BEDMINSTER
TOWNSHIP SCHOOL DISTRICT

2020–2021 Reopening Plan

Bedminster Township School

Embracing Here or There Learning

Restart and Recovery Plan to Reopen Schools

2020-2021

Bedminster Township

Board of Education

Fall 2020

RESTART & RECOVERY PLAN

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RESTART & RECOVERY PLAN

Introduction

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

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

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

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

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

The NJDOE Guidance uses the term "school districts" or "schools" or "districts" when referring to the completion of tasks. For example, "districts must develop a schedule for

increased routine cleaning and disinfection." This Plan assigns the responsibility for completing tasks to "school officials" which would be the Superintendent of Schools or a designee of the Superintendent of Schools.

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

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

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

THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

      A.   Conditions for Learning;

      B.   Leadership and Planning;

      C.   Policy and Funding; and

      D.   Continuity of Learning

A.   Conditions for Learning

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

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

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

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

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

The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are also consistent with the Board's general obligation to ensure the health and safety of its students and staff pursuant to N.J.S.A. 18A:40-6 and N.J.A.C. 6A:16-2.1. District officials should abide by the advice of local health officials to determine the safest course of action based on local circumstances, which should 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 should establish and maintain communication with local and State authorities to determine current mitigation levels in the community.

(b)   School officials should 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, should be followed.

(d)   The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face

coverings; and signs and messages in and around school buildings.

(e) Reasonable accommodations should 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 should allow for social distancing within the classroom to the maximum extent practicable. This should be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

(2) When social distancing is difficult or impossible, face coverings should be required for students, and face coverings are always required for visitors and staff unless it should inhibit the individual's health.

(a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

(3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings should be worn while students are seated at desks, but should be worn when moving about the classroom.

(4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.

(5) Use of shared objects should be limited when possible or cleaned between use.

(6) All indoor facilities should have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows should 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 should prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:

    (a)   In each classroom (for staff and older children who can safely use hand sanitizer).

    (b)   At entrances and exits of buildings.

    (c)   Near lunchrooms and toilets.

    (d)   Children ages five and younger should be supervised when using hand sanitizer.

    (e)   For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

(8)   School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.

    (a)   If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

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

(1)   If the school district is providing transportation services on a school bus and is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.

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

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

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

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

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

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

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

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

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

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

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

(a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials should 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 should use when someone tests positive for COVID-19 should include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:

(i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.

(ii) Following current Communicable Disease Service guidance for illness reporting

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

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

(v) Continuous monitoring of symptoms

(vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Services 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 should 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 to wear face coverings and are required to do so when social distancing cannot be maintained unless

doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

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

(6)   Exceptions to requirements for face coverings shall be as follows:

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

    (b)   The individual is in extreme heat outdoors

    (c)   The individual is in water

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

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

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

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

f.   Critical Area of Operation #6 – Contact Tracing

(1)   The NJDOE Guidance does not include any "anticipated minimum standards" for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information

regarding the role of contact tracing conducted by State, county, and local officials.

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

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

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

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

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

(2) The Board's Plan and Policy should 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. door knobs, light switches, classroom sink handles, countertops)

(c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website

(d)   Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.).   Examples of frequently touched areas in schools are:

(i)   Classroom desks and chairs;

(ii)   Lunchroom tables and chairs;

(iii)   Door handles and push plates;

(iv)   Handrails;

(v)   Kitchens and bathrooms;

(vi)   Light switches;

(vii)   Handles on equipment (e.g. athletic equipment);

(viii)   Buttons on vending machines and elevators;

(ix)   Shared telephones;

(x)   Shared desktops;

(xi)   Shared computer keyboards and mice;

(xii)   Drinking fountains; and

(xiii)   School bus seats and windows

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

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

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

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

(a) Stagger times to allow for social distancing and clean and disinfect between groups

(b) Discontinue family style, self-service, and buffet

(c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA

(d) Space students at least six feet apart

(e) Require individuals to wash their hands after removing their gloves or after directly handling used food service items

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

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

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

(a) Stagger recess, if necessary

(b) If two or more groups are participating in recess at the same time, there should 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 should 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 should mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and should not allow sharing of equipment. If equipment must be shared, the equipment should be cleaned and disinfected between each use.

(3) The school district should 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

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 should 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

_x__ Currently Being Utilized

Addressing and meeting the social emotional needs of our students and staff is an overall goal of the district and should continue to be during the reopening period. The school nurse, along with other staff, may be creating videos to guide parents, students, and staff in safety measures in the building, including but not limited to, wearing face coverings, advocating to the teacher in social distancing situations, advocating for assistance during virtual learning, and ways to safely socialize in the classroom with face coverings. Guidance counselors and the school psychologist should continue to regularly meet with students and encourage students and staff to access resources available in the building and in the community. We should continue to maintain a Counseling/Support website with resources. Social skills groups should be available and activities geared towards encouraging social interaction and daily "check ins" should be communicated with teachers as well.

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

_x__ Currently Being Utilized

We should continue to support academic and behavioral interventions. Teachers should continue to use student data, from in person and/or virtual programming, to determine the needs of

students and appropriate interventions. These interventions should include reading and math support, as well as enrichment supports.

    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

__x_ Currently Being Utilized

2nd Floor Youth Hotline, local food pantry, Municipal Alliance

    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

__X_ Currently Being Utilized

Maschios Food Service is our provider.

    e.   Quality Child Care

Child care should 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 should now require it.

Not Being Utilized

___ Being Developed by School Officials

_X__ Currently Being Utilized

Child care services are provided by The YMCA - Somerset Hills.

[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 should contend in planning to reopen schools.

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

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

1.   Establishing a Restart Committee

a.   A Restart Committee should be established as collaboration is critical to the development of the Board's Plan

b.   The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students

c.   The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan

d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics

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

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making

b. Each school team should 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 should be more effective if decision-makers reflect the make-up of the community

e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team

f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:

(1) School Principal or Lead Person;

(2) Teachers;

(3) Child Study Team member;

(4) School Counselor or mental health expert;

      (5)   Subject Area Chairperson/Director;

      (6)   School Nurse;

      (7)   Teachers representing each grade band served by the school district and school;

      (8)   School safety personnel;

      (9)   Members of the School Safety Team;

      (10)   Custodian; and

      (11)   Parents

g.   The Pandemic Response Team is responsible for:

      (1)   Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership

      (2)   Adjusting or amending school health and safety protocols as needed

      (3)   Providing staff with needed support and training

      (4)   Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required

      (5)   Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19

      (6)   Providing necessary communications to the school community and to the school district

      (7)   Creating pathways for community, family, and student voices to continuously inform the Team's decision-making

h.   The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3. Scheduling

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

    b. Virtual learning should 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 should 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 should 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 should provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district should continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

(2)   For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

d.   The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in the classroom receive instruction. School officials may:

(1)   Provide teachers common planning time

(2)   Ensure school district policies are reviewed and confirmed to support in-person and remote instruction

     (a)   Virtual learning may create privacy challenges which school districts and schools have not yet faced.

     (b)   The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.

(3)   Secure a steady supply of resources necessary to ensure the safety of students and staff

(4)   Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops

(5)   Scheduling should 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 should consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.
[See Appendix N – Scheduling of Students]

4.   Staffing

a.   The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.

b.   When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.

c.   The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that should 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 should apply:

(1)   Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs

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

(3) Certification

    (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

    (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

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

    a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.

    b. Instructional staff should:

        (1) Reinforce social distancing protocol with students and co-teacher or support staff

(2) Limit group interactions to maintain safety

(3) Support school building safety logistics (entering, exiting, restrooms, etc.)

(4) Become familiar with district online protocols and platforms

(5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments

(6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities

(7) Provide regular feedback to students and families on expectations and progress

(8) Set clear expectations for remote and in-person students

(9) Assess student progress early and often and adjust instruction and/or methodology accordingly

(10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.)

(11) Instruct and maintain good practice in digital citizenship for all students and staff

(12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics

(13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments

(14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school)

(15)   Limiting on-line activities for preschool students

.

c.   Mentor teachers should:

(1)   Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

(2)   Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction

(3)   Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support

(4)   Integrate self-care, for mentor and mentee, into mentoring scheduling and practices

(5)   Continue to maintain logs of mentoring contact

(6)   Mentor teachers should consider all health and safety measures when doing in-person observations

(7)   Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support

(8)   Consider alternative methods for classroom observations and avoiding in-person contact where possible

d.   Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:

(1)   Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction

(2)   Provide time for staff collaboration and planning (See Scheduling section).   Prioritize practical science and practical CTE areas for on-site opportunities.

(3)   Prioritize vulnerable student groups for face-to-face instruction

(4)   Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment

(5)   Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered

(6)   Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction

(7)   Define and provide examples of high-quality instruction given context and resources available

(8)   Assess teacher, student, and parent needs regularly

(9)   Ensure students and parents receive necessary supports to ensure access to instruction

(10)   Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9)

(11)   Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines

(12)   Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school

(13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school

(14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district

(15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models

(16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models

(17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment

(18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten

e. Educational services staff members should:

(1) Lead small group instruction in a virtual environment

(2) Facilitate the virtual component of synchronous online interactions

(3) Manage an online platform for small groups of in-person students while the teacher is remote

(4) Assist with the development and implementation of adjusted schedules

(5) Plan for the completion of course requests and scheduling (secondary school)

(6) Assist teachers with providing updates to students and families

(7) Support embedding of SEL into lessons

(8) Lead small group instruction to ensure social distancing

(9) Consider student grouping to maintain single classroom cohorts

(10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible

    f.   Support staff/paraprofessionals may:

(1) Lead small group instruction to ensure social distancing

(2) Consider student grouping to maintain single classroom cohorts

(3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible

(4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.

(5) Provide real-time support during virtual sessions

(6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons

(7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher

(8) Lead small group instruction in a virtual environment

(9) Facilitate the virtual component of synchronous online interactions

(10) Family Workers should need to provide support to parents via virtual platforms (Pre-school)

g. Substitutes

(1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies

(2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings

(3) Designate substitutes to a single school building or grade level to avoid too much movement between schools

(4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

(1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.

(2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others)

(3) To the extent possible, provide district one-to-one instructional devices and connectivity

(4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials)

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

   (1)   Train student teachers to use technology platforms

   (2)   Communicate district expectations/guidelines regarding professional online etiquette/interactions with students

   (3)   Survey assistant teachers to determine technology needs/access (Pre-school)

   (4)   Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period

c.   Student teachers should:

   (1)   Obtain a substitute credential to gain the ability to support students without supervision as needed

   (2)   Lead small group instruction (in-person to help with social distancing)

   (3)   Co-teach with cooperating teachers and maintain social distancing

   (4)   Manage online classrooms for asynchronous hybrid sessions while the cooperating teacher teaches in-person

   (5)   Implement modifications or accommodations for students with special needs

   (6)   Facilitate one-to-one student support

   (7)   Lead small group instruction virtually while the classroom teacher teaches in-person

   (8)   Provide technical assistance and guidance to students and parents

   (9)   Develop online material or assignments

(10)   Pre-record direct-instruction videos

(11)   Facilitate student-centered group learning connecting remote and in-person students

d.   Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:

(1)   Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.

(2)   Develop and communicate a plan of accountability that identifies how teachers should 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 should 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 the need for all staff to address student trauma, social emotional learning, and digital citizenship

[See Appendix O – Staffing]

7.   Athletics

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

[See Appendix P – Athletics]

C.   Policy and Funding

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

1.   School Funding

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

(1)   Elementary and Secondary School Emergency Relief Fund;

(2)   Federal Emergency Management Agency – Public Assistance; and

(3)   State School Aid

b.   School District Budgets

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

c.   School Funding

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

(1)   Purchasing

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

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

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

(3)   Costs and Contracting

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

D.   Continuity of Learning

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

students with disabilities, English language learners (ELL), homeless youth, and low-income students.

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

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

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

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

   a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible

   b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic

   c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

      (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan

      (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students

and determine the need for additional services to address learning loss.

(3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

(4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.

(5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support

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

2. Technology and Connectivity

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

b. Districts should:

(1) Conduct a needs assessment

(2)   Consider the attendant needs associated with deployment of needed technology, including student and parent training 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 should be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.

       (b)   To accelerate students' progress during the upcoming school year, administrators and educators should 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 support 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 should be best suited to adapt to changing learning environments as may be necessary.

(b) In crafting an instructional plan, the school district should consider the following:

(i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction

(ii) Design for student engagement and foster student ownership of learning

(iii) Develop students' meta-cognition

(iv) Collaborate with school leaders and educators to determine what types of supports are needed for

effective pedagogical approaches during remote or hybrid instruction

    (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels

    (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment

(3) Assessment

    (a) For the purposes of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative

    (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.

    (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.

    (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.

    (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.

        (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest

extent practicable, should not interfere with student learning opportunities as schools reopen.

4. Professional Learning

    a. It is imperative the school district provides professional learning that should 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 stakeholders, including all staff, parents, and community members; and

        (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator

    d. Mentoring and Induction

        (1) Induction must be provided for all novice provisional teachers and teachers new to the district

        (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers

        (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment

(4)   Mentoring must be provided in both a hybrid and fully remote learning environment

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

e.   Evaluation

(1)   School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling

(2)   School districts should develop observation schedules with a hybrid model in mind

(3)   School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures

(4)   School districts should consider the School Improvement Panel (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.

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

g.   CTE Recruitment and Retention

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

h.   Funding to Support CTE Programs

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

Appendices

"Remote" and "virtual" have been used interchangeably

Restart and Recovery Plan
to Reopen Schools

Bedminster Township
Board of Education

Fall 2020

Appendix A

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

This school district included 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:

a. Protocol for High Risk Staff Members
   - Instruct staff about safe practices regarding working in the building
   - Staff will have access to training resources through SafeSchools and the health office
   - Reasonable accommodations will be provided for individuals that the Centers for Disease Control identifies as having a higher risk for severe illness from COVID-19, <u>People Who Are at Increased Risk for Severe Illness</u>

b. Protocol for High Risk Students
   - Instruct parents and students about safe practices regarding attending school and riding on the school bus
   - Reasonable accommodations will be provided for individuals that the Centers for Disease Control identifies as having a higher risk for severe illness from COVID-19, <u>People Who Are at Increased Risk for Severe Illness</u>

c. General guidance for maintaining safe practices, in accordance with the CDC:
   - Social distancing- maintaining 6 feet distance from others:
     - <u>Protect Yourself and Others</u>
   - Frequently washing hands or use alcohol-based (at least 60% alcohol) hand sanitizer when soap and water are not available
     - <u>Hand Washing Saves Lives</u>
     - <u>Family poster</u>
     - <u>Family poster in Spanish</u>

- Wearing cloth face coverings
  - [How to use a face covering](#)
  - [Wear a face covering to protect yourself and others](#)
  - [About face coverings](#)
  - Considerations for Wearing Cloth Face Coverings
  - How to Wear Your Cloth Face Covering
  - ASL Video Series: Easy DIY Cloth Face Coverings
  - How to Wash Your Cloth Face Covering

  - How to Make Your Own Cloth Face Covering
  - How to Make Your Own Face Covering Video (Spanish)
- Avoiding touching eyes, nose, and mouth
  - [Slow the spread of COVID-19](#)
- Staying home when sick
  - [What to do if you're sick](#)
  - [Managing your health at home](#)
  - [Managing your health at home in Spanish](#)
- Cleaning and disinfecting frequently touched objects and surfaces
  - [Cleaning and disinfecting](#)
- Free standing alcohol-based hand sanitizer stations will be based at the entrances to the building
- Alcohol-based hand sanitizer stations are located near and in the lunchroom and in and near the bathrooms
- All staff and students will wash hands at regular intervals throughout the day

d.   General guidance from the district:
- Look for the floor markings and signage in the hallways indicating social distancing
- Look for the floor markings and signage in the classrooms
- Maintain placement of desks to ensure social distancing
- Classroom cubbies will be used by students only, no teacher supplies
- There will be no use of scented air fresheners, plug-ins, oil diffusers, or similar products
- Students and staff are encouraged to bring their own water bottles each day
- No personal home cleaning supplies (unless approved by B&G Department), home furnishings or live animals will be permitted in the school building [unless it is a service animal]

- Temporary hand sanitizing stations will be located by doors upon entering the building

Technology Department: Procedures

The district will provide a device to each student (1 to 1) so there are no shared devices. We will increase bandwidth to prepare for virtual instruction by teaching staff inside the building. We provided support to staff in June on Google Meet and Google Classroom. We will provide training to parents on Google Suite. BTS is using Google Classroom with Google Meet for video conferencing. We will look to consolidate elementary school on one LMS to organize the programs for ease of use for students and parents.

- Chromebooks/Laptops will be provided to all students for use in school or at home. They will receive their device at school through their homeroom teacher. If there is no in person instruction then we will setup pickup times by grade
- Remote home support for parents and students will be available by emailing tech support
- For in school support the technology staff will receive computers through the back window near stairwell of room 276
- If the window is not available, there will be a drop off/pick up table outside of the Tech Office
- Tech staff will wear masks and gloves
- All received devices will be wiped down immediately
- Tech staff will talk to user through window while working on device
- If a device can not be repaired right away then a replacement will be issued
- All copiers will have a sanitizing station for staff to sanitize hands before and after use (wiping copier after every use would damage the copier)
- Printers will be handled the same way as copiers
- If possible, all in-class technical support will be completed remotely via email or phone otherwise the issue will be handled when the classroom is not occupied. If immediate assistance is necessary, technicians will utilize personal protective equipment (PPE) and follow all CDC guidelines on proper social distancing
- Tech staff will coordinate with custodial for rooms that require work after hours, not interfere with the cleaning schedule

Steps taken to identify students lacking access to technology:
- surveys have been sent to families regarding technology needs
- emails and phone calls have been made to families regarding technology needs
- students have been contacted through staff regarding technology needs
- technology is loaned to families in need
- identified families in need of any additional technology will be accommodated
- we have almost complete connectivity for all families

- technology department is working closely with those families to close the gap

Appendix B

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

This school district included 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

- Desks will be stationed 6 feet apart
- Floors will be marked as to where desks go
- Discourage sharing of items that are difficult to clean, sanitize, or disinfect
- There will be limited use of shared objects, objects will be cleaned between uses
- Students will use every other cubby for backpacks/coats. These will be emptied daily for cleaning purposes
- Students and staff are encouraged to bring their own water bottles each day

    b.   Procedures for Hand Sanitizing/Washing

- CDC signage will be hung in all classroom restrooms, hallway bathrooms & faculty restrooms throughout the building for proper hand washing.
  - [Stop Germs and Wash Your Hands](#)
  - [Staff poster for hand washing](#)
  - [Staff poster for hand washing in Spanish](#)
  - [Handwashing posters for students](#)
- CDC signage will be hung in the kitchen & mimeo room for proper handwashing
- CDC guidance for handwashing includes the following steps which will be modeled and encouraged for all students and staff:
  - Students will be encouraged to wash their hands before eating, after using the bathroom and after using transportation
  - Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap or will use alcohol-based hand sanitizer

- ○ Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
  - ○ Scrub your hands for at least 20 seconds
  - ○ Rinse your hands well under clean, running water
  - ○ Dry your hands using a clean towel or air dry them
- CDC guidance for use of hand sanitizer includes the following steps which will be modeled and encouraged for all students and staff:
  - ○ Apply the gel product to the palm of one hand (read the label to learn the correct amount)
  - ○ Rub your hands together
  - ○ Rub the gel over all the surfaces of your hands and fingers until your hands are dry. This will take around 20 seconds.
  - ○ Children aged 5 and under will be monitored by an adult when using hand sanitizer
- Information about hand washing and hand sanitizing will continue to be communicated regularly with staff, students, and families
- To maintain operational heating and ventilation systems, air conditioning will remain on throughout the building, windows can also be opened and filters for A/C units will continue to be maintained according to manufacturer recommendations

Appendix C

Critical Area of Operation #3 – Transportation

This school district will 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
- All buses will be sanitized after each run w/CDC approved disinfectant
- All drivers and bus aides are to wear face coverings
- All students will be wearing face coverings, providing accommodations as appropriate for young students and students with disabilities
- There will be hand sanitizer provided on buses

b.   Social Distancing on School Buses
- Social distancing will be followed
- Students will wear face coverings and have assigned seats on the bus
- Students are to remain seated
- Siblings will be allowed to sit together
- Windows will be opened for ventilation

c.   Signage to be displayed
- Signs will be posted about seat assignments and wearing masks

Appendix D

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

This school district will 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

- Parents will be responsible for following the CDC symptoms of their child(ren) before coming to the school building each day
- Parents will log in each morning to the parent portal and report whether or not their child(ren) have CDC listed symptoms
- Each morning, parents must log into the Genesis Parent Portal and report that their child(ren) is(are) symptom free on the **Daily COVID-19 Health Questionnaire form**. This must be completed by 8:00 am.
- Children exhibiting symptoms will not be sent to school
- Staff will be responsible for reviewing the CDC symptoms and self-monitoring each day before coming to the school building
- Staff will log in each morning to the portal and report whether or not they have CDC listed symptoms
- Staff exhibiting symptoms will not be in the school building
- Communication regarding symptoms of COVID-19 will be shared with staff, students, and families based on information released by the CDC which includes:
  - 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

Symptoms of COVID-19

- Upon arrival at school, students will be screened. This will include a visual check of students for symptoms and/or confirmation from families that the students are free of COVID-19 symptoms, documentation of when signs/symptoms were observed, and any necessary accommodations for students with disabilities

b. Social Distancing in Entrances, Exits, and Common Areas
- Tables will be 6 feet apart
- All aisles will be marked with an arrow for one way traffic
- Parent Drop Off / Pick Up: students will exit the car on the right side [passenger side], walk up to the front entrance following sidewalk markings. Once in the building, follow hallway markings, staying to the right side
- Bus Drop Off / Pick Up: students will exit the bus, following the sidewalk markings. Once in the building, follow hallway markings, staying to the right side
- Accommodations for young students and students with disabilities will include physical guides for ensuring that staff and students remain at least six feet apart to enter or exit the building and at other times, and require face coverings when physical distancing cannot be maintaining when waiting to enter or exit the building

c. Signage reminding students and staff to wear face coverings, wash hands, and social distance, to be displayed in hallways, classrooms and throughout the building

d. Keep classroom doors open

e. Limit any non-essential visitors, volunteers, and activities involving external groups or organizations, as much as possible. Guests will enter the building, on a very limited basis and with administrative pre-approval. Virtual meetings will be encouraged by most. These guests will complete a checklist related to COVID symptoms. If guests must enter the building, they will sign off that they have read the CDC symptoms prior to entering the building. Guests will be required to wear a face covering. If they do not have a face covering, one will be available for their use.

f. For any pick-up procedures, parents/guardians will wait outside and the student will come to them or the item dropped off can be left in a designated area.

g.   Protocol for exiting the bus/private car and entering the school building

- Students exit bus [follow sidewalk markings] leaving distance between each student with face coverings on
    - If any student appears ill and demonstrates symptoms, student will be separated from the group and reviewed by the school nurse in the health office
- Use hand sanitizer upon entering building, as needed (their own or from station)
- Students enter building and follow designated markings in the hallway
- Upon entering the building or announcement from staff, students are to proceed to homeroom

Appendix E

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

This school district will 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
   ● Communicate and educate staff, parents, and students regarding COVID-19 safety measures including: Staying home when ill, proper hand hygiene and respiratory etiquette, wearing face coverings, avoiding touching your face as much as possible, and reporting illnesses and symptoms to the health office and building principal immediately
   ● Students, staff, and visitors will be required to wear face coverings unless doing so would inhibit the individual's health, the individual is under two years of age, or other exception outlined in NJDOES's guidance, while providing necessary accommodations for young students and students with disabilities
   ● Staff will proactively be aware of symptoms of COVID and send students or staff to the health office if symptoms present themselves for further examination
   ● Communication regarding symptoms of COVID-19 will be shared with staff, students, and families based on information released by the CDC which includes:
      ○ 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

   Symptoms of CoronaVirus
   https://www.cdc.gov/video/socialmedia/symptoms.mp4

b.   Protocols for Symptomatic Students and Staff

- Written protocols detailing COVID related response for symptomatic staff and students will include:
  - Establishment of an isolation space
  - Adequate amount of personal protective equipment (PPE) available, accessible, and provided for use
  - Actions to take in response to individuals exhibiting signs and symptoms of COVID-19 (e.g. fever, cough, shortness of breath) while on-site
    - Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. Refer to "Communicable Disease Service guidance for illness reporting" https://www.nj.gov/health/cd/
    - Immediately separate the ill person, staff or student, from the well people until the ill person can leave the school
    - Upon picking up their child from school, the parent will be wearing a face covering and be advised of general recommendations outlined by the CDC for further examination by a private physician or emergency care/testing
- Actions to take in response to individuals exhibiting signs and symptoms of COVID-19:
  - Look for emergency warning signs for COVID-19. If someone is showing any of these signs, seek emergency medical care immediately:
    - Trouble breathing
    - Persistent pain or pressure in the chest
    - New confusion
    - Inability to wake or stay awake
    - Bluish lips or face
  - Call 911 or call ahead to your local emergency facility: Notify the operator that you are seeking care for someone who has or may have COVID-19
-

- Readmittance policies follow CDS guidance, found at https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf and When You Can be Around Others After You Had or Likely Had COVID-19. Readmittance policies follow NJDOE guidance found at https://www.nj.gov/health/cd/documents/topics/NCOV/COVID_guidance_reopening_childcare.pdf and https://www.nj.gov/health/cd/documents/topics/NCOV/COVID_Reopening_Camps.pdf.
  - For individuals who have symptoms of COVID-19 AND have tested positive (by PCR, rapid molecular or antigen testing) OR have not been tested (i.e. monitoring for symptoms at home) will stay home and away from others until: At least 10 days have passed since their symptoms first appeared AND They have had no fever for at least 24 hours (one full day without the use of medicine that reduces fever) AND Symptoms have improved (e.g. cough, shortness of breath)
  - Individuals who have NO symptoms and have tested positive will stay home and away from others until: 10 days have passed from the collection date of their positive COVID-19 diagnostic test AND they have not developed symptoms
  - Individuals who have symptoms and have tested negative will stay home and away from others until: 24 hours after their fever has ended without the use of fever reducing medications and other symptoms improve
  - Individuals who are identified as a close contact* of a confirmed case will: Self-quarantine and monitor for symptoms for 14 days from the last date of exposure with the person, even if contact tested negative
- The school district will follow recommendations from the Health Department regarding contract tracing when an individual tests positive for COVID-19.

c.   Protocols for Face Coverings
  - Face coverings are mandatory. They are required to be worn by students, unless doing so would inhibit the individual's health, then a doctor's note is required. It is understood that face coverings may be challenging for some students; accommodations will be made as appropriate for young students and students with disabilities

- Students are encouraged to bring their own face covering to school for personal use, however, additional disposable masks will be available as needed.
- Face coverings are mandatory. They are required to be worn by staff members, unless doing so would inhibit the individual's health then a doctor's note is required.
- Additional PPE is being considered for staff who work in close proximity to students (ex: face shields, sneeze guards, gowns)

d. Contact Tracing

- In an effort to assist with contact tracing, students will be cohorted, assigned specific staff, have assigned seating in classrooms and on the bus, and daily attendance will be taken
- all pertinent information will be shared with the local DoH
- we will abide by the CDC and DoH guidelines

Appendix F

Critical Area of Operation #6 - Contact Tracing

This school district will 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.

<u>Somerset County Department of Health</u> (SCDOH) - responsibility:

The nursing staff will coordinate accordingly with the county health department per communication with the county health office. If we are contacted first, the county health office will be notified by a representative from our nursing department or administrative department.

If someone in our school building is confirmed positive, the SCDoH contact tracing team will contact us directly. The SCDoH will direct us to whom needs to be notified that may have been considered close contact.

- Staff will assist the nurse and administration in identifying close contacts of positive COVID-19 cases, if they are known
- Those who had close contact with COVID-19 will stay home and monitor their health
- It is recommended that everyone follow the <u>CDC guidance</u>
- If dismissal or school closure is to take place due to COVID-19, the SCDoH will work in conjunction with the district to make that determination

Contact Tracing
- In an effort to assist with contact tracing, students will be cohorted, assigned specific staff, have assigned seating in classrooms and on the bus, and daily attendance will be taken
- all pertinent information will be shared with the local DoH
- we will abide by the CDC and DoH guidelines

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

This district included 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 district purchased electrostatic sprayers for the custodial team to efficiently and effectively clean all surfaces including lockers, surfaces and all furniture.

A complete disinfecting of the building will take place before the building is open for all students and staff

High touch areas:
- Restrooms will be disinfected prior to the school day and periodically during the day
- Door handles, latches, push bars and handrails will be disinfected prior to the school day and periodically during the day
- Cabinet handles in classrooms will be disinfected prior to the school day and periodically during the day
- Light switches will be wiped down periodically during the day and each evening
- Student & teachers desks and chairs will be disinfected prior to the school day and periodically during the day
- Computers will be disinfected periodically during the day and each evening
- Sign in area will be wiped down periodically during the day
- Buzzers on main entrance doors will be wiped down periodically during the day
- Elevators will be disinfected prior to the school day and periodically during the day
- Bookshelves in classrooms will be disinfected prior to the school day and periodically during the day
- The media center will be disinfected prior to the school day and periodically during the day
- Bleachers will be disinfected after use
- Blue wall mats in the gym will be disinfected after use
- Classroom sinks, restroom sinks and water fountains will be disinfected prior to the school day and periodically during the day

- Classroom cubbies will be disinfected prior to the school day and periodically during the day
- Garbage and recycling cans, from each room, will be emptied and bags changed everyday after school
- Carpets will be vacuumed, and floors washed in classrooms and hallways, after school, each day
- All desks and chairs will be sanitized
- Floors with tile will be mopped

Cafeteria:

- Tables, desks, chairs and or benches will be cleaned in between each lunch period
- Faculty lounges, appliances, machines, counters, tables, sinks will be sanitized prior to the school day. Staff will be encouraged to wipe down their area before they eat.
- Floors will be swept in between lunches
- Floors will be washed after last lunch
- Sanitize milk cooler, beverage cooler, ice cream cooler, pretzel warmer handle, chip rack, and keypad
- Sanitize top of garbage cans and recycle cans
- Empty garbage and recyclables after last lunch

Health office:

- Isolation area and all other areas including the bathroom(s) designated for the nurse will be disinfected
- The addition of one bathroom will be used for potential quarantine isolation
- Areas will be wiped down throughout the day and after students leave the office

Playground:

- Outdoor high touch areas and playground equipment will be cleaned

Procedures Manual - Cleaning of targeted areas
LIST FOR CLEANING **CLASSROOMS** AND **OFFICES** DAILY

1) Computers will be disinfected periodically during the day and each evening
2) Bookshelves in classrooms will be disinfected prior to the school day and periodically during the day
3) Classroom sinks, restroom sinks and water fountains will be disinfected prior to the school day and periodically during the day

4) Classroom cubbies will be disinfected prior to the school day and periodically during the day
5) Garbage and recycling cans, from each room, will be emptied and bags changed everyday after school
6) Carpets will be vacuumed, and floors washed in classrooms and hallways, after school, each day
7) All door windows are to be cleaned inside and outside
8) All door window ledges are to be dusted everyday
9) Student & teachers desks and chairs will be disinfected prior to the school day and periodically during the day
10) Cabinet handles in classrooms will be disinfected prior to the school day and periodically during the day
11) Light switches will be wiped down periodically during the day and each evening
12) All white boards & blackboards are to be washed everyday unless there is something written on them, (Not Smart Boards)
13) Elevators will be disinfected prior to the school day and periodically during the day
14) The media center will be disinfected prior to the school day and periodically during the day
15) Door handles, latches, push bars and handrails will be disinfected prior to the school day and periodically during the day
16) Blue wall mats in the gym will be disinfected after use
17) Bleachers will be disinfected after use
18) Restrooms will be disinfected prior to the school day and periodically during the day.
19) All bathrooms are to be cleaned everyday and during the day
    A) Toilets inside and outside
    B) Sinks are to be cleaned (entire sink)
    C) Mirrors are to be cleaned
    D) Garbage is to be emptied
    E) Supplies are to be filled
    F) Floors are to be washed everyday. Behind toilets and under garage cans
    G) Walls are to be wiped down everyday around toilets
20) All door handles and and locker handles are to be wiped down twice a week with lysol
   wipes
21) Buzzers on main entrance doors will be wiped down periodically during the day
22) Sign in area will be wiped down periodically during the day

Appendix H

Critical Area of Operation #8 – Meals

This school district included 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.

- BTS will have the lunch period built into the daily early dismissal schedule
- Students receiving free and reduced lunch will still receive lunch daily
- Maschios will revise the way transactions are handled to minimize contact
- Tables, desks, chair and or benches will be cleaned in between each lunch period
- Desks will be spaced out by at least six feet throughout the cafeteria
- Floor will be swept in between lunches
- Floor will be washed after last lunch
- Sanitize around the top of garbage cans and recycle cans throughout lunch time
- Empty garbage and recyclables after last lunch
- Empty garbage in classrooms after lunch
- Sanitize all desks and chairs
- Spot mop floors with tile
- All food service employees will wash their hands before and after providing individual packed lunches
- Food service employees will wash their hands with soap and water after removing their gloves or after directly handling used food items

Appendix I

Critical Area of Operation #9 – Recess/Physical Education

This school district will 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.

- Physical education periods and recess periods will be staggered
- The use of cones, flags, tape and or signs will be used to maintain six feet of space between groups participating in recess or other outdoor activities
- The use of playground equipment will be staggered
- Playground equipment will be cleaned following cleaning protocols found in Appendix G
- Elementary school teachers will coordinate recess with students practicing social distancing in designated areas (playground, cul-de-sac, field) for each class during recess to avoid cohort mixing
- Teachers will be encouraged to take students outside, when possible
- Staff and students will practice social distancing outside
- Face covering breaks will take place during lunch, and other times deemed appropriate by staff
- Hallway outside of the gymnasium will be marked six feet apart for bookbags
- Floors in the gymnasium will be marked six feet apart for water bottles by bleachers
- PE teachers will use materials and equipment that can be sanitized properly between uses
- There will be minimum sharing of equipment and equipment will be disinfected between each use
- Locker rooms will be closed to mitigate risk of spread, students must wear sneakers and comfortable clothes each day
- Students are to wear comfortable clothing and sneakers daily
- Students are encouraged to have sunblock and a hat in their backpack
- Handwashing will occur after outdoor activities
- If tents are available, they will be provided for teacher and student use for outdoor classrooms
-

Appendix J

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

This school district included 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. Experiences that support instruction will be created for students. Until further notice, large gatherings will not take place.*

- The Building will be closed at 6:30 each night, until further notice*
- Any outside community organizations that use district facilities will follow all district procedures and protocols
- There will be no field trips and or extra curricular night time activities until further notice
- Any school events such as Back to School Night and conferences will be virtual, as needed, until further notice
- Extra-curricular activities held by teaching staff may take place virtually, if approved in advance and at the discretion of the building principal.
  *use of the school building may be allowed at night, if executive orders are lifted

Appendix K

Academic, Social, and Behavioral Supports

This school district included in Appendix K supplemental materials, evidence, and further explanations of the elements listed in the Academic, Social, and Behavioral Supports section in the Board's Plan – Section A.2.a. through A.2.e. The district's Social and Emotional Learning [SEL] goal still remains a priority for all students and staff.

- Community building and SEL remain a focus as the new year begins
- Staff will receive professional development on virtual learning, trauma informed learning, as well as the mandated trainings
- The Bedminster School's Multiple-tiered System of Supports will continue to be implemented and delivered to meet the needs of students. This will include monitoring student progress through student data and observations. I &RS processes will continue as a means of collaboration between staff and families and used to determine interventions warranted. Progress will be continually monitored and adjusted to meet student needs.
- Bedminster School will ensure the delivery of special education to students with disabilities The district will continue to meet our obligations to students with disabilities to the greatest extent possible. IEPs will be adhered to to the greatest extent possible. Child Study Team members will communicate with staff and families regarding student needs for in-building and virtual learning. Procedures outlined in the NJ Special Education Code regarding evaluations, timelines, and paperwork will be adhered to to the greatest extent possible. Dependent upon the district plan in place and the details of the executive order at the time, some students may receive extended programming.
- Related services will continue to be delivered in adherence to student IEPs to the greatest extent possible. Progress will be monitored and plans adjusted based on student needs. Related services will be provided in both a remote and in-person format in any plan that includes in-person instruction. This applies to occupational therapy, physical therapy, speech/language therapy, counseling and behavioral interventions
- Enrichment services will continue to be implemented and delivered to meet the needs of students. Students will receive services based on district criteria.

- Counseling services will be available to all students. Guidance counselors and the child psychologist will be providing individual counseling, small group social skills, and serve as a resource for whole class mini-lessons regarding social emotional well-being and transitioning back into the building. Services will be proactive in nature and follow confidentiality guidelines. Procedures regarding crisis situations relating to mental health will be followed during in-building and virtual learning. Counseling services will be provided in both a remote and in-person format in any plan that includes in-person instruction.
- Students eligible for accommodations through Section 504 will have their individual needs monitored. Plans will be reviewed for in building and virtual learning.
- ESL services will continue to be implemented and delivered to meet the needs of students. The ESL teacher will base instructional decisions and delivery of programming based on student data and progress.
- Meetings will continue to be conducted in a remote format.
- Child Study Team evaluations will resume during in-person instruction, with appropriate precautions. Case managers will work collaboratively with families and other members of the student's educational team to determine if additional and/or temporary services or support are required.
- Child care will continue to be provided in our building by The Somerset Hills YMCA
- Child care is also available at The YMCA Basking Ridge location, please see their information on the district website
- Wraparound supports are available through the 2nd Floor Youth Helpline and Bedminster food pantry
- Visit the School Counselor section of the district website for more resources

Appendix L

Restart Committee

This school district included 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.

- Committee formed and consists of stakeholders from the following areas:

    BTS BoE representative
    BTS PTO representative
    BTS BEA elementary school representatives
    BTS BEA middle school representatives
    BTS BEA co-president representatives
    BTS Buildings & Grounds representative
    BTS Technology Department representative
    Bedminster Township representative
    Barker Transportation representative
    Maschios food service representatives
    YMCA Child care representative
    CSE representative for SEL district goal
    BTS Administration representatives
    BTS Superintendent

- Meetings will be held at and by the discretion of the superintendent or superintendent's designee
- Meetings to take place roughly one time each 7-10 days through the summer
- Sub committee meetings organized between members and the district's SC Department of Health Representative - Dr. N. Reddy
- Sub committee meetings organized between members and specific departments

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Appendix M

Pandemic Response Teams

This school district includes 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. The building principal had already formed the district response team.

The Pandemic Response Team is already formed with our district Safety Crisis Management Team. Stakeholders on the team include the following:

- Superintendent -
- Principal/School Safety Specialist -
- Township Police Department -
- Township Fire Department -
- Township Department of Public Works -
- Supervisor of Buildings and Grounds -
- School custodian -
- Elementary school counselor (Grades K - 4) -
- Middle school counselor (Grades 5 - 8) -
- Parent Representative -
- Community Representative -
- Child Study Team Member -
- Director of Student Services -
- Elementary teacher (Grades K - 4) -
- Middle school teacher (Grades 5 - 8) -
- Board of Education Member -
- School Personnel -
- School Nurse -
- Technology Manager -

*The district does not have a Subject area chairperson/director

The plan will be reviewed with the team before the school year begins. If any adjustments need to be made, they will be brought to the attention of Administration.

Appendix N

Scheduling of Students

Appendix N includes 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.   <u>Hybrid or Fully Remote School Day</u>
- The board approved school calendar will ensure the 180 day school year requirement is met, with not less than the mandatory four hours for grades K-8
- BTS will begin the school year for all students in September
- Daily, students follow the early dismissal schedule, see schedule below, with lunch [8:50am-1:20pm], which will be provided to the parents
- Cohort [hybrid] A students will be in building Monday/Thursday
- Cohort A students will learn virtually on Tuesday/Wednesday/Friday
- Cohort [hybrid] B students will be in building Tuesday/Friday
- Cohort B students will learn virtually on Monday/Wednesday/Thursday
- Students who are all virtual each day will remain home Monday - Friday
- Parents must log in to the Genesis Parent Portal and report that their child(ren) is(are) symptom free for school daily. This must be completed by 8:00 am on days when your child(ren) is(are) scheduled to be in the school building.
- Special education students' schedules in LLD and Pre-K settings will vary due to their needs, this will be communicated by the special education department
- Special education schedules are created with the Director of Student Services, case managers, parents and teaching staff
- Medically fragile staff accommodations will be discussed, on an as need basis
- Students will wear comfortable clothing and sneakers daily
- Students are encouraged to wear or bring sunblock (and hat) daily

Early dismissal student schedule is as follows:

Period	Time
HR	8:50-8:58
1	9:00-9:25
2	9:27-9:52
7	9:54-10:19
8	10:21-10:46
3	10:48-11:13
4	11:16-11:46
5a	11:49-12:19
5b	12:22-12:52
6	12:55-1:20
DISMISSAL	1:23-1:30

b.   Educational Program
- Parents will receive a student schedule with checklist
- Students will follow their regular early dismissal schedule, this meets their required instructional hours for the day
- Students will be provided instruction in both synchronous and asynchronous settings throughout the school day
- The quality and scope of instruction will be the same regardless of where and how students are learning
- Students will be afforded opportunities to engage with their peers
- Teachers will follow their early dismissal schedule with students each day
- Teachers will be provided their appropriate prep and common planning time
- Social distancing protocols have been implemented throughout hallways, classrooms, and building's exterior notating proper distancing practices
- Bus guidelines have been implemented, see Appendix C

Curriculum/Instruction/Assessment:
- All student devices go home/to school daily [2x/week]
- All programming will be offered including general education, special education, academic support interventions, English as a second language [ESL], and enrichment
- Headset and mouse will go home daily in computer bag or backpack
- Parents may need access to Google Classroom to support their children at home in the virtual environment [K-2 parents will receive training and notifications regarding log in accounts]

- Daily teacher and students will log in to Google Classroom and connect through Google Meet
- Daily teacher will teach lessons using interactive whiteboard and will share screen for all learners
- Lessons will be recorded and posted in Google Classroom
- Students will continue to receive pre-assessments and assessments that determine current levels of functioning and ability
- Formative assessments will be used to monitor student progress and understanding
- Benchmark assessments will be administered and scheduled by the teacher, and can include Renaissance and or in-house grade level or subject area specific benchmarks
- Student progress toward grade level standards will be monitored
- Student progress toward grade level standards will be communicated with parents each marking period through the report card system and will be available through Genesis
- Grading policies will remain consistent for students, any modifications will be communicated with students and parents
- Student progress will be inputted into Genesis in a timely manner
- Additional assessments will be given to remediate student needs
- Teachers will offer office hours for students for reteach, interventions, and questions
- Teachers will have planning time and will be encouraged to share grade level planning
- Special area teachers will teach in their classroom and or in the room of the cohort
- Teachers will be encouraged to take students outside, when possible
- Students are to wear comfortable clothing and sneakers daily
- Students are encouraged to have sunblock and a hat in their backpack
- Handwashing will occur after outdoor activities.
- Supplies of resources will be safely distributed to students and staff, as needed
- Parents will be notified by teachers if supplies or resources are needed
- If tents are available, they will be provided for teacher and student use for outdoor classrooms

*Appendix Q was issued for remote learning the week of August 3, 2020, and the policy will be reviewed by the BoE at the August meeting.

Appendix O

Staffing

This school district included 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.

- All staffing will be addressed by association or department
- There will be no changes to the number of staffing/personnel in technology, business office, office support, and administrative teams
- The custodial department will look to possibly hire a substitute and/or part time custodian, if necessary
- The part time cafeteria aides are available if additional assistance is required
- Substitute teaching staff may be required, based on future teacher attendance
- The district will consider unique needs of each staff member and will also comply with ADA, HIPAA, all applicable State laws
- The district will consult with the local bargaining unit and legal counsel, as needed
- The current Supervisor of Buildings & Grounds, Technology Manager, Director of Student Services, Building Principal and Superintendent will continue to communicate with teaching staff to ensure continuity of learning
- Any resources needed will be communicated by the staff to their immediate supervisor and a determination will be made if resources are needed to maximize student success
- Mentoring guidance will continue to be provided in both virtual and or in-person settings
- As guidance is provided from the State, educator evaluation requirements will be set

In-Person and hybrid learning environments: Roles and Responsibilities
- Staff will be assigned to monitor student movement in the hallways and in and around the classroom
- Staff will oversee their classes when they are outside on school property
- Staff will oversee students in the cafeteria
- Staff will oversee arrival and dismissal of students to and from buses and parent pick up and drop off
- Staff will maintain good practices in digital citizenship

- Teachers will enforce classroom routines, the importance of establishing classroom communities, and supporting social emotional wellbeing
- Teachers will be responsible for sharing their standards-based lesson to meet the needs of students at various levels
- Teachers lesson plans will apply to in-person and hybrid learning
- Teachers will have virtual meetings and or office hours available for all students
- Students will follow routines and structures set by classroom teacher
- Students will be encouraged to wash their hands
- Staff will communicate expectations and progress to families, as needed
- Students will be provided with materials at home, as necessary
- Students will continue to receive instruction on digital citizenship and will be expected to maintain good digital citizenship practices

Mentor teachers will:
- Plan for meetings accordingly
- Will address the most immediate needs with the mentee
- Adhere to a schedule that works for both the mentor and the mentee, while protecting confidentiality of students and staff
- Will maintain logs and regulate self-care

Administrators:
- Will share the district's student reopening scheduling plans, as required
- Will communicate any changes to student reopening scheduling plans electronically
- Will create a parent request form for their commitment to choosing virtual learning for their child
- Will work with families that transfer their child from virtual to in-person and in-person to virtual learning
- Will report the total number of students learning in a virtual learning environment to the State
- Will report the total number of sub groups of students learning in a virtual learning environment
- Will provide staff with planning time
- Prioritize the needs of vulnerable students groups
- Will survey teachers, students and parents, as needed
- Will provide supports to all stakeholders
- Will communication expectations for student learning
- Will enforce the importance of establishing classroom communities and supporting social emotional wellbeing
- Will continue to share resources and services with stakeholders through the use of the district website, letters, email, and district resource lists
- Will share student schedules with families

- Encourage parents to communicate directly with teaching staff if their child is in need of support
- Will coordinate the needs of the pres-school population

Educational services staff members:

- Oversee instruction, manage online platforms, facilitate learning, adjust instruction and schedules, as needed, assist teachers, support SEL into lessons

Support staff/paraprofessional:

- While social distancing, lead small groups, use alternative methods for one-to-one interactions after communicating with teacher and or supervisor
- While in a virtual setting, see above and also work directly with teacher and or supervisor to plan accordingly

Substitutes:

- Staff plans will include procedures, if long-term absences and or vacancies arise
- Will be assigned throughout the school building in identified areas, as needed

Virtual learning environments: Roles and Responsibilities:

- Staff will be assigned to monitor online classroom management
- Staff will oversee their classes online using Google Classroom
- Staff will take student attendance
- Staff will maintain good practices in digital citizenship
- Teachers will enforce classroom routines, the importance of establishing classroom communities, and supporting social emotional wellbeing
- Teachers will be responsible for sharing their standards-based lesson to meet the needs of students at various levels
- Teachers lesson plans will apply to virtual learning
- Teachers will have virtual meetings and or office hours available for all students
- Students will follow routines and structures set by classroom teacher
- Staff will communicate expectations and progress to families, as needed
- Students will be provided with materials at home, as necessary
- Students will continue to receive instruction on digital citizenship and will be expected to maintain good digital citizenship practices

Professional Development:

- outside contract services established for virtual learning professional development will occur, supporting the entire teaching staff for the 2020-2021 school year
- teaching staff will still have PLCs

Appendix P

Athletics

This school district did not include in Appendix P any locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.7.

There will be no fall athletics. Administration and the Athletic Coordinator will revisit winter sports in the fall.

Appendix Q

Remote Learning Options for Families

This school district included 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".

- Parents opting to have their child learn virtually will be responsible for completing the appropriate Virtual Learning Form from the district

1648.02 REMOTE LEARNING OPTIONS FOR FAMILIES

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

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

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

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

A.   Unconditional Eligibility for Full-time Remote Learning

      1.   All students are eligible for full-time remote learning.

            a.   Eligibility for full-time remote learning cannot be conditioned on a parent demonstrating a risk of illness or other selective criteria.

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

B.   Procedures for Submitting Full-time Remote Learning Requests

      1.   A parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at least **7** calendar days before the student is eligible to commence full-time remote learning in accordance with B.2. below.

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

        _X_ at the beginning of the school year.

        _X_ at the beginning of a marking period.

        ___ at the beginning of a mid-year semester.

___within _____ school days after receiving written approval of the Principal or designee.

3. The written request for the student to receive full-time remote learning shall include:

a. The student's name, school, and grade;

b. The technology the student will be using to receive full-time remote learning, including the student's connectivity capabilities;

c. A request for any service or combination of services that would otherwise be delivered to the student on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education, and related services;

d. For students with disabilities, the school district staff will determine if an Individualized Education Plan (IEP) meeting or an amendment to a student's IEP is needed for full-time remote learning; and

e. Any additional information the Principal or designee requests to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.

(1) The documentation required by the school district to be provided in the parent's request for full-time remote learning shall not exclude any students from the school district's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning.

4. Upon receiving the written request, the Principal or designee may request additional information from the parent to assist the Principal or designee in providing the student the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.

5. The Principal or designee will review the written request and upon satisfaction of the procedures outlined in this Policy, the Principal or designee will provide written approval of the parent's request for full-time remote learning.

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

6. The Principal's **or designee's** written approval of the request shall be provided to the parent within **5** calendar days of receiving the parent's written request.

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

C. Scope and Expectations of Full-Time Remote Learning

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

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

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

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

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

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

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

1.   A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, by submitting a written request to the Principal of the building the student will attend. This request must be submitted at least **7** calendar days before the student is eligible for in-person services.

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

_X_at the beginning of the school year.

_X_at the beginning of a marking period.

___at the beginning of a mid-year semester.

___within _____ school days after receiving written approval of the Principal or designee.

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

a.   The student's name, school, and grade;

b.   The in-person program may only commence for a student transitioning from full-time remote learning to in-person services in accordance with D.2. above; and

c.   Any additional information the Principal or designee determines would be important on the student's transition from full-time remote learning to in-person services.

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

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

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

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

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

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

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

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

anticipate their student's learning needs and help educators maintain continuity of services.

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

E. Reporting

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

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

F. Procedures for Communicating District Policy with Families

1. The school district will have clear and frequent communication with parents, in their home language, to help ensure this important flexibility is as readily accessible as possible. Communication must include, at a minimum, information regarding:

    a. Summaries of, and opportunities to review, the school district's full-time remote learning Policy/Plan;

    b. Procedures for submitting full-time remote learning requests in accordance with B. above;

    c. Scope and expectations of full-time remote learning in accordance with C. above;

    d. The transition from full-time remote learning to in-person services and vice-versa in accordance with B. and D. above; and

  e. The school district's procedures for ongoing communication with families and for addressing families' questions or concerns

G. Home or Out-of-School Instruction

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

  [See the District's Restart and Recovery Plan – Appendix Q for the protocols/procedures for "Remote Learning Options for Families" which is outlined in the school district's Restart and Recovery Plan.]

New Jersey Department of Education Guidance Document:
 "Clarifying Expectations Regarding Full Time Remote Learning
 Options for Families 2020-2021"

Adopted:

District is Fully Remote

Our goal is to provide high-quality instruction and learning experiences for all Bedminster Township School District students, whether in person or remotely. To this end, the BTS is prepared to move all students to remote-only instruction based on a State and/or local decision about closures as a result of an increase in or potential for COVID-19 spread.

Recognizing the challenges and limitations many students may have experienced with learning during spring 2020, BTS is revising curriculum guides at elementary and middle school levels to highlight essential standards for the grade level or course, as well as the prerequisite knowledge and skills learners need in order to be successful with new content. Updated curriculum guides and resources will offer strategies for staff to support learners with differing needs, including but not limited to the infusion of Social-Emotional learning standards.

Instructional schedules will provide significantly more student-teacher interactions for all students than in spring 2020. Additionally, attendance and grading will be required for the full-time online operating model, ensuring shared accountability for learning.

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

Bedminster Township School District reserves the right to modify this document as updated information is received by the District.

	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/
Section	**Title**	**Link**
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	**Title**	**Link**
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzlhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	**Title**	**Link**

Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm

Section	Title	Link
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/

Continuity of Learning		
Section	**Title**	**Link**
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-o

	during the COVID-19 Pandemic School Closures and Beyond	n-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml
Section	**Title**	**Link**
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html