)).

Appendix C

Critical Area of Operation #3 – Transportation

The Jackson Township 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 and Social Distancing on School Buses

- Signage for health and safety protocols will be posted on every bus
- Social distancing will be maintained as much as possible
- Students will be required to wear face coverings on the bus
- Students who do not have an accommodation for wearing a face mask will be provided one, if they do not have one. If a student refuses to wear a face covering they will be asked to sit in a reserved seat that is socially distanced from others. The driver will notify the transportation office who will in return notify the child’s school principal. Once arriving to school the principal will meet the student and escort them to an area that is socially distanced from others. The building principal will contact the child’s parent.
- Students will be assigned seats and load the bus from back to front
- When possible, the windows on buses will be opened
- Drivers will spray and wipe down all frequently used touch points and seats between runs utilizing an EPA approved disinfectant cleaning solution at the manufacturer’s recommended solution mixture.
- At the end of each day buses will be cleaned and disinfected utilizing an EPA approved state disinfectant bactericide, in the dilution mixture recommended by the manufacturer. This product shall be applied with an American Disinfectant Backpack Sprayer.
- Hand sanitizer will be available on each school bus
- Seating chart will be established to assist with any necessary contact tracing
- School bus drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings). To clean and disinfect school buses or other transport vehicles, see guidance for [bus transit operators](#).

Appendix D

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

The Jackson Township 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:

a. Location of Student and Staff Screening

- Each day parents will be asked to log into Genesis to complete the screening checklist at least 30 minutes before the start of their child’s school day.
- All employees will be asked to complete a screening online form each day at least 30 minutes before the start of their day
- All staff will be trained in the signs and symptoms of COVID and are required to observe students in front of them for signs and symptoms.

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

- Schools have developed multiple entrance and exits for students. They will be released from buses in small groups.

Appendix E

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

The Jackson Township 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:

a. Screening Procedures for Students and Staff

- Parents and staff will be encouraged to be on the alert for signs of illness in their children and to keep them home when they are sick. In order to effectuate this policy, the Jackson Township School District shall institute the following protocols:
 - Daily health screenings can help reduce the risk of exposure to COVID-19. Students and employees who are sick or not feeling well must stay home. Students are required to have a health screening at home before arriving at school.
 - Home Health Screening Requirement:
 - All students must have their temperature taken every day at home before coming to school. Persons that have a fever of 100.4° or above or other signs of COVID-19 illness shall not be permitted to attend onsite school.
 - Students must stay home if:
 - ❖ They have tested positive for COVID-19 and have not met the criteria for returning to school;
 - ❖ They have recently had close contact with a person with COVID-19 and have not met the criteria for returning to school;
 - ❖ They have a temperature of 100.4°F or higher.
 - ❖ They have just returned from traveling to a restricted location (country or state) as identified by the New Jersey Department of Health.
 - ❖ In addition, students must be free of any symptoms potentially related to COVID-19 to be on a school campus. At this time, these symptoms include one or more of the following:
 - ✚ Fever or chills, Cough, Shortness of breath or difficulty breathing, Fatigue, Muscle or body aches, Headache, New loss of taste or smell, Sore throat, Congestion or runny nose, Nausea or vomiting, Diarrhea
 - When symptoms are observed students/staff will be taken to the nurse where the nurse will document the information.
 - Isolate and remove any students or staff if symptoms are related to COVID-19.
 - If a student begins to not feel well while on campus, shows signs of illness, or becomes sick during the day, they must immediately tell an employee, transport the student to the school isolation room, and contact a parent or guardian to promptly pick them up from school.

JACKSON TOWNSHIP SCHOOL DISTRICT RESTART & RECOVERY PLAN

Appendix E (continued)

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

b. Protocols for Symptomatic Students and Staff

- Immediately separate individuals with COVID-19 symptoms or who have been identified as positive for COVID-19 by moving them to the identified isolation room in the school. All schools have identified an isolation location.
- If necessary, contact emergency contacts to transport sick individual(s) home or to a healthcare facility, depending on how severe their symptoms are.
- If calling an ambulance, alert them ahead that the person may have COVID-19. A designated school staff member will follow behind the ambulance during the transport to the hospital and provide any necessary background information to hospital staff. At no time, should the school staff member ride in the ambulance nor should the staff member be in the immediate presence of the sick individual.
- The school administrator must close off all areas used by a sick person and ensure that staff do not use those areas until after cleaning and disinfecting them (for outdoor areas, this includes surfaces or shared objects in the area, if applicable).
- Individuals with Suspected or Confirmed COVID-19: Individuals (e.g., children, care providers, or staff) who have symptoms consistent with COVID-19, will be sent home or denied entry. The nurse coordinator will contact the assistant superintendent who then will contact the county department of health to consult on the action needed.
 - COVID-19 symptoms include cough, shortness of breath or difficulty breathing, fever (100.4° F or higher), chills, muscle pain, sore throat, new loss of taste or smell, or other signs of new illness that are not related to a preexisting condition (such as seasonal allergies).
- If a suspected or confirmed case of COVID-19 infection occurs in one defined group within the school, the ill person should be sent home.
- Other staff and students in the group would be considered “close contacts” of that case and must be quarantined in their homes for 14 days.
- Parents/guardians and staff school-wide will be informed of the situation.
- The CDC guidance for cleaning and disinfection will be followed.
- Other groups within the school can continue to function, with daily and vigilant screening for illness occurring and social distancing and personal and environmental hygiene measures strictly adhered to.
- If suspected or confirmed cases occur in multiple groups within the facility, then all school operations within the facility need to be temporarily suspended.
 - This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the facility, perform contact tracing and cleaning and disinfecting the facility.
 - **The Jackson School District will work with the Ocean County Health Department to determine appropriate next steps, including whether an extended closure is needed to stop or slow further spread of COVID-19.**

JACKSON TOWNSHIP SCHOOL DISTRICT RESTART & RECOVERY PLAN

Appendix E (continued)

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

c. Return to School After a Positive Test

A negative test is not necessary to return to school. CDS follows CDC guidelines, which provide that persons with COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:

- At least 10 days* have passed since symptom onset, and
- At least 24 hours have passed since resolution of fever without the use of fever-reducing medications, and
- Other symptoms have improved.

CDC guidelines will be used to guide return to work and school procedures. See:

https://www.nj.gov/health/cd/topics/covid2019_schools.shtml (August 13, 2020)

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>

d. Visiting States/Territories Requirements

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.

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.")

Use this link to stay informed as to the states that meet the criteria above:

[Travel Information Related to COVID-19](#)

e. Protocols for Face Coverings

All employees are required to wear face coverings.

They may bring their own face covering or the school district will provide them with a washable face covering.

Students will be required to wear a face covering on the bus and in any location that social distancing cannot be maintained such as hallways.

Appendix E (continued)

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

- Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
- Exceptions:
 - Doing so would inhibit the individual's health.
 - The individual is in extreme heat outdoors.
 - A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.
 - The student is under the age of two (2), **due to the and could risk of suffocation.**
 - **During the period a student is eating or drinking.**
 - **Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face coverings without assistance (e.g. face coverings should not be work by Pre-K students during nap time).**
 - **The student is engaged in high intensity aerobic or anaerobic activities.**
 - **Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart.**
 - **When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.**
- School administrators must and will teach and reinforce use of face coverings among all staff (excluding health exceptions).
- 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, entry to the school/district facility may be denied.
- If a staff member refuses to wear a face covering for non-medical reasons, then the staff member will not be allowed to enter or remain in the school facility. The non-compliant staff member will be marked absent without pay for the remainder of their work day and be referred to the Assistant Superintendent of Human Resources and Operations for possible disciplinary action.
- If a student refuses to wear a face covering for non-medical reasons, then the student will not be allowed to enter or remain in the school facility. The non-compliant student will be escorted to the school isolation room by school security and a parent will be contacted for prompt pick up. The non-compliant student will be marked absent for the remainder of the school day and the parent will be notified by a School Administrator that any future non-compliance may result in the student being placed exclusively on remote learning.

Appendix F

Critical Area of Operation #6 - Contact Tracing

The Jackson Township 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.

a. After Someone Gets Sick

- In accordance with Federal and State laws, the Jackson Township School District must notify the staff, and families of cases of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA). If the Jackson Township School District becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, school officials must immediately notify the following while maintaining confidentiality:
 - Irene Menafra, Jackson School Nurse Coordinator (732) 833-4600 ext. 4645
 - Dan Baginski, Assistant Superintendent (732) 833-4602
 - The School Nurse Coordinator in conjunction with Central Administration will then contact the Ocean County Health Department Communicable Disease Unit (732) 341-9700, ext. 7515
 - Daniel E. Regenye, Public Health Coordinator, dregenye@ochd.org
 - Jennifer Crawford, Supervisor, Communicable Disease Unit, jcrawford@ochd.org
- Based on the guidance provided by the Ocean County Health Department, the School Administrator and/or the School Nurse will assist the OCHD in contacting the following:
 - Staff members who have had close contact with the individual who tested positive
 - Students who have had close contact with the individual who tested positive
 - Families of a confirmed case
- In addition to notifying the close contacts, the District will 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. The current recommendation for direct exposure with a close contact of a positive individual is for the exposed individual to quarantine for 14 days.
- Wait at least 24 hours before cleaning and disinfecting. No one will be permitted in the locations identified where there was possible exposure.
- 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.

**Appendix F
(continued)**

Critical Area of Operation #6 - Contact Tracing

b. Contact Tracing for Students and Staff Members

Contact tracing is the process used to identify those who come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice in New Jersey and around the world and is an integral function of local health departments in keeping communities safe from the spread of disease. Upon notification that a student or staff member has tested positive for COVID-19:

- The Ocean County Health Department will call the School Nurse to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least 10 minutes.
- The School Administrator (and Guidance Counselors for student cases) will assist the School Nurse in identifying all close contacts of the positive case.
- The School Nurse will provide the following information to the Ocean County Health Department for all identified close contacts:
 - The identity of the person with COVID-19 or probable COVID-19 (i.e. staff, child in care, household contact). This includes names and contact information.
 - The date the person with COVID-19 or probable COVID-19 was last in the school building.
 - The date the person developed symptoms.
 - Types of interactions the person may have had with other persons in the school building or in other locations, such as the school bus.
 - How long their interactions were with other persons in the school building.
 - If other persons in the childcare program have developed any symptoms; and
 - Any other information to assist with the determination of next steps.
- Trained professionals from the Ocean County Health Department then get in touch with those close contacts to recommend next steps, such as self-quarantining, and to provide critical education and support in risk mitigation strategies.
- When the Ocean County Health Department notifies the Jackson Township School District of an official quarantine or self-isolation of a staff member or student, the district will fully comply with the recommendations of the Health Department and prohibit quarantined/self-isolated students or staff members from entering the school campus until they are officially released from quarantine/self-isolation.
 - A student who has been placed on a mandated quarantine or self-isolation must be permitted to learn remotely during the entire span of their quarantine or self-isolation. The student's guidance counselor should consult with the student's teachers to initiate and facilitate the remote learning experience for the student.

**Appendix F
(continued)**

Critical Area of Operation #6 - Contact Tracing

- A staff member who has been placed on a mandated quarantine or self-isolation must complete the COVID-19 – FMLA form in Frontline Central. If eligible for COVID-19 – FMLA, then the staff member should consult with their direct supervisor to determine whether the staff member is able to work remotely:
 - If YES, then the staff member should work remotely until the expiration of the mandated quarantine or self-isolation.
 - If NO, then the staff member should be approved for COVID-19 – FMLA for the mandated quarantine or self-isolation. These absences will be coded accordingly in the Absence Management system and will not be counted as sick days used by the staff member. NOTE: When a staff member exceeds the fourteen days of COVID-19 - FMLA, they must utilize their accrued sick days or apply for another type of leave.

All school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school and district, will be provided information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.

JACKSON TOWNSHIP SCHOOL DISTRICT RESTART & RECOVERY PLAN

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

The Jackson Township 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.

- The Facilities Department will develop a schedule for increased, routine cleaning and disinfection. This schedule will be communicated to the Principal of each school prior to the start of the school year.
- The Custodial Supervisors will ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#), including storing products securely away from children, and will ensure the use products that meet [EPA disinfection criteria](#).
- Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.
- Ventilation
 - The Facilities Department must ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible. Jackson School District classrooms are temperature controlled and actively recirculate outside air. Therefore, windows should not be opened without explicit permission from the Facilities Department
 - We are following the recommendations of the CDC and NJ Department of Health regarding ventilation and sanitation. Our Buildings & Grounds team is currently updating our cleaning protocols and HVAC maintenance and filter schedules. Our HVAC systems are designed according to the standards of the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) to provide proper ventilation and exchange of air. This includes the introduction of “make up air,” which is fresh air from the outside.
- Water Systems
 - Drinking fountains should be cleaned and sanitized, but encourage staff and students to bring their own water to minimize use and touching of water fountains.
- All spaces will be provided with disinfecting spray bottles and paper towels. Teachers will spray desk tops and middle school students/high school students will wipe down their desk before leaving the room. Elementary students will only use the same desk each in-person day. Custodial staff will clean each desk each evening in all classrooms.
- Physical Barriers and Guides
 - Where possible, the Facilities Department will install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks, food service lines).
 - School administrators will provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times.

JACKSON TOWNSHIP SCHOOL DISTRICT RESTART & RECOVERY PLAN

Appendix G (continued)

Critical Area of Operation #7 - Facilities Cleaning Practices

- Scheduling – The interval(s) of routine cleaning and disinfecting shall be increased to meet or exceed occupancy loads. Target areas shall include, but not be limited to, restrooms, all touch points, kitchen areas, lunchrooms, drinking fountains, tabletops, desktops, chairs and assembly areas. These areas will be cleaned with disinfecting spray each evening
- Training – All custodial staff members shall participate in a COVID-19 Training Session that will include the introduction of new EPA approved cleaning solutions, changes to recommended cleaning procedures and globally based fundamental changes to industry guidelines and methodology. Documentation of this training shall be maintained by the Director of Facilities, Buildings and Grounds and shall be available for review upon request. Training agenda linked here: [Training Agenda](#)
- Staffing – Whenever feasible, custodial staff shall clean and disinfect restrooms after each use and/or as often as possible.
- Cleaning & Disinfectant Products – The district shall procure EPA approved products from preferred vendors and shall maintain SDS (Safety Data Sheets) for all regulated products and provide access to this information upon request.
- Cleaning & Sanitizing Checklist - The district shall develop and implement a cleaning and sanitizing checklist to be completed by Custodial Staff Members. Checklist linked here: [Cleaning Checklist](#)
- Cleaning Procedures – All frequently used and high traffic areas shall be thoroughly cleaned utilizing a multi-purpose cleaner prior to the use of a disinfectant. Sufficient dry time between the use of products shall follow manufacturer’s recommendations.
- Disinfectant Procedures (Surfaces) – All vertical and horizontal surfaces shall be sanitized utilizing our EPA Approved #64 Hydrogen-Peroxide based disinfectant, dispensed at the manufacturers recommended solution mixture.
- Disinfectant Procedures (Restrooms) – All porous and non-porous surfaces shall be sanitized utilizing our EPA Approved Stat disinfectant bactericide, in the dilution mixture recommended by the manufacturer. This product shall be applied to all surfaces via an American Disinfectant® backpack sprayer. All surfaces shall be permitted sufficient dry time prior to continued use. Enhanced routine cleaning, as needed, will be completed utilizing our #64 Hydrogen-Peroxide based cleaner.
- Disinfectant Procedures (Assembly Areas) – All surfaces in large assembly areas, such as, but not limited to, lunchrooms, lecture halls and stadium seating, shall be sanitized utilizing our EPA Approved Stat disinfectant bactericide, in the dilution mixture recommended by the manufacturer. This product shall be applied to all surfaces via an American Disinfectant® power operated jet sprayer. All surfaces shall be permitted sufficient dry time prior to continued use. Enhanced routine cleaning, as needed, will be completed utilizing our #64 Hydrogen-Peroxide based cleaner.

**Appendix G
(continued)**

Critical Area of Operation #7 - Facilities Cleaning Practices

- Fire and Security Drills:

Drills will continue based on The New Jersey Department of Education's Office of School Preparedness & Emergency Planning guidance regarding the *N.J. School Drill Law N.J.S. 18a:41-1* and the Covid-19 Crisis.

Schools are required to conduct 1 Fire drill and 1 school security drill each month. Schools are also required to conduct a minimum of 2 of each of the following drills during the school year:

- (2) Active shooter
- (2) Evacuation (non-fire)
- (2) Bomb threat
- (2) Lockdown

During the fall months drills that requires little to no contact or movement between students will be conducted.

JACKSON TOWNSHIP SCHOOL DISTRICT RESTART & RECOVERY PLAN

Appendix H

Critical Area of Operation #8 – Meals

The Jackson Township 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.

FOOD SERVICE STAFF RESPONSIBILITY

- Staff will follow compliant Department of Health hand washing and sanitizing procedures
- Surfaces and equipment will be sanitized after each meal period
- Food options will be limited (including snacks and beverages)
 - Streamline milk choices to 2
- All items will be served in separate containers, possibly wrap whole fruits.
- All condiments/dressings will be pre-packaged portion controlled (PC)
- All plastic ware will either be in containers or individually wrapped
- More availability of individually wrapped items
- Create one way traffic flows for entry and exit of seating area
- Communication of Cashless system (PaySchools)
- Effective menu communication
- Consistent menu selections per grade level
- Cycle menus (2 weeks)
- Shields guards mounted to cashier area
- Possible face shields for staff along with the face covering
- Sanitizing lotion available in vending machines (MS & HS only)

ACCESS TO BREAKFAST AND LUNCH

- Breakfast will be served in each school as grab and go to classroom
- Students will wear face coverings while walking to the cafeteria and while getting their food and in the hallway
- Lunch will be served to elementary and middle school students
- High school students will grab the bagged lunch and board the bus
- Free and reduce lunch students will receive breakfast and lunch for the day they will be on full remote according to their schedule to ensure whether a student is in school or not they have breakfast and lunch

JACKSON TOWNSHIP SCHOOL DISTRICT RESTART & RECOVERY PLAN

Appendix H (continued)

Critical Area of Operation #8 – Meals

STUDENT/ADMINISTRATOR RESPONSIBILITY

- Students will need to wear face masks when coming through serving lines
- Students will wash their hands or use hand sanitizer before and after lunch
- Students will be socially distanced in the cafeteria or designated space for eating
- Face coverings will be removed once the student is seated in their designated location (indicated by a mark on a table or seat)
- Tables will be sprayed and wiped down using our EPA approved hydrogen-Peroxide based disinfectant between each cohort of students by custodians and food service workers. Gloves will be made available to all staff for this purpose.
- Use of swipe/scanner cards will need to be mandatory (no touching of pin pad, student will tell cashier their name for ID)
- Designate an area for students with underlying health conditions
- Mark floors with 6 ft. intervals
- All students must have up to date ID cards

MEALS FOR FULL REMOTE STUDENTS:

- Meals will be made and available for pick up at Memorial High School and Liberty High School based on the side of town the child's school resides.
- Meals will be packaged for two days in order to limit the number of pick-ups needed. Times for pick-up will be between 11:00-1:00 on Monday's and Wednesday's.
- If needed arrangements can be made for food delivery by contacting the food service department.

JACKSON TOWNSHIP SCHOOL DISTRICT RESTART & RECOVERY PLAN

Appendix I

Critical Area of Operation #9 – Recess/Physical Education

The Jackson Township 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 will not be offered as students in-person will be in school on a shortened 4 hour day. See Broadcast memo linked here indicating recess does not need to be offered on shortened days. However, classroom teachers will offer brain breaks and physical movement during the learning day. [Department of Education Broadcast on Recess](#)
- Physical education will be offered remotely to elementary students during their hybrid experience to limit the number of students a teacher may be exposed to.
- Middle school and high school will have their normally scheduled period of physical education based on their shortened in-person schedule.
- Locker rooms will NOT be used. Students will be expected to dress appropriately on their normally scheduled P.E. day.
- Outside P.E. will take place as much as possible according to the weather.
- Students will be cohorted for P.E. and 6 feet of distance will remain between cohorts.
- If equipment is used, it will sprayed and wiped down utilizing our EPA approved hydrogen-peroxide based disinfectant between use by students and physical education staff.
- Students will wash hands after P.E. class.
- Face coverings will not be used if a student is doing any physical activity, social distancing will be practiced in these incidents.

Appendix J

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

The Jackson Township 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.

All Jackson Township School District field trips will be virtual until further notice.

- For now, no in-person events will take place – Orientations and Back to School Nights will be done remotely.
- No extra-curricular activities are being considered for the immediate opening schedule in September:
 - We will assess as time progresses, and consider bringing back on a tiered approach.
 - Extra-curricular includes all clubs and activities with the exception of Marching Band (which is scheduled to begin outdoor small group instruction in August).
- Athletics will continue in accordance with NJSIAA requirements.

JACKSON TOWNSHIP SCHOOL DISTRICT RESTART & RECOVERY PLAN

Appendix K

Academic, Social, and Behavioral Supports

The Jackson Township 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 Jackson Township School District is dedicated to supporting the needs of each and every student and staff member.

The Jackson Township School District has put much training and protocols in place for Social Emotional Learning (SEL) Tiered Systems of Supports for academics and behaviors as well as wraparound services. Below is a list of supports that will continue and be expanded on for the 2020 – 2021 school year:

- Responsive Classroom training and practice have been implemented such as Daily Meeting (Morning Meeting) and Advisory Period.
- “The Power of Our Words” training has occurred by district teacher leaders.
- Effective “Greetings” and Calming Techniques has been the focus of high school trainings by district teacher leaders.
- [SEL Areas of Focus Presentation \(supported by teacher leaders\)](#)
- [Jackson Township School District Social Emotional Overview](#)
- School-wide acceptance and kindness activities.
- The 2020-2021 school year will include a training for teachers on the SEL practices for hybrid and full remote learners. This training will be done by our district teacher leaders.
- A Family Wellness Series of Trainings will be offered as webinars to district families through the Special Education Advisory Committee (SEAC).

Multi-Tiered Systems of Support:

The Jackson Township School District has always had a strong model for tiered systems of supports through the PreK-12 I & RS process. Prior to COVID-19 the district had already planned on strengthening this process with the focus on “Equity in Action.” See the visual description of how the district will focus its professional development and action for the 2020-2021 school year. Through this lens the Jackson Township School District will also look at diversity, equity, inclusion, race and bias in its curriculum and programs.

See the visual description of how the district will focus its professional development and action for the 2020 - 2021 school year: [Jackson Township Schools Equity in Action 2020 - 2021](#)

JACKSON TOWNSHIP SCHOOL DISTRICT RESTART & RECOVERY PLAN

Appendix K (continued)

Academic, Social, and Behavioral Supports

Wraparound Supports:

The Jackson Township Schools had previously committed to two programs that wraparound to support our students and families:

- YMCA family counseling services in 4 of our identified high need schools. The district is looking to expand these services with CARES funding.
- Youth Advocacy Program (YAP)
- Cognitive behavioral therapy training will occur for the district's guidance counselors, school psychologist, school case managers and student assistant counselors.

Food Service Distribution:

- Breakfast will be served in each school as grab and go to classroom.
- Students will wear face coverings while walking to the cafeteria and while getting their food and in the hallway.
- Lunch will be served to elementary and middle school students.
- High school students will grab the bagged lunch and board the bus.
- Free and reduced meal students will receive breakfast and lunch for the day they are in school as well as the day they will be on full remote according to their schedule to ensure that if a student is in school or not they have breakfast and lunch.
- Those students who qualify for free and reduced meals that are on full remote may pick up their meals at the designated time from their home school.
- Food delivery, by district bus, will be made for those who indicate they are unable to pick up the meals.

Quality Child Care:

- The district is planning to offer child care to parents on the days their child is in school.
- The district is exploring the option of offering child care to school age children of staff members to ease the burden of their child's schedule being different than their schedule.

JACKSON TOWNSHIP SCHOOL DISTRICT RESTART & RECOVERY PLAN

Appendix L

Restart Committee

The Jackson Township 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 members of each committees are linked here: [Jackson Township Schools Planning and Review Committee](#)

The Jackson Township School District Restart Committee

- This committee met for three (3), 3-hour meetings.
- Staff and parent surveys were created, implemented and results were reviewed.
- Subcommittees were assigned (School Levels, Health & Safety, Facilities/Cleaning, Transportation, Curriculum/Assessment, Mental Health/Social Emotional Learning, Staffing/Human Resources, Child Care, Policy, Food Service and Communication).

The Jackson Township School District Review Committee

- This committee met once to review and offer feedback to the draft plan for reopening schools. [Jackson Review Committee Presentation](#)

Additional planning and or review was provided through:

- Administrative Week Long Planning - See linked agenda: [Agenda](#)
- Jackson Education Association Leadership Liaison Committee
- PTA Presidents' Council Committee

Appendix M

Pandemic Response Teams

The Jackson Township 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.

Each of the 10 schools have a Pandemic Response Team that is made up of stakeholders including:

- Principal
- Assistant principal
- Nurse
- Guidance Counselor or Student Assistance Counselor
- School security officer
- Teacher from each grade
- Content supervisor/director
- Parent

These teams will meet on a weekly basis and will keep the district planning team informed of their building needs via the principal who is a member of the district planning team.

School Pandemic Response Teams will do the following:

- Oversee the implementation of the Plan in their building
- Adjust and amend school health and safety protocols as needed
- Provide staff with needed support and training
- Gather input from the staff and students as needed
- Develop and implement safe procedures to foster a supportive school climate
- Provide necessary communication to the school community

JACKSON TOWNSHIP SCHOOL DISTRICT RESTART & RECOVERY PLAN

Appendix N

Scheduling of Students

The Jackson Township 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

Jackson Schools will offer parents the choice of a hybrid in-person model or a full remote model of learning.

B. Hybrid In-Person Model:

- Cohort students PreK-12 into two groups (Group 1 & Group 2) for greater opportunities for social distancing
- Families will be kept together in Group 1 or Group 2 to the best of the district's ability
- **Group 1:** IN-PERSON Monday/Wednesday/Every other Friday
- **Group 2:** IN-PERSON Tuesday/Thursday/Every other Friday
- Self-Contained Classrooms Pre-K-12 (PSD, MD, BD, MLLD) will attend Monday - Friday Shortened Day Schedule

If it is your IN-PERSON Group Day:

- Students arrive and dismiss from school according to Shortened Day schedule 4 hours
- Students will continue to work at home through the time their normal school day would end.

If it is your NON In-Person Group Day:

- Students work at home during the Shortened Day schedule times
- Once that Shortened Day schedule ends, teachers will be connecting through Google Meets with students remotely through the time their normal school day would end.

NOTE: This model allows for students to see their teacher each day, either in-person or online through the required Google Meet in the afternoon.

C. Out of District Special Education Students

- Parents of students who attend out of district schools based on their Individual Educational Plan (IEP) will be contacted by their child's out of district school as to the reopening plan.
- The Jackson School district is in communication with all of the schools to ensure case managers are aware of the out of district schools' plans.
- Parents who have questions may contact the supervisors of special education based on the level of their child and email their child's case manager.
- The Jackson School district will arrange for transportation of the student to their school if the in-person model is selected.

Appendix N (continued) Scheduling of Students

D. Full Online-Remote Learning Model: [OPT OUT Full Remote Learning Plan](#)

- The All Remote Model will be structured and interactive
 - Daily, required, interactive Google Meet lessons
 - Based on a schedule that mirrors an in-person day with attendance required
- Full Remote Students will receive instruction from Jackson School District teachers in a Remote Learning Community
- Full Remote teachers will be Jackson School District teachers, but may NOT be the same teachers as those providing daily in-person instruction and they may not be teachers from their own home school.
- Students will be part of a Remote Learning Community and other students of the same age/course who are also on Full Remote will be their “classmates.”
- In grades 6-12, this instruction may also include utilizing online learning platforms such as [Apex](#).
- Electives will be limited if on Full Remote Instruction
 - Example: woodshop, some family and consumer science, robotics, some engineering classes cannot be offered remotely.
- Students on Full Remote will be eligible to participate in sports and extra-curricular activities.
- After making a selection on our form, changes will not be permitted until four weeks after the start of school.
- After the first four weeks of school, you may put a request in writing to your child’s principal and the district will determine if the school can accommodate change based on available space in classrooms, buses, cafeterias and evaluating all social distancing and safety protocols.

D. Mandated or Emergency Full Remote Learning Model:

If this need occurs after Sept. 8th:

- All students in the **HYBRID MODEL** schooling will transition to this model with their current teachers and classes (Group 1 or Group 2)
- All students/teachers assigned to the **OPT OUT REMOTE MODEL** will REMAIN IN THE OPT OUT REMOTE MODEL (Remote)
- [Full Remote Learning Plan \(Also noted in Appendix Q\)](#)

NOTE: The district is fully prepared to go full remote for all students if necessary. The district has implemented a full 1 to 1 Chromebook initiative for Fall 2020. Students PreK-12 will each have a Chromebook assigned to them for the school year.

Additionally, if Internet is needed, the school district is prepared to give identified families a Kajeet hotspot or use Optimum Internet service.

JACKSON TOWNSHIP SCHOOL DISTRICT RESTART & RECOVERY PLAN

Appendix O

Staffing

The Jackson Township 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.

- ✚ Each staff member has a laptop that will be brought back and forth from school to home each day, in the event the classroom or school needs to go full remote learning.
- ✚ All teachers will be required to be present for all 5 days of teaching, unless an underlying health issue or child care issue has been established. See process below:

A. For Staff Members with Underlying Health Conditions

- Staff form will be shared with all employees to indicate if they will be seeking accommodation.
- Staff members must self-report their underlying health condition to their direct supervisor and/or Kimberlie Gartner, Human Resources Manager. The staff member must provide medical documentation to verify the existence of a COVID-19 underlying health condition and requested accommodations.
- The direct supervisor and/or Human Resources Manager must protect the privacy of staff members at higher risk for severe illness regarding underlying medical conditions.
- Once it has been determined that a staff member has an underlying health condition, then the staff member must consult with their direct supervisor to determine reasonable accommodations to provide the staff member.
 - Possible Accommodations for Consideration:
 - Strategic scheduling and teaching assignments
 - Personal protective equipment
 - Physical barriers
 - Alternative teaching assignments (remote classes, telework, smaller groups, etc.)
- If a reasonable accommodation cannot be made, then the staff member with a documented underlying health condition should consider:
 - [COVID-19 FMLA](#) (paid leave for up to 14 days through December 31, 2020)
 - [Other Paid and Unpaid Leave Options](#)

The Jackson Township School District has modified its school calendar to allow for four (4) in-person professional development days before students arrive for their first day. Students first day was moved from September 3, 2020 to September 8, 2020. There are no additional days in June added to the calendar, as the two additional days were identified by moving the October In-Service day and February Transition/In-Service day to the beginning of the school year. These days (October 12th and February 2, 2021) will now be in school days for students.

JACKSON TOWNSHIP SCHOOL DISTRICT RESTART & RECOVERY PLAN

Appendix O (continued) Staffing

Additionally, professional development will occur in the areas of Equity in Action Through A Tiered System of Support, technology platforms, mental health, social emotional learning and literacy for K-5 will occur before students return. These trainings will be supported throughout the year by Jackson Teacher Leaders.

B. Superintendent:

- Facilitates the Planning and Review Committee
- Keeps the Board of Education Informed
- Maintains authority over ALL management plans
- Plans for cross-training for "core" and "essential" jobs
- Will promote faculty/staff and student physical and mental well-being
- Communicates with the staff, media, teachers association, and parents
- Guides administration in the communication process

C. School Business Administrator:

- Monitors and maintains the following departments prior to and during any emergency: Business Office/Payroll, Facilities (Buildings and Grounds), Food Service, and Transportation.
- Plans for cross-training for "core" and "essential" jobs
- Assures clean and sanitized buses and drivers that are free of illness
- Assures clean and sanitized buildings that are free of illness
- Develops continuing nutrition plan

D. Assistant Superintendent of Operations and Human Resources:

- Works with the nurse coordinator to review all CDC guidelines and local health guidelines.
- Creates protocols and policies needed to support the return to school.
- Works with the human resource department to create a survey and form for staff who need accommodations.
- Trains administration of the options for staff and what may happen should someone get COVID in their buildings.
- Coordinates with the Assistant Superintendent of Curriculum and Instruction and School Business Administrator to assure necessary medical supplies and assistance are available.
- Communicate as necessary with the Superintendent, Assistant Superintendent of Curriculum and Instruction, the school physician, and the County and State health officials.
- Monitors both student and staff absences, provides proactive health education, and assists the District in altering the management plan as necessary.
- Assists the superintendent with facilitating the Planning Committee and writing the plan to return.

JACKSON TOWNSHIP SCHOOL DISTRICT RESTART & RECOVERY PLAN

Appendix O (continued) Staffing

E. Director of Curriculum and Instruction and Assistant Superintendent of Curriculum and Assessment:

- Maintains academics and student learning.
- Ensures that instructional materials aligned with the New Jersey Student Learning Standards will be made available and designed to support student learning.
- Ensures teachers are trained in online teaching platforms.
- Coordinates with the Assistant Superintendent of Operations and Human Resources and School Business Administrator to assure necessary medical supplies and assistance are available.
- Communicate as necessary with the Superintendent, Assistant Superintendent of Operations and Human Resources, the school physician, and the County and State health officials.
- Provides and monitors compacted curriculum and pacing charts to assist teachers in the Fall and throughout the 2020-2021 school year.
- Develops the model along with supervisors and the Planning Team for the return of students in the fall and the full remote model
- Works with the supervisors to plan for any necessary grading changes
- Monitors and adjusts the progress of instruction
- Assists the superintendent with facilitating the Planning Committee and writing the plan to return

F. Director of Special Services:

- Identifies students' special needs.
- Maintains a confidential roster.
- Builds on current accommodations, modifications, and services.
- Works with supervisors and teachers to ensure assignments are accessible by all students.
- Informs and trains adults as needed.
- Provides clear protocols for Child Study Teams and trains in those protocols.
- Develops a method to track daily services and or objectives that align with the students IEP goals and objectives.
- Works in collaboration with the Director of Guidance in planning for mental health supports for both staff and students.

G. Director of Buildings and Grounds:

- Takes appropriate measures to minimize, to the greatest extent possible, the risk of viral transmission in the school facilities with vigorous cleaning policies and practices which include (but are not limited to) on a daily basis:
 - Provide initial and ongoing training in cleaning protocols and checklists
 - Filling of soap and hand sanitizers
 - Ensuring all paper towel holders are filled and functioning at all times

JACKSON TOWNSHIP SCHOOL DISTRICT RESTART & RECOVERY PLAN

Appendix O (continued) Staffing

- Sweeping and wet mopping of all floors
- Vacuuming of rugs
- Cleaning and sanitizing of hard surfaces including fountains, door knobs, work areas, computer keyboards, counter tops, railings, stairwells, and writing tools
- Cleaning and sanitizing of bathrooms - toilets, sinks, walls, floors
- Cleaning and sanitizing of cafeterias - kitchen, tables, chairs, food lines
- Cleaning of vents
- The Director of Buildings and Grounds with the assistance from the Business Administrator, assures the provision of power, heat and ventilation, water, sewer, and janitorial services.

H. Director of Guidance:

- Works with counselors to train them in protocols needs to ensure all students are known and supported if needed
- Trains counselors in Cognitive Behavior Supports
- Creates protocols for remote counseling
- Works in collaboration with the Director of Guidance in planning for mental health supports for both staff and students
- Works collaboratively to plan for necessary scheduling changes with building administration and supervisors
- Works in collaboration with the Director of Special Education in planning for mental health supports for both staff and students

I. School Nurse Coordinator:

- Coordinates with the Assistant Superintendent of Operation and Human Resources and School Business Administrator to assure necessary medical supplies and assistance are available.
- Communicate as necessary with the Superintendent, Assistant Superintendent of Operation and Human Resources, the school physician, and the County and State health officials.
- Monitors both student and staff absences, provides proactive health education, and assists the District in altering the management plan as necessary.
- Maintains a list of staff members with specialized training or skills (CPR, AED, First Aid, EPI Pen, EMT, etc.) in the nurse's office. The list will be updated annually.

Appendix O
(continued)
Staffing

J. Director of Food Service:

- Maintains the food service environment including serving stations, food storage areas, and food preparation areas. Ensures servers are free from illness.
- Provide safe working conditions for employees.
- Provides a contingency for the continued provision of food for free and reduced breakfast and lunch students.
- Coordinates with Transportation Department for delivery of free and reduced student breakfast and lunch.

K. Information Technology:

- Provides a personal electronic device (e.g. Chromebook) to all students.
- Ensures staff have the electronic devices need to remote and in-person instruction.
- Ensures all curriculum programs and software are accessible on staff and student devices.
- Maintains the security of video conferencing (Google Meets) for students and staff.

L. General Roles and Responsibilities:

- All staff will emphasize the importance of social distancing, hand-washing, face coverings, and not touching their face.
- Staff will limit group interactions.
- Create structured routines for hand washing, desk cleaning and material cleaning.
- Send students to the school nurse who appear ill.
- Bring home their district issued device, with charging cable, each day going forward in case the need for a remote learning day occurs.
- In the event of remote learning, teachers will be expected to monitor their email and respond accordingly.

M. Principals

- Administration will review the Road to Recovery Plan and train teachers in all the necessary protocols at their building for safety and health in the opening meetings in September.
- Administrators and supervisors will review the plans for Hybrid-In Person and Full Remote, IEP/504 accommodations and modifications expectations as well as teacher and student expectations for remote learning. This information will also be sent to staff the last week in July when it is communicated to parents.
- Administrators and supervisors will communicate with teachers over the summer to provide them with as much information as possible to assist them with planning.

**Appendix O
(continued)
Staffing**

N. Hybrid Model Teacher Expectations:

- Teachers will have student wash hands or use hand sanitizer before entering the classroom
- All student materials will be stored individually
- Daily attendance will be taken for in-person and those on remote for the day
- Teachers will write and submit weekly lesson plans to their supervisor that includes the links to their daily Google meet sessions with students
- For IEP students teachers will keep a daily log of the tasks they worked on and approximate times each task took. Staff will be required to email a copy of their log to their direct administrator
- Teachers will include SEL activities daily into lessons
- All teachers will use diagnostic assessments to identify skills to teach
- Small group differentiation must be planned for in lessons
- Teachers will do a face to face Google meet to offer a lesson or support to students in the p.m. who are on remote learning for the day
- All Class Pages (PreK-12) will include:
 - Class Schedule (Daily Schedule for Elementary with links)
 - Teacher Email
 - Hours available to respond to parent and student emails
 - Google classroom login info should be provided to all students either in person if possible or via email communication from the teacher
 - Parents should be invited through the ‘invite guardians’ option if the parent has a gmail account
 - Google classroom login information is not to be posted on class pages for security purposes
 - Post all materials and instructions on Google classroom/ class page
- Teachers will be responsible for replying to emails, grading work turned in electronically and providing feedback on work submitted

Appendix O
(continued)
Staffing

O. Full Remote Educator Expectations:

Teacher expectations:

- Teachers will maintain and update their Teacher’s Class Page on the school’s website.
- All Class Pages (PreK-12) will include:
 - Class Schedule (Daily Schedule for Elementary with links)
 - Teacher Email
 - Hours available to respond to parent and student emails
 - Google classroom login info should be provided to all students either in person if possible or via email communication from the teacher
 - Parents should be invited through the ‘invite guardians’ option if the parent has a gmail account
 - Google classroom login information is not to be posted on class pages for security purposes
 - Post all materials and instructions on Google classroom/ class page
- **Secondary Teachers** will meet with all students through video Google Meets **every day for at least a thirty minute session during the scheduled class period.**

Video conferencing allows students to connect with the teacher's image and voice and provides opportunities to ask questions that may benefit all students. Additional time can be used for small groups, review, intervention, differentiation, flipped classroom time, etc.
- **Elementary Teachers** will provide instruction through video Google Meets on Math, ELA, ELL and Science or SS **daily**.
- Elementary Unified Arts Instruction will align to student schedules.
- Consistently communicate class policy, due-date, assignment, and upcoming work to students verbally and in writing via email or in Google Classroom and/or class page.
- Vary how students can interact with you and the presentation of course material to increase student engagement. (Planning Template)
- In Class support teachers will be part of whole class lessons and can work with small groups as needed.
- Paraprofessionals will be part of the whole class lessons and can work with small groups as needed.
- Faculty and Department/Grade Level meetings will still be held under contract guidelines.

**Appendix O
(continued)
Staffing**

Teachers will:

- Take daily student attendance.
- Provide feedback to students.
- Respond to correspondence from students and parents in a timely fashion.
- Grade student work and post to Genesis at a minimum of once per week.
- Provide with their weekly lesson plan submission, a schedule that includes their daily Google Meet Sessions days and times along with access codes; as at times, administrators will visit scheduled Google Meet sessions.

P. Child Study Team & Related Service Provider Expectations:

- Case management of all students on their caseload.
- Timely evaluation and re-evaluation of students with necessary completion of written reports as required by New Jersey Administrative Code.
- Provide and/or arrange for all related services for students assigned to them or on their caseload.
- Track the provision of related services that they provided, and monitor student progress as required.
- Timely completion of all needed meetings, procedures, evaluations/reports, and paperwork in accordance with the State and district timelines.
- Schedule and/or participation in all required evaluation planning and IEP meetings.
- Provide input and completed written information as needed for required sections of student Individualized Education Programs.
- Completion and/or monitoring of quarterly progress reports as appropriate for students assigned to them or on their caseload.
- Monthly completion and input of SEMI logs.
- Implement student Individualized Education Programs (and Section 504 Plans when relevant) to the maximum extent possible.

Q. Paraprofessionals Expectations:

- Paraprofessionals will be part of class lessons with students they are assigned.
- Paraprofessionals will be available to work with students during remote support or if class time allows.
- Paraprofessionals can run Google Meets if/when trained.
- Paraprofessionals will also perform other duties as designated by administration.

**Appendix O
(continued)
Staffing**

R. Mentoring Guidance:

- Mentor Teacher Leaders will continue their work as always in regards to offering training (virtually or in-person) to the expert teachers who apply to be mentors. These teachers will continue to work with their assigned mentee through their scheduled check-in meetings and informal meetings.
- See the Jackson Mentoring Handbook – These practices will continue to be supported virtually if in-person is not possible.
- [Jackson Township School District Mentoring Handbook](#)

S. Educator Evaluation Guidance:

- The Jackson Township School District will follow the NJDOE Guidelines related to educator evaluation, professional development plans and corrective action plans.
- <https://www.nj.gov/education/covid19/teacherresources/evaluation.shtml>
- At the end of the 2019-2020 school year, educators receiving an NE can also begin creating a PDP for the 2020-2021 school year.
- In developing SY 2020-2021 PDPs, the following requirements should still be adhered to:
 - Teachers:
 - One goal can be a continuation of a 2019-2020 goal linked to results from individual performance evaluations from SY 2018-2019 or derived from SY 2019-2020 observations completed prior to building closures.
 - One goal linked to SY 2020-2021 district, school, team or individual goals.
 - School Leaders:
 - One goal can be a continuation of a 2019-2020 goal linked to results from individual performance evaluations from SY 2018-2019 results or derived from SY 2019-2020 observations completed prior to building closures.
 - Address SY 2020-2021 specific individual, school, or school district goals.
 - Individual PDPs for educators must be updated annually no later than October 31st.
- For those on a current CAP, the current CAP will be in place for the start of SY 2020-2021. At the start of SY 2020-2021, the educator and supervisor should collaboratively review the CAP and amend it to reflect the educator’s assignment and context. See [here](#) for guidance on developing CAPs.

T. Child Study Team Expectations:

- [Guidelines for CST Fall 2020](#)

JACKSON TOWNSHIP SCHOOL DISTRICT RESTART & RECOVERY PLAN

Appendix P

Athletics

The Jackson Township 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.

- The Jackson School District has and will continue to follow the NJSIAA Guidelines for Athletics: [NJSIAA Guidelines](#)
- Currently voluntary conditioning is occurring that is following the NJSIAA guidelines with temperature checks, COVID screening and cohorted groups of 10 athletes.

JACKSON TOWNSHIP SCHOOL DISTRICT RESTART & RECOVERY PLAN

Appendix Q

Remote Learning Options for Families

The Jackson Township School District should include in Appendix Q the locally developed protocols and Policy Guide 1648.02 addressing the anticipated minimum standards as required by the NJDOE Guidance titled “Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021”.

A. Full Online-Remote Learning Model: [OPT OUT Full Remote Learning Plan](#)

- The All Remote Model will be structured and interactive
 - Daily, required, interactive Google Meet lessons
 - Based on a schedule that mirrors an in-person day with attendance required
- Full Remote Students will receive instruction from Jackson School District teachers in a Remote Learning Community.
- Full Remote teachers will be Jackson School District teachers, but may NOT be the same teachers as those providing daily in-person instruction and they may not be teachers from their own home school.
- Students will be part of a Remote Learning Community and other students of the same age/course who are also on Full Remote will be their “classmates.”
- In grades 6-12, this instruction may also include utilizing online learning platforms such as [Apex](#).
- Electives will be limited if on Full Remote Instruction
 - Example: woodshop, some family and consumer science, robotics, some engineering classes cannot be offered remotely.
- Students on Full Remote will be eligible to participate in sports and extra-curricular activities.
- After making a selection on our form, changes will not be permitted until four weeks after the start of school.
- After the first four weeks of school, you may put a request in writing to your child’s principal and the district will determine if the school can accommodate change based on available space in classrooms, buses, cafeterias and evaluating all social distancing and safety protocols.

B. Mandated or Emergency Full Remote Learning Model:

If this need occurs after Sept. 8th:

- All students in the **HYBRID MODEL** schooling will transition to this model with their current teachers and classes (Group 1 or Group 2)
- All students/teachers assigned to the **OPT OUT REMOTE MODEL** will REMAIN IN THE OPT OUT REMOTE MODEL (Remote)
- [Full Remote Learning Plan](#)

NOTE: The district is fully prepared to go full remote for all students if necessary. The district has implemented a full 1 to 1 Chromebook initiative for Fall 2020. Students PreK-12 will each have a Chromebook assigned to them for the school year.

Additionally, if Internet is needed, the school district is prepared to give identified families a Kajeet hotspot or use Optimum Internet service.

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

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

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Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzlkh6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15-2020-final.pdf
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtbgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm

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

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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