

Restart and Recovery Plan to Reopen Schools

*Southern Regional School
District*

Board of Education

Fall 2020

TABLE OF CONTENTS

	<u>Page #</u>
Introduction	4
A. Conditions for Learning	6
1. Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning	6
a. Critical Area of Operation #1 General Health and Safety Guidelines	7
b. Critical Area of Operation #2 Classrooms, Testing, and Therapy Rooms	8
c. Critical Area of Operation #3 Transportation	10
d. Critical Area of Operation #4 Student Flow, Entry, Exit, and Common Areas	10
e. Critical Area of Operation #5 Screening, PPE, and Response to Students and Staff Presenting Symptoms	10
f. Critical Area of Operation #6 Contact Tracing	13
g. Critical Area of Operation #7 Facilities Cleaning Practices	13
h. Critical Area of Operation #8 Meals	15
i. Critical Area of Operation #9 Recess/Physical Education	15
j. Critical Area of Operation #10 Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours	17
B. Leadership and Planning	17

1.	Establishing a Restart Committee	17
2.	Pandemic Response Teams	18
3.	Scheduling	20
4.	Staffing	21
5.	In-Person and Hybrid Learning Environments: Roles and Responsibilities	22
6.	Educator Roles Related to School Technology Needs	27
7.	Athletics	29
C.	Policy and Funding	29
1.	School Funding	29
D.	Continuity of Learning	30
1.	Ensuring Delivery of Special Education and Related Services to Students with Disabilities	31
2.	Technology and Connectivity	31
3.	Curriculum, Instruction, and Assessments	31
4.	Professional Learning	34
	Appendices	36

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 where appropriate 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 is adopting 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 Orders of the Governor of New Jersey and are subject to change at any time.

The school district will endeavor to fully implement this plan to the best of its ability dependent on ever changing external directives, NJDOE requirements, .Executive Orders of the Governor, local health situations and practical realities of operations. This plan is subject to change or modification by the school district at any time. The school district reserves the right to waive, modify, delete or add items to the plan without seeking formal internal or external approval.

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:

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 seek the advice of local health officials to determine the safest course of action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Board's Plan.

Ten Critical Areas of Operation

a. Critical Area of Operation #1 - General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan

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

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

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

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

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

- (3) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (4) Use of shared objects should be limited when possible or cleaned between use.
- (5) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units will be maintained and changed according to manufacturer recommendations.
- (6) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
 - (a) In each classroom (for staff and 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).
- (7) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
 - (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

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

- (1) A face covering must be worn by all students 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 will provide physical guides, such as signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times.

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

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

- (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history

of exposure. These screening procedures must include the following:

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

- (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use, subject to supply chain availability.
 - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
 - (4) School staff and visitors are required to wear face coverings.
 - (5) Students are required to wear face coverings.
 - (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 based on a review and approval by the school district's medical officer.
 - (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.
- (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 shall be denied.

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

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

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

- (viii) Buttons on vending machines and elevators;
 - (ix) Shared telephones;
 - (x) Shared desktops;
 - (xi) Shared computer keyboards and mice;
 - (xii) Drinking fountains; and
 - (xiii) School bus seats and windows.
- (e) Sanitize bathrooms multiple times daily, as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

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

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

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

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

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

- (1) The Board's Plan regarding recess and physical education should include protocols to address the following:
 - (a) Stagger recess, if necessary.
 - (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
 - (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
 - (d) A requirement that all individuals always wash hands immediately after outdoor time.
 - (e) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas to ensure separation among students (six feet apart for social distancing).
 - (f) Locker rooms shall be closed for physical education classes 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) Students shall be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
- (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.
- (3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

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

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

- (1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.
- (2) The Board of Education will minimize any external community organizations that use school/district facilities and require the group 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]

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

- a. A Restart Committee should be established as collaboration is critical to the development of the Board’s Plan.
- b. The Restart Committee may 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/or 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 K – Restart Committee]

2. Pandemic Response Teams

- a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
- b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
- c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
- d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
- e. If a school has an existing 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 and when possible:
 - (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) Recommending adjustments or amendments of 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 necessary.
 - (5) Recommending development and implementation procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
 - (6) Recommending necessary communications to the school district.
 - (7) Recommending 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 administration with timely updates and any changes to protocols.

[See Appendix L – Pandemic Response Team]

3. Scheduling

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

- b. Virtual learning will continue to be guided by P.L. 2020, c.27, Executive Orders of the Governor, and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.

- (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.

- (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

- c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.

- (1) For special education and ELL students, the Board of Education will provide educators with the opportunity for professional development to best utilize the accessibility features and accommodations tools made available through technology- based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

- (2) Reasonable accommodations may need to be made for medically fragile staff in accordance with current Board

Policy, bargaining agreement, and State and Federal statutes and regulations.

- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may, to the extent possible:
 - (1) Provide teachers common planning time.
 - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction to the extent possible in a never before encountered educational environment.
 - (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, when possible.
 - (4) Develop protocols for social distancing on buses and provide reminders for students to understand social distancing best practices while awaiting pickup at bus stops.
 - (5) Scheduling may 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 to extent possible under this unprecedented operating circumstance. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
- e. School officials will endeavor to consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board’s Plan.

[See Appendix M – 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.
 - c. The Board’s Plan may identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning to the extent possible and leverage existing resources and personnel to maximize student success when available and determined to be educationally advantageous.
 - d. As schedules are adjusted, educators will endeavor to maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
5. In-Person and Hybrid Learning Environments: Roles and Responsibilities
- a. In a fully in-person or hybrid learning environment districts may 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 when contractually permitted and administratively determined to be necessary.
 - b. Instructional staff will endeavor to:
 - (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.

c. Mentor teachers may be required to:

- (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 will endeavor to:
- (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 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.

e. Educational services staff members may be required to:

- (1) Lead small group instruction in a virtual environment.
 - (2) Facilitate the virtual component of synchronous online interactions.
 - (3) Manage online platform for small groups of in-person students while teacher is remote.
 - (4) Assist with the development and implementation of adjusted schedules.
 - (5) Plan for the completion of course requests and scheduling (secondary school).
 - (6) Assist teachers with providing updates to students and families.
 - (7) Support embedding of SEL into lessons.
 - (8) Lead small group instruction to ensure social distancing.
 - (9) Consider student grouping to maintain single classroom cohorts, when applicable.
 - (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- f. Support staff/paraprofessionals may, when practicable:
- (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) Provide real-time support during virtual sessions.
 - (5) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
 - (6) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.

- (7) Lead small group instruction in a virtual environment.
- (8) Facilitate the virtual component of synchronous online interactions.

g. Substitutes

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

6. Educator Roles Related to School Technology Needs

a. To assist all staff supporting virtual the school officials may, to the extent possible:

- (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) 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 may:

- (1) Train student teachers to use technology platforms.
- (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.

- c. Student teachers may:
 - (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
 - (2) Lead small group instruction (in-person to help with social distancing).
 - (3) Co-teach with cooperating teacher and maintain social distancing.
 - (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - (5) Implement modifications or accommodations for students with special needs.
 - (6) Facilitate one-to-one student support.
 - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.
 - (9) Develop online material or assignments.
 - (10) Pre-record direct-instruction videos.
 - (11) Facilitate student-centered group learning connecting remote and in-person students.

- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
 - (1) Develop and communicate a plan that identifies how teachers will monitor and assess student performance to the extent possible under these unprecedented operational environments.
 - (2) 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.

- (3) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

7. Athletics

Under Executive Order 149, high school sports under the jurisdiction of the NJSIAA may resume only in accordance with reopening and operational protocols issued by NJSIAA.

[See Appendix N – 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. Readyng 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.

- b. School District Budgets

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

- c. School Funding

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

(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, and professional learning 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.

2. Technology and Connectivity

- a. School districts should strive to ensure that every student has access to a device and internet connectivity to the extent possible and subject to practical limitations. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.
- b. Districts should:
 - (1) Conduct a needs assessment.
 - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
 - (3) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.

3. Curriculum, Instruction, and Assessment

- a. 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.
- b. Virtual and Hybrid Learning Environment
 - (1) Curriculum
 - (a) Educators may be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.
 - (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed to the extent practically possible.
 - (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning to the extent practically possible. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.
 - (2) Instruction
 - (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
 - (b) In crafting an instructional plan, the school district should consider the following:
 - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to

ensure all students have access to high-quality instruction.

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

(3) Assessment

- (a) For the purposed of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
- (b) Educators may 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 may 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 may 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 makes available professional learning, when possible and determined to be educationally sound, that will better equip leaders, staff, substitutes, and students to adapt to altered educational environments and experiences.
- b. The school district may 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 may 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) 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 may consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
- (4) School districts may consider the School Improvement Panel's (SciP) role in informing professional learning, mentoring, and other evaluation-related activities.
- (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

Appendices

Restart and Recovery Plan to Reopen Schools

Southern Regional School *District* **Board of Education**

Fall 2020

Appendix A

Critical Area of Operation - General Health and Safety Guidelines

- Staff with comorbidity and/or immune compromising conditions are being identified with accommodations being collaboratively agreed upon by the staff member and District.
- Students with comorbidity and/or immune compromising conditions will be provided for through a remote learning plan.

Appendix B

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

- ❑ When it is feasible students will be seated at least six feet apart within classrooms. In classrooms where that distancing cannot be achieved student desks will all face the same direction, seating will only occur on one side of tables spaced apart and all students will be wearing face coverings.
- ❑ All other instructional and non-instructional rooms in the district will follow the same distancing guidelines as the classrooms. The exception will be the cafeteria where face coverings cannot be worn while consuming food and drink. For the cafeteria all seating will be at least six feet apart.
- ❑ Each school will identify any instructional objects that will still need to be shared between students to effectuate the instructional goals within the curriculum. Once these items are fully identified a system will be put in place in each instructional area to fully clean and disinfect these objects between uses.
- ❑ In order to ensure each school facility has adequate ventilation the district has continued its summer process of preventative maintenance on every part of the district's HVAC system. All items have been determined to be operational and provide a fresh air supply that meets current state and federal guidelines for every occupied space in the district. All windows are currently operational throughout the district and opening of windows is encouraged during the instructional day. In addition, all of the District's HVAC systems have a quarterly filter replacement schedule that meets all manufacturer guidelines.
- ❑ By September 1, 2020 all classrooms, cafeterias, gyms, bathrooms, entrances and school busses will have hand sanitizing stations installed that use alcohol based hand sanitizers with an alcohol content that exceeds current FDA standards for effectiveness with COVID-19.
- ❑ The district has confirmed that all current handwashing stations are functional and supplied with soap. Hand sanitizing stations will be installed by September 1, 2020. In addition, handwashing stations are being added to each student cafeteria and the football stadium by September 1, 2020.
- ❑ The District will continue to encourage students and staff to wash hands prior to eating, after using the bathroom and after blowing their nose/sneezing/coughing. Handwashing signage has been added to every student bathroom. Additional handwashing signage will be installed in every school as well as COVID-19 precaution signage.

Appendix C

Critical Area of Operation – Transportation

- ❑ All student will be required to wear face coverings while riding the school bus. Signage has been added to every district school bus indicating that face masks are mandatory. Exceptions may be made for a select group of students with disabilities. For students who qualify for the exception transportation will be provided on a mini-bus with an adult aide and additional dividers between each row of seats. Seating will be limited to one student per seat on the mini-busses where possible.
- ❑ Full six foot social distancing will not be achievable on school busses so face coverings will be required while riding the school bus. Capacity of busses will be lower than normal due to students selecting the all remote educational option and the 50% reduction in occupancy each day under the hybrid educational model. Hand sanitizer dispensers will be provided on every school bus and each school bus will initially have disposable face coverings for students who are not wearing one when the bus arrives for pick-up..
- ❑ The school district has adopted the applicable best practices from the CDC Transit Bus Operator guidelines. Every bus driver seating area will have a vinyl separation barrier that meets NJ Motor Vehicles guidelines and US Department of Transportation guidelines. Every bus driver will be provided with masks, face shields and gloves. At the end of each bus run, after students have departed from the school bus, the bus driver will disinfect all seating areas and touchpoints on the school bus with a FDA List N approved disinfection product applied by an electronic sprayer system. When weather permitting the windows on the school bus will be in the open position. Additional cleaning will be conducted at the completion of each school day.

Appendix D

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

- ❑ Every day before leaving home each student and employee will complete an electronic daily screening tool that will screen for symptoms and history of exposure in accordance with current medical standards in place for September 2020. The electronic daily screening tool will operate from the district's parent portal for students and from the district's employee portal for employees. Any response indicating a possible medical concern will be automatically transmitted to the appropriate school nurse where follow-up evaluations can be completed. If warranted, the district will refer a student or employee for further medical evaluation through their physician and, if appropriate, a COVID testing process.
- ❑ Where possible the district will have floor signage reminding students to appropriately socially distance while on line. Additional signage will be placed in every school reminding staff and students of the importance of social distancing to prevent the spread of COVID-19. Face coverings will be mandatory for all students, staff and visitors.

Appendix E

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

- The school district will mandate face coverings for all students, staff and visitors. Exceptions will be made for a small group of students with disabilities that meet the NJ Department of Education guidelines in effect at that time.
- Isolation spaces are located in each nursing office for students and staff with symptoms indicating a possibility of COVID-19. While in isolation, supervision and care will be provided by the school nurse until the student is picked up by an authorized adult.
- Nursing staff will follow protocols for illness reporting.
- Personal protective equipment (PPE) will be available, accessible, and provided for use.
- Contact tracing will identify school-based close contacts including bus contacts, class contacts, lunch cohorts and after school activity cohorts.
- Readmit policies will be determined based upon the ever-changing CDC and Health Department guidelines.
- Parents will be encouraged to be alert for signs of illness in their children and to keep them home when they are sick through both an informational campaign and the daily electronic screening tool in the parent portal.

Appendix F

Critical Area of Operation - Contact Tracing

- ❑ In the case of a confirmed COVID-19 positive student or staff member the school district will initiate the Contact Tracing Plan developed by administration and the School Security Coordinators. The plan has been reviewed and approved by the Ocean County Department of Health and the NJ Department of Health through the district's summer programs.
 - Notify building/area occupants through an automated message that a confirmed positive exposure has occurred in the building and that contact tracing is under way. Further contact will occur if you or your child was determined to be in close contact.
 - Notify parents/staff through an automated message that a confirmed positive exposure has occurred in a classroom or school bus and that contact tracing is continuing. Further contact will occur if you or your child was determined to be in close contact.
 - Notify parent/staff through phone call that a confirmed positive exposure has occurred and you/your child was determined to be in close contact with the confirmed positive individual. Referral to their personal physician and removed to remote instruction for a period of 14 days from last exposure per CDC guidelines.
 - Report contact tracing and exposure facts to the Ocean County Department of Health and the NJ Department of Health for follow up actions.
 - Clean and disinfection of the building based on Department of Health guidance.

Appendix G

Critical Area of Operation - Facilities Cleaning Practices

- ❑ The school district has updated the Facilities Manual to address current best practices for cleaning and disinfection related to COVID-19.
- ❑ The district will continue to disinfect various touchpoints (door knobs, light switches, bottle fillers, hand rails) throughout the school day.
- ❑ The district will increase the disinfection process for bathrooms during the school day by adding additional cleaning machinery and periodically closing bathrooms on a rotation during the school day.
- ❑ The district will increase the cleaning and disinfection of cafeteria tables between each serving period during the day. Additional staffing will be secured, when appropriate, and new cleaning machinery will be purchased to ensure proper sanitizing in the compressed time period.
- ❑ Each school building will undergo a deep cleaning nightly through the current district staffing and practices in addition to new machinery purchased to increase disinfection productivity. These deep cleaning areas will include (but not limited to) bathrooms, classrooms, gyms, cafeterias, touchpoints and floors.
- ❑ All products used by the school district for disinfection or sanitizing are determined to be effective for COVID-19 per the United States EPA List N. The district will continue to evaluate products from the list to consistently utilize the product determined most effective for the cleaning situation while maintaining the district's requirement to utilize the Greenest product available for the task.

Appendix H

Critical Area of Operation – Meals

- ❑ Each school building will provide socially distanced seating areas in the cafeteria and other group dining areas for student breakfast and lunch service. In addition, when weather permits patio areas will be open for breakfast and lunch service for students while maintaining socially distanced seating options.
- ❑ All cafeteria tables will be disinfected between each seating period with a food safe sanitizer that meets the United States EPA standards for COVID-19.
- ❑ All meal services will be grab and go and will be served on compostable disposable trays with disposable utensils. All self-service food areas have been suspended for the 2020-2021 school year.
- ❑ The district has added touchless payment processes for all cafeterias for the 2020-2021 school year.
- ❑ Within all group dining areas (including staff dining) all seating will maintain a minimum of a six foot social distancing. While seated students and staff are permitted to remove their face mask. Face masks must be worn while purchasing food and while not seated.
- ❑ Hand washing stations and hand sanitizer stations will be provided in each cafeteria for students to wash or sanitize hands prior to eating.
- ❑ All cafeteria staff are required to utilize gloves while handling any food products in accordance with NJ Department of Health standards. In addition, all cafeteria staff are required to wash hands with soap before putting gloves on and after removing gloves as well as after handling any food service items.

Appendix I

Critical Area of Operation – Recess/Physical Education

- Physical education classes will be held outside when the weather permits.
- Students will be provided time to wash hands after participation in physical education class.
- Daily class protocols will ensure separation among students for the duration of physical education class (six feet for social distancing).
- Locker rooms will be closed and students will be encouraged to wear comfortable clothing and safe footwear to school to facilitate participation in physical education without the use of a locker room.
- Shared equipment will be cleaned and disinfected between each use.

Appendix J

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

- Students participating in extra-curricular activities will follow social distancing requirements and hygiene protocols.
- Any external community organizations that use school/district facilities to follow district health and safety protocols.
- Field trips will not be offered.
- Assemblies will be delivered virtually.
- Large gatherings will be limited in size and held in the stadium to allow for social distancing.

Appendix K

Restart Committee

Last	First	Category
Baker	Scott	Teacher
Brahn	Elisabeth	Administration
Brown	Alice	Teacher
Brown	Jeffrey	Teacher
Buczynski Jr.	Anthony	Administration
Chavan	Jaime M	Teacher
Cherney	Katherine A	Teacher
Collins	Sarah	Teacher
Concilio	Michael	Administration
Cornelius	Kathleen	Teacher
Fehring	Tara F	Teacher
Hanzl	Alison S	Teacher
Harrold	Megan M	Other Certified Staff
Hemenway	Jaclyn	Other Certified Staff
Henry	Craig	Administration
Huch	Jessica L	Teacher
Karu	Emily	Teacher
Katsianis	Rachel	Teacher
Keough	Kendrick L	Teacher
Klos	Henry	Teacher
Konzelmann	Elaine	Teacher
Kreybig	Jenelle	Teacher
Liebmann	Diane M	Teacher
Lombardo	Jenna R	Teacher
Macphee	Kathleen	Teacher
McHale	Barbara	Administration
Mikuletzky	Morgan	Teacher
Parks	Darlene	Administration
Paulillo	Tracy	Teacher
Piscopo	Jean	Teacher
Posch	Rebecca L	Teacher
Potts	Joseph M	Teacher
Rainone	Annice	Teacher
Reynolds	Marissa	Teacher

Rinaldi	Caitlin M	Teacher
Sicoli	Beth	Teacher
Simonson	Sarah L	Other Certified Staff
Smith	William L	Teacher
Strada	Michael	Teacher
Weidenhof	Elizabeth	Teacher

Appendix L

Pandemic Response Teams

Middle School

- School principal, **Elisabeth Brahn**
- Teachers representing each grade band served by the school;
Beth Sicoli, Marissa Reynolds, Alice Brown, REST of TEAM LEADERS
- Child Study Team member; **Robert Schoka**
- School counselor or mental health expert; **Jack Burke**
- Subject area chairperson/director; **Barbara McHale**
- School nurse; **Maureen Klimkiewicz**
- School safety personnel; **Brain Zatorski**
- Members of the school safety team;
- Custodian; **John McDevitt**
- Parents. **Deanna Tropeano**

High School

- School principal or lead person; **Eric Wilhelm**
- Teachers representing each grade band served by the school; **SITE BASED NAMES**
- Child Study Team member; **Jonathan White**
- School counselor or mental health expert; **Jeff Reilly**
- Subject area chairperson/director; **Darlene Parks and Mike Concilio**
- School nurse; **Barbara Nokes and Kathryn Bates**
- School safety personnel; **Richard Falletta**
- Members of the school safety team;
- Custodian; and **Ken Sienkiewicz**
- Parents. **Tim Daly**

Appendix M

Scheduling of Students

- ❑ The District will provide in-person instruction beginning on September 8, 2020. In order to increase the likelihood for social distancing fifty percent of the enrolled students will attend on alternating days. On the days that the students are not in attendance they will be provided learning activities designed to support the in-person instruction. During days that students are not in-person, they will be provided a combination of synchronous and non-synchronous learning activities. Addendum 1 and 2
- ❑ Students who opt-out of in-person instruction will be provided for through a remote learning plan consistent with Department of Education guidelines.
- ❑ In-person instruction will exceed the required four hours of instructional contact per school day. On the day that the student is not in-person, a combination of synchronous and non-synchronous learning activities will cumulatively meet the four hour requirement.
- ❑ Students with multiple disabilities who are enrolled in self-contained programs will be given the opportunity to attend school five days per week.
- ❑ The District's Instructional Council is planning and preparing to shift from in-person to entirely remote learning models. Faculty will engage in ongoing professional development and collaboration to improve virtual instruction and delivery of services. Additional hardware and software resources have been procured to support online learning.
- ❑ The District will provide technology devices to the 73 students we were identified to be device challenges in the Spring, 2020.
- ❑ Efforts to identify other students who are technology challenged are ongoing and include parents being surveyed regarding technology needs.
- ❑ All students who are technologically challenges will be identified and provided for.
- ❑ As family circumstances evolve, access to remote instruction will be of the highest priority with technological accommodations being made.

SOUTHERN REGIONAL SCHOOL DISTRICT

Manahawkin, New Jersey SCHOOL CALENDAR – 2020-2021

September	2	Teacher Orientation	17
	8	School Opens	
October	---	---	22
November	2-6	Fall Break	14
	26-27	Thanksgiving	
December	24-31	Winter Recess	17
January	1	Winter Recess	19
	18	Martin Luther King's Birthday	
February	15	Presidents' Day	19
March	--	--	23
April	5-9	Spring Recess	17
May	31	Memorial Day	20
June	16	Last Day for Students	12
	17	Last Day for Teachers	
		Total days for students	180

Total Teacher Days = 182 (includes September 2 and June 17)

Adopted: October 9, 2019

NOTE: Excessive inclement weather closings will result in Martin Luther King's Birthday (January 18), President's Day (February 15 and Spring Recess (April 5-9) being rescheduled as instructional days.



2020-2021

Hybrid Calendar

September						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

February						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

October						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

March						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

April						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

May						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Appendix N

Athletics

- The school district will follow all guidance issued by NJSIAA for High School Athletics and will also apply those guidelines to Middle School Athletics.