



**Restart and Recovery  
Plan  
to Reopen Schools**

**Pitman Board of  
Education**  
Fall 2020

## **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.

**Note:** The first half of this document consists primarily of an outline of the requirements and recommendations of the NJDOE guidance (“The Road Back”); it is followed by a series of appendices (A through Q) that touch on these varied required elements. **The appendices are much more district specific**, so readers may find them more useful in understanding the specific plans that the district will implement in restarting school this fall.

The appendices are as follows:

- Appendix A: General Health and Safety Guidelines
- Appendix B: Classrooms, Testing, and Therapy Rooms
- Appendix C: Transportation
- Appendix D: Student Flow, Entry, Exit, and Common Areas
- Appendix E: Screening, PPE, & Response to Students/Staff Presenting Symptoms
- Appendix F: Contact Tracing
- Appendix G: Facilities Cleaning Practices
- Appendix H: Meals
- Appendix I: Recess/Physical Education
- Appendix J: Field Trips, Extra-Curricular Activities, & Facilities Use Outside of School Hours
- Appendix K: Academic, Social, and Behavioral Supports
- Appendix L: Restart Committee

Appendix M: Pandemic Response Teams  
Appendix N: Scheduling of Students  
Appendix O: Staffing  
Appendix P: Athletics  
Appendix Q: Remote Instruction Option

## **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 will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Board's Plan.

#### Ten Critical Areas of Operation

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

staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.

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

Section 504 of the Rehabilitation Act  
of 1973 (504 Plan).

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

- b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan
  - (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
  - (2) When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
    - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
  - (3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed 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 will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
  - (a) In each classroom (for staff and older children who can safely use hand sanitizer).
  - (b) At entrances and exits of buildings.
  - (c) Near lunchrooms and toilets.
  - (d) Children ages five and younger should be supervised when using hand sanitizer.
  - (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- (8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
  - (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

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

- (1) 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 will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

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

e. Critical Area of Operation #5 – Screening, Personal Protection Equipment (PPE), and Response to Students and

Staff Presenting Symptoms – Anticipated Minimum Standards Incorporated into the Plan

- (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
  - (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
  - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
  - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
  - (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:
  - (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
  - (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

- (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
- (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
  - (ii) Following current Communicable Disease Service guidance for illness reporting.
  - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
  - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
  - (v) Continuous monitoring of symptoms.
  - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.

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

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

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

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

- (1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
- (2) The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:

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

- (ix) Shared telephones;
  - (x) Shared desktops;
  
  - (xi) Shared computer keyboards and mice;
  - (xii) Drinking fountains; and
  - (xiii) School bus seats and windows.
- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

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

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

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

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

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

- (1) The Board's Plan regarding recess and physical education should include protocols to address the following:
  - (a) Stagger recess, if necessary.
  - (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
  - (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
  - (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
  - (e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
  - (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
  - (g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
    - (i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.
    - (ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in

physical education without the use of a locker room.

- (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.
- (3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

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

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

- (1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.
- (2) The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

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

2. Academic, Social, and Behavioral Supports

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

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

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

- Not being utilizing
- Being developed by school officials
- Currently being 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 will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.

\_\_\_ Not Being Utilized

\_\_\_ **Being Developed by School Officials**

\_\_\_ Currently Being Utilized

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b. Multi-Tiered Systems of Support (MTSS)

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The district follows a Response to Intervention framework including a three tiered system of enhanced intervention based on progress monitoring of the effectiveness of tiered interventions. Additional resources are being developed. See Appendix K.

c. Wraparound Supports

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The district is evaluating a potential shift towards weekly home delivery of meals to eligible families, as well as to families who wish to purchase. An alternative would be a “grab and go” model. We do not expect to serve meals in a large sit-down setting onsite.

e. Quality Child Care

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

Pending demand and the district’s capacity to adequately and safely staff a program, the district intends to offer before and after school care to students/families in grades Pre-K4 through 5th (in-house program) onsite at our elementary school buildings.

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

- a. A Restart Committee should be established as collaboration is critical to the development of the Board’s Plan.
- b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.
- c. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board’s Plan.
- d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
- e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

- a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
- b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
- c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
- d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial

diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.

- e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
- f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
  - (1) School Principal or Lead Person;
  - (2) Teachers;
  - (3) Child Study Team member;
  - (4) School Counselor or mental health expert;
  - (5) Subject Area Chairperson/Director;
  - (6) School Nurse;
  - (7) Teachers representing each grade band served by the school district and school;
  - (8) School safety personnel;
  - (9) Members of the School Safety Team;
  - (10) Custodian; and
  - (11) Parents.
- g. The Pandemic Response Team is responsible for:
  - (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
  - (2) Adjusting or amending school health and safety protocols as needed.
  - (3) Providing staff with needed support and training.

- (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
  - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
  - (6) Providing necessary communications to the school community and to the school district.
  - (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

### 3. Scheduling

- a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
- b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
  - (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
  - (2) School district policies for attendance and instructional contact time will need to accommodate

opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

- c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
  - (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology- based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
  - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
  
- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:
  - (1) Provide teachers common planning time.
  - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
    - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
    - (b) The NJDOE strongly recommends engaging communities to better understand the

landscape of challenges and opportunities when crafting policies.

- (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
  - (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
  - (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See Appendix N – Scheduling of Students]

#### 4. Staffing

- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.

- c. The Board’s Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
  - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
  - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
  - (3) Certification
    - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

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

[See Appendix O – Staffing]

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

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

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

c. Mentor teachers should:

- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.

- (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
- (5) Continue to maintain logs of mentoring contact.
- (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
- (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.

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

- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
- (3) Prioritize vulnerable student groups for face-to-face instruction.
- (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.

- (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- (7) Define and provide examples of high-quality instruction given context and resources available.
- (8) Assess teacher, student, and parent needs regularly.
- (9) Ensure students and parents receive necessary supports to ensure access to instruction.
  
- (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
- (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.

- (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.

e. Educational services staff members should:

- (1) Lead small group instruction in a virtual environment.
- (2) Facilitate the virtual component of synchronous online interactions.
- (3) Manage online platform for small groups of in-person students while teacher is remote.
- (4) Assist with the development and implementation of adjusted schedules.
- (5) Plan for the completion of course requests and scheduling (secondary school).
- (6) Assist teachers with providing updates to students and families.
- (7) Support embedding of SEL into lessons.
- (8) Lead small group instruction to ensure social distancing.

- (9) Consider student grouping to maintain single classroom cohorts.
- (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

f. Support staff/paraprofessionals may:

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

g. Substitutes

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

- (2) Communicate district 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 teacher and maintain social distancing.
- (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
- (5) Implement modifications or accommodations for students with special needs.
- (6) Facilitate one-to-one student support.
- (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
- (8) Provide technical assistance and guidance to students and parents.
- (9) Develop online material or assignments.
- (10) Pre-record direct-instruction videos.

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

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

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

(2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).

(3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.

(4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.

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

[See Appendix O – Staffing]

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

(1) Purchasing

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

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

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

(3) Costs and Contracting

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

D. Continuity of Learning

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. School officials should work closely with their

stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

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

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

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

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

accommodations and modifications as part of a 504 Plan.

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

## 2. Technology and Connectivity

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

address the technology deficit and how it will be resolved as soon as possible.

b. Districts should:

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

3. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).
- b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.
- c. Virtual and Hybrid Learning Environment

(1) Curriculum

- (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.
- (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
- (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

(2) Instruction

- (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
- (b) In crafting an instructional plan, the school district should consider the following:
  - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
  - (ii) Design for student engagement and foster student ownership of learning.
  - (iii) Develop students' meta-cognition.

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

(3) Assessment

- (a) For the purposed of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
- (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
- (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
- (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.

- (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
  - (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

#### 4. Professional Learning

- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
- b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.
- c. Professional learning opportunities should be:
  - (1) Presented prior to the beginning of the year;
  - (2) Presented throughout the school year;
  - (3) Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
  - (4) Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and
  - (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and

adaptable to the changing needs of the district, school, and individual educator.

d. Mentoring and Induction

- (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
- (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
- (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
- (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
- (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

e. Evaluation

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

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

# **Appendices**

## **Restart and Recovery Plan to Reopen Schools**

### **Pitman Board of Education**

**Fall 2020**

## Appendix A

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

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

#### Protocol for High Risk Staff Members

- Staff members who identify as high risk and who request reasonable accommodations will be given consideration for adjustment of their role/responsibilities, potential to work remotely as appropriate, scheduling changes to mitigate risk, enhanced PPE, and other risk mitigation steps.
- Recent CDC guidance (July 30, 2020) identifies tiers of risk (based on current data), including certain medical conditions; modifications in assignment, schedule, and the like may be made for employees whose capacity to perform their role/responsibilities is impacted by higher risk.

#### Protocol for High Risk Students

- Students who are identified as high risk and who request accommodations will be given consideration for placement in a fully remote learning cohort and other risk mitigation steps.
- Recent CDC guidance (July 30, 2020) identifies tiers of risk (based on current data), including certain medical conditions. Additionally, students with medical complexity, congenital heart disease, or certain genetic, neurologic, or metabolic conditions may be at increased risk for COVID-19; therefore, accommodations and modification in programming or schedule may be made to mitigate their risk. This may include 504 plans and modified IEP's.

As part of the district's implementation of general health/safety guidelines, district leaders, along with members of the respective Pandemic Response Teams, will regularly monitor guidance from state and local health department officials, and engage in direct communication with them as needed.

The district will distribute written guidance and display messaging to students and staff members regarding best practices for health and safety:

- stay home when ill
- handwashing/hygiene and respiratory etiquette
- use masks

- keep socially distant when possible

**Ventilation** - In order to maximize fresh air ventilation, the district is currently working with our HVAC contractor to inspect, evaluate, and remediate any deficiencies in fresh air ventilation to classrooms and other spaces within school buildings to ensure that adequate air flow/room temperature exists for all learning environments.

## Appendix B

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

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

- a. Social Distancing in Instructional and Non-Instructional Rooms
  - District staff have inventoried instructional spaces to determine room capacity under social distancing protocols of 6 feet. A typical elementary classroom could accommodate about 12-14 students seated at desks spaced 6 feet apart (some seating configurations may accommodate up to 16). This number may be limited to 10-12 seated students to allow space for the teacher(s), aide, etc. Individual classroom capacities at all buildings may differ slightly to maintain the 6 feet of distance.
  - Student workspace/seating - use of individual student desks will be priorities where possible. In specific instances when 6 feet of distance is not possible, acrylic/plexiglass barriers may be used to provide an added barrier to spread of infection. Also, staff members may use face shields and/or specialized masks at times when social distance is less than 6 feet.
  - The district will create and post signage, floor decals, and other means to remind staff and students to maintain 6 feet of social distance to the maximum extent possible in classrooms and other spaces.
  - Therapy, testing, and related services - use of partitions, relocation of therapy and related services (individual or small groups) to larger locations (social distancing). Virtual provision of some services (as permitted and preferred) may also occur.
  
- b. Procedures for Hand Sanitizing/Washing

- Hand sanitizer dispensers or bottles (60% alcohol or greater) are available in every classroom.
  - Principals will develop procedures and schedules for students to access sinks for handwashing during the school day. Students returning from outside of the building will be required to wash their hands before returning to class.
  - Teachers will be encouraged to schedule regular opportunities for students to sanitize/wash their hands.
  - Signage and written direction will be provided regarding hand hygiene.
- c. Other considerations re: classrooms
- Student belongings will not be stored in common areas (bins, coat closets, lockers, etc.) and will need to be kept with each student at their individual desks.
  - High traffic areas (e.g. main offices) may be outfitted with clear panels (acrylic/plexiglass) to provide additional mitigation for office staff and others who may have periodic close contact with others.
  - Therapy rooms
    - 5-Minute Kids speech articulation sessions will occur in the hallway or an adjacent room. If a room is used, disinfecting supplies will be needed for the therapist to sanitize high touch areas.
    - Manipulatives and equipment must be sanitized after each session.

## Appendix C

### Critical Area of Operation #3 – Transportation

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

- a. Student Transportation
  - The district is a “walking district”, and provides student transportation on a very limited basis. The district owns and operates a single small bus for transportation of students in out-of-district placements. Note: the district is currently engaged in a search for a bus driver. We are also making contingency plans to contract with a third party provider. Should this contingency be necessary, we would review health/safety requirements with the vendor.
  - The district does engage in a contract for student transportation for high school athletics. The district will review health/safety requirements with the vendor.
- b. Social Distancing on School Buses
  - Procedures have been established to limit capacity to approximately 50% (9 students) on the district-owned bus and require masks for all staff and passengers.
  - Similar procedures would be established in consultation with busing provider for athletics - capacity based on every other seat occupancy, masks worn, etc. Some consideration given to amending sub-varsity transportation and schedule to reduce need for transportation.

## Appendix D

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

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

- a. Location of Student and Staff Screening
  - Each building will have limited and designated points of entry and exit for students and staff members. In instances when more than one entry and exit point must be used, access will be limited to a specific cohort of students/staff members. Sanitizer stations will be positioned at designated entry points.
- b. Social Distancing in Entrances, Exits, and Common Areas
  - **Elementary Procedures:**
    - Students will go to designated areas (marked on blacktop and/or designated by cones, signage, etc.) to line up in a socially distanced fashion by class when they arrive at school at designated areas and enter the building one class at a time (Use of playground equipment upon arrival will be discouraged). Staff members may briefly prop/hold open entry doors to discourage touching, and/or wipe door handles and handrails as students are en route to their classrooms. This will ensure a level of cleanliness for the next group that enters.
    - Students who arrive after their class has already entered the building will be placed in a designated “holding area” until they can be screened to enter. Procedures for inclement weather will be established (may include staggered arrival times).
    - **Panther Club** (before- and after-school care) students typically enter on a staggered basis already. Drop-off procedures for parents will be established, restricting parent entry to the building. After arrival and screening, students will stay in the program space until directly dismissed to their classroom at the start of the day. Note: the parameters and scope of Panther Club are currently under evaluation and are dependent on demand, adequate space for social distancing,

and adequate staff to safely run the program the need for more space and staffing).

- **Middle School**

- Students enter the building through assigned entrances (by grade level) and the auditorium is used to house students only in the event of extreme weather conditions. Entry may be staggered to limit the number of students in the hallways. First period teachers should be at their classrooms by a set time to meet students.
- Students who arrive after their class has already entered the building will be placed in a designated “holding area” until they can be screened to enter. Procedures for inclement weather will be established (may include staggered arrival times).
- Staff members who monitor entrances may briefly prop/hold open entry doors to discourage touching, and/or wipe door handles and handrails as students are en route to their classrooms.

- **High School**

- High school students will be visually screened and enter through the main entrance door as they arrive each day.
- Procedures for inclement weather will be established (may include staggered arrival times).
- Staff members may briefly prop/hold open entry doors to discourage touching, and/or wipe door handles and handrails as students are en route to their classrooms.

- **Student Flow**

- Students and staff will wear face masks throughout the building.
- Hallways will be marked with floor decals and signage regarding social distancing as people move through hallways.
- Movement throughout the school day in elementary and middle schools will be limited, as instruction for student cohorts in most classes will take place in a single location (most teachers travelling to the classroom rather than students travelling). Exceptions for instruction in a limited number of specialized locations (labs, STEM room, art studios) may be required, but will the number of students travelling in hallways will be limited as a result.

- Principals and teachers will establish procedures designed to manage student movement to and use of restrooms.
- Students will be encouraged to bring personal water bottles rather than use of drinking fountains. Schools may limit access to bottle filling stations only, or rotate and limit use of fountains to ensure they have been cleaned.
- To discourage student flow to nurses for scheduled administration of medication or minor health concerns, nurses may establish mobile carts to go directly to students. A supplemental screened area for nurses to perform actions requiring student privacy will be established in each school (cafeteria, library, or other areas with limited use/traffic).

## **Appendix E**

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

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

- a. Screening Procedures for Students and Staff
  - The district will adopt the use of a daily symptom screening survey. Students and staff members would be prompted with a daily reminder (likely via text message and/or email; possibly via an app for this purpose) to complete a quick symptom check prior to/upon arrival. The survey will provide answers to questions regarding potential symptoms, exposure to symptomatic or COVID-19 individuals, recent travel restrictions that may apply, etc. Responses will be shared with school staff, and students/staff members who indicate potential risk of infection will be directed to return home or to report immediately to the school nurse for isolation.
  - Signage regarding daily symptom checks will be posted. The district is also exploring a prompt when students/staff log into the district network; students /staff would be unable to log in without acknowledging that they had submitted the daily pre-screening survey.
  - Designated staff members are assigned to monitor entry points each day. Arriving students/staff members may be subject to “visual checks” upon arrival to school; if a student/staff member appears to display potential COVID-like symptoms, he/she may be asked to wait outside prior to entering the building for the nurse to be summoned, or they may be sent to the nurse's office/determined isolation room for a closer evaluation, including temperature check.
- b. Protocols for Symptomatic Students and Staff
  - Nurses' offices would be designated as isolation areas for potentially symptomatic students/staff members.

- **Suspected Covid-19 Infections - Students**

- The school nurse will determine if the symptoms are related to a documented preexisting condition or may be related to COVID-19.
- If a student is suspected of exhibiting COVID-19 like symptoms, they will be escorted to the isolation room. The nurse or staff member escorting the student to the isolation room must wear a face mask, a shield, gloves, and a gown.
- If the child was in a classroom prior to entering the isolation room, the following will occur:
  - The class will immediately be moved to a different instructional area.
  - Students and staff will wash and sanitize their hands.
  - All face masks must be removed and replaced with a new face mask.
  - The janitorial staff will disinfect the classroom after 24 hours.
  - Other spaces the student entered will be temporarily closed for use by others and immediately disinfected.
- The nurse or the building administration will contact the student's parent/guardian to pick up the student immediately. A staff member will monitor the student until the parent/guardian arrives.
- All personal protective equipment must be disposed of immediately and the nurse and/or staff member must immediately wash their hands. Those involved may be sent home to shower and return if time permits.
- The parents/guardians will be strongly encouraged to have their child tested for Covid-19. **Please see the NJDOH chart below for return to school requirements.**
- The nurse will follow applicable provisions of District Policy and Regulation 8451 (Control of Communicable Disease) as well as Policy 1648 (Restart and Recovery Plan) to inform the Gloucester County Department of Health of an infected or possibly infected individual.

- **Suspected Covid-19 Infections - Staff**

- The school nurse will determine if the symptoms are related to a documented preexisting condition or may be related to Covid-19.
- If the staff member is suspected of potentially having Covid-19, the staff member will be sent home immediately.

- If the staff member was in a classroom or office, the following will occur:
  - If coming from a classroom, the class will be immediately moved to an alternate instructional area.
  - Students and staff will wash and sanitize their hands.
  - All face masks must be removed and replaced with a new face mask.
  - The janitorial staff will disinfect the classroom after 24 hours.
  - If coming from an office, other office members will be relocated to an alternate work area.
  - The area will be closed and disinfected by the janitorial staff after 24 hours.
  - Other areas the staff entered will be disinfected immediately.
- All staff and students who came within six feet of the individual must thoroughly wash their hands, and if wearing a face mask, change the face mask.
- The staff person will not return to work for 14 calendar days and will be advised to self-quarantine during that period.
- The results of a Covid-19 test must be presented for the individual to return to work. If negative test results are obtained within the 14 days, the individual should notify the principal and the business office 24 hours in advance that they can return to work.
- The nurse will follow applicable provisions of District Policy and Regulation 8451 (Control of Communicable Disease) as well as Policy 1648 (Restart and Recovery Plan) to inform the Gloucester County Department of Health of an infected or possibly infected individual.

**Isolation, quarantine and return to school guidelines (NJDOH)**

<p>Individuals who have <b>symptoms of COVID-19</b> <b>AND</b></p> <ul style="list-style-type: none"> <li>• <b>have tested positive</b> (by PCR, rapid molecular or antigen testing) <b>OR</b></li> <li>• <b>have not been tested</b> (i.e. monitoring for symptoms at home) should stay home and away from others until:</li> </ul>	<ul style="list-style-type: none"> <li>• At least 10 days have passed since their symptoms first appeared <b>AND</b></li> <li>• They have had no fever for at least 72 hours (three full days without the use of medicine that reduces fever) <b>AND</b></li> <li>• Other symptoms have improved (for example, symptoms of cough or shortness of breath have improved)</li> </ul>
<p>Individuals who have <b>NO symptoms and have tested positive</b> should stay home and away from others until:</p>	<ul style="list-style-type: none"> <li>• 10 days have passed from the collection date of their positive COVID-19 diagnostic test <b>AND</b> they have not developed symptoms.</li> </ul>
<p>Individuals who <b>have symptoms and have tested negative</b> should stay home and away from others until:</p>	<ul style="list-style-type: none"> <li>• 72 hours after their fever has ended without the use of fever reducing medications and other symptoms improve.</li> </ul>
<p>Individuals who are identified as a <b>close contact*</b> should:</p>	<ul style="list-style-type: none"> <li>• Self-quarantine and monitor for symptoms for 14 days from the last date of exposure with the person, even if contact tested negative.</li> </ul>

**\*Close contact is defined as being within 6 feet for at least a period of 10 minutes.**

- **Treating Two or More Students Suspected of Covid-19**
  - An alternative location will be established in each building to treat simultaneous suspected infections.
  - Isolation rooms will be thoroughly disinfected after each individual student suspected of having Covid-19 is picked up from school.

### **Confirmed Covid-19 Infection**

- The school will follow the guidelines established by the New Jersey Department of Health regarding confirmed cases of Covid-19 and will cooperate in all attempts at contact tracing.
- Staff or students with confirmed cases of Covid-19 will be excluded from school until they are symptom free for 14 days.
- Staff and parents are strongly urged to share with the school if someone they have met has a confirmed case of Covid-19.

**School district leadership may determine to close a school or multiple schools in the district after consultation with the school nurses and the Gloucester County Department of Health. During a school closure, the building will be thoroughly disinfected and all building staff and students will complete a health screening. Remote instruction will be immediately implemented for all students if a school is forced to close. The health department will advise district leadership on the recommended length of a school closing based on the scope of close**

**contacts and symptomatic or COVID-19 positive infection, community transmission levels, and other factors. Closings would likely range from 2-14 days.**

### **Nurse's Office Access**

- The school nurse's office will be inaccessible to staff and students unless the nurse provides a direct order for the individual to enter the office.
- Staff are to call the nurse's office to report an emergency. If the nurse is not available, call the main office and the office staff will page the nurse.
- If a child is ill, or is suspected of being ill, staff are to call the nurse's office (or main office if no response) and the nurse will come to the student. Students are not to be brought to the nurse's office without direct orders from the nurse. The nurse will assess the student and determine the best course of action.
- A student admitted to the nurse's office will be treated and released or remain there until they are picked up by a parent, guardian, or emergency contact.
  - The nurse's office will be sanitized after a student is treated.

### c. Protocols for Face Coverings

- **All staff and visitors will be required to wear face coverings** (masks, face shields, etc.); per recent guidance from the Governor, **students will also be required to do so within the school buildings**. We are exploring opportunities for periodic "mask breaks" done in a safe manner/location (especially for younger students; e.g. outside, and in specific instances for physical education classes), and understand that medical exceptions may exist. We encourage parents to review our final plan when it is released next month; we also suggest building your child's mask endurance prior to the start of the school year.
- **Staff Personal Protective Equipment** - All staff members will be issued cloth masks, as well as reusable face shields, which could also be worn while teaching. A face mask must be worn when working in close proximity to students, accessing or passing through common areas, and when social distancing is not possible. School staff are required to wear face masks unless doing so would inhibit the individual's health.
  - Masks--must cover nose and mouth
  - Personal masks may be used (per BOE policy, face masks may not contain political or religious messages, or advertise drugs, alcohol, etc.)

- Face shields or goggles may be worn in conjunction with a face mask.
- Additional personal protective equipment must be worn when staff are working directly with an ill student and/or may come in contact with bodily fluids
  - Gloves--dispose of after each use
  - Provide in classrooms for all adults present
  - Disposable Gowns
  - Provide school nurse with multiple gowns
  - Face shield and mask must be worn
- \*Staff working in direct contact with students (hand over hand, 1:1 physical support, restraint) must at a minimum wear a face mask and gloves. A gown may also be worn as necessary. Hands must be immediately washed after contact with a student/students.
- **OT/PT/Speech**
  - Assess the staff and student capacity of classrooms where integrated therapies occur. Adjust scheduling on an as-needed basis.
  - Group sessions will need to occur in a larger space to ensure social distancing and/or use of barriers
  - Gloves and face coverings must be worn when escorting students to and from the classroom and therapy room. Gloves must be disposed of after each use.
  - Gloves and a face covering must be worn any time physical contact must occur (support, position correction, hand over hand prompting, etc.). Hands must be immediately washed after contact with a student/students.
  - Gowns will also be available for all therapists. Location of supplies will be determined by each building.
- **Students**
  - Face masks are required within school buildings at all times; exemptions for medical reasons.
  - Per BOE policy, face masks may not contain political or religious messages, or advertise drugs, alcohol, etc. Other material or images that may cause a disruption to the educational environment may also be excluded.

- o Additional requirements instituted by the state will be immediately implemented.
- o Communication to families and staff regarding procedural changes will occur immediately through Blackboard communication platform.
- o Hands must be washed and/or sanitized when before exiting and entering a classroom, therapy room, bathroom, or common area.

## **Appendix F**

### **Critical Area of Operation #6 - Contact Tracing**

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

The district will cooperate with local and state health department officials and contact tracers in the event of a confirmed infection within the schools.

- One or more members of the administrative team will complete contact tracing training (Johns Hopkins online course).
- School staff will provide directory information for students and/or staff members believed to be close contacts of a positive or symptomatic person.
- School staff will encourage cooperation with contact tracing staff by families, students, and employees.
- Procedures for contact tracing will be developed by Pandemic Response Teams per CDC and health department guidelines.

## **Appendix G**

### **Critical Area of Operation #7 - Facilities Cleaning Practices**

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

#### **Disinfecting supplies - classrooms and instructional and therapy spaces**

- Wipes/sprays to clean high touch areas (spot cleaning if needed before custodial staff can clean).
- Tubs/containers with soap/disinfectant solution to sanitize classroom toys, manipulatives, tools, and equipment (elementary classes, science labs, art rooms, makerspace, music rooms) - to be cleaned after dismissal.
  - Multiples of some classroom materials may need to be purchased (crayons, markers, scissors, etc.) - no shared supplies
- Tubs/containers for books used by students (classroom libraries) - items are left for 24 hours, then surfaced cleaned as appropriate before being recycled for use.
- Hand sanitizer - wall-mounted dispensers or pump bottles
- Cleaning supplies for musical instruments/equipment - specialized products as needed.

#### **Equipment for Enhanced Cleaning**

- Purchase of electrostatic cleaners and “fogger” machines - used to clean classrooms and other learning areas. A disinfecting mist is sprayed in the space (empty room); works best when left on surfaces for about 10 minutes. Cleaning agents are safe and approved for use in schools; MSDS sheets will be available for inspection.
  - Classrooms and other spaces
  - Gym and athletic equipment

#### **Additional Measures**

- Regular cycle of enhanced cleaning of high touch surfaces and high traffic areas during the school day - custodial staff, with periodic spot cleaning in classrooms (teachers, other staff, possibly older students), especially when room is occupied by rotating groups of students:
  - student desks/chairs/tables
  - door handles, push plates

- handrails
- restrooms and kitchen areas (as applicable)
- light switches (note: many classroom lights currently operate on no touch motion sensors)
- handles on equipment (e.g gym/athletic equipment)
- buttons on elevators
- shared telephones
- shared desktops, lab tables, studio spaces, and countertops
- shared computer keyboards, mice, and other peripheral technologies (note: 1:1 Chromebook initiative limits this to selected STEM and computer/business classrooms; access to other desktop workstations may be restricted)
- Bus seats and windows
- Classroom/lab/studio sink fixtures
- Recommended that staff remove any plush type items (seating, rugs, toys, etc.) from their classrooms and have a more limited use of classroom toys and materials that can be easily washed or wiped down. Recommended removal of extraneous furnishings to maximize space for social distancing.
- Use of itemized checklist with cleaning times and frequencies to aid in cleaning areas such as bathrooms and other shared facilities
  - Restrooms cleaned frequently on regular cycle through the school day, following protocols outlined by the Environmental Protection Agency; cleaning logs posted.
  - As needed, installation of barriers between sinks, and spacing between urinals
- Students will be encouraged to bring personal water bottles (pre-filled) from home to minimize use of water fountains. Fountain access may be limited - possibly restricted to bottle filling stations only, or through rotational opening/closing of fountains for cleaning.
- District is evaluating the need to adjust schedules of custodial staff and/or add additional staff to support the enhanced cleaning protocols.
- Selected routine cleaning will move to evening hours, allowing day shift custodians to focus on a regular schedule of sanitizing high touch surfaces and high traffic areas.
- Training for staff re: cleaning protocols, Right to Know, cleaning products and equipment, and the roles/responsibilities of teachers re: cleaning and health/safety

- Time has been added to the school day schedules to support spot cleaning in classrooms (e.g extended arrival time, additional “passing time” between HS classes before new groups occupy classrooms)
- Trash cans with foot pedal operated lids in selected areas such as nurses’ offices
- To the extent possible, schools may designate assigned seating in classrooms by cohort (or alternating by class period at HS). For example, 50% of student desks for a full class may be occupied on a given day/class period, leaving the remaining desks clean for a different cohort or group.
- Protocols for the enhanced cleaning of the district bus before/after each use will be established.

## **Appendix H**

### **Critical Area of Operation #8 – Meals**

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

**Student meals** - The district is currently exploring the possibility of school meal delivery to families (in coordination with NutriServe) - weekly on Wednesdays (all students home for remote instruction) - delivery to all free/reduced eligible students/families, as well as pre-ordering opportunities for full pay students/families - details TBD. As an alternative, school breakfast and lunch may be offered onsite as a “grab and go” model. Meals will be available for purchase and pickup upon arrival at school. Students would be able to eat their breakfast in class/homeroom, but lunches would be prepared “to go” for students before dismissal.

The district has no current plans for any large scale lunchroom dining for students while at school.

In either model, food service staff would be onsite for meal distribution or bundling; meals will shift to prepackaged items that meet school lunch program nutritional requirements.

## **Appendix I**

### **Critical Area of Operation #9 – Recess/Physical Education**

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

#### **Recess**

- Schools will develop staggered schedules for recess.
- If multiple groups are at recess simultaneously, they will occupy separate areas of the playground/blacktop/field. These areas will be indicated by cones, painted lines, or some other boundary marker. Student groups will be separated by a minimum of 6 feet from one another at all times.
- Activities that encourage social distancing of 6 feet or more will be encouraged. High contact sports/games are discouraged.
- Playground equipment - access to equipment will be staggered by group (e.g. assigned days) and regularly disinfected.
- Play equipment, if/when used, should be individualized where possible, and should be placed in bins to be sanitized after use.
- All students are required to wash their hands before returning to the classroom.

#### **Physical Education**

- To the extent possible/practicable, physical education classes should be held outdoors.
- Similar to recess guidance, teachers should create zones/stations on fields and blacktops to encourage social distancing. Similar guidance for indoor PE inside gyms. Use of cones, floor tape, or other boundary markers with at least 6 feet of distance between student areas required.
- No locker room access; students will be encouraged to come to school appropriately dressed for PE class.
- To the extent possible, limit the use of shared equipment, and sanitize any shared equipment between uses and after class. Equipment may be placed in bins to be sanitized before reuse.
- Masks - students may remove masks when engaged in aerobic activity, but must put masks on again once normal breathing resumes. Students should stay socially distant to the extent possible during aerobic activities. Teachers are encouraged to adopt aerobic activities that do not require close

proximity of multiple unmasked students for long periods of time. High contact sports are discouraged.

## **Appendix J**

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

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

#### **Field Trips**

- Traditional out-of-building travel for field trips is suspended through the duration of the public health emergency.
- Teachers are encouraged to plan “virtual field trip” experiences to enhance teaching/learning experiences for students.
- Community-based instruction (CBI) for special education students - virtual experiences will replace structured learning experiences in the field. Shift towards expanded job skills development - resume development, online mock interviews with employers, etc. Offsite job placements will be suspended for the duration of the public health emergency.

#### **Extracurricular activities**

- Schools will review existing extracurricular clubs and activities to determine the extent to which these experiences may be conducted in a socially distanced and/or virtual manner. If it is determined that a club or activity can move forward in a reasonably comparable manner, expectations for the club/activity will be drafted and the extracurricular activity may be approved to continue.
- While virtual activities are strongly encouraged, if there is an in-person component to a club/activity, it shall be governed under the same social distancing, hygiene, and mask protocols as instruction while on school grounds. To the extent possible, students should engage in any in-person activities with respect to their assigned cohort.
- Participation of students who are enrolled in a fully remote instructional program will be evaluated based on health/safety factors and in conjunction with BOE policies governing eligibility for extracurricular participation.
- Crowd size limitations set by the Governor must be honored both indoors and outdoors. Advisers will be responsible for the spot cleaning and disinfecting of areas used to the extent possible.

- Certain activities will be unable to occur; decisions are the discretion of the administrative team.

### **Facilities Use Outside of School Hours (including outside organizations)**

- Facilities use after hours may be more limited, as the sanitization and cleaning demands associated with such use may place an undue burden upon the district during the public health emergency (due largely to concerns re: the availability of staff to support these activities).
- Crowd size limitations set by the Governor must be honored both indoors and outdoors. Organizations will be responsible for the spot cleaning and disinfecting of areas and/or equipment used to the extent possible. Spectators/audience members may be limited or prohibited.
- Organizations that use school facilities for meetings (e.g. HSA groups, Scouts, SEPAG parent group) are strongly encouraged to move these meetings to a virtual platform for the duration of the public health emergency.

### **School Events Outside of School Hours**

- Events such as parent meetings, student ceremonies, student performances, art shows, etc. should shift to virtual platforms to the extent possible and practicable. Orientation activities, Back to School Nights, parent presentations, etc. may be permitted to involve limited building access by small groups, but a shift to virtual platforms for most activities is strongly recommended.
- Crowd size limitations set by the Governor must be honored both indoors and outdoors. Spot cleaning and disinfecting of areas and/or equipment used will need to be performed to the extent possible. Spectators/audience members may be limited or prohibited; as such, activity advisers and building administrators should explore options for live streaming or broadcasting of student performances or presentations.

### **School Visitors**

- Building access by visitors will be strictly limited. To the maximum extent possible, this may extend to parents of students. Business with families should be shifted to a virtual platform or conducted by telephone to the when possible and practicable; however, the district recognizes that certain limited situations may exist in which face-to-face interaction with parents will become necessary. Such interactions should be scheduled in advance, and must adhere to standard health/safety protocols for social distancing, mask use, hygiene, and sanitization of spaces.

- Onsite vendors, contractors, and health/safety personnel - these individuals should only enter facilities to the extent necessary for them to perform required services in schools. Deliveries, office equipment maintenance, facilities maintenance and repair, public safety and inspections, and services to students that cannot be otherwise provided are some of the situations which may require access by individuals outside of the school community. Such interactions should be scheduled in advance, and must adhere to standard health/safety protocols for social distancing, mask use, hygiene, and sanitization of spaces. These individuals should only access areas of the building which are required for them to perform their services.

## **Appendix K**

### **Academic, Social, and Behavioral Supports**

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

#### **Social Emotional Learning**

The plan under development will build on the SEL competencies and practices currently being used. Tools and additional practices will be developed for the school community and focus on four areas:

- Cultivate and deepen relationships
- Opportunities (time and space) for staff to connect, heal, and build skills to support student SEL
- Promote SEL competencies for all student through safe and equitable learning environments
- Use data to further develop relationships and support for all stakeholders

#### **SEL and Trauma-Informed Practices**

Return to school activities and lessons will build on current practices that utilize the five competencies of social and emotional learning identified by the New Jersey Department of Education:

- Self-awareness
- Self-management
- Social awareness
- Responsible decision-making
- Relationship skills

To promote strengthening relationships, individual wellness, and healing, four areas will also be addressed to help students, families, and staff return to school:

- Cultivate and deepen relationships, and build partnerships
- Opportunities for staff to connect, heal, and strengthen knowledge and practices to support student SEL

- Promote SEL competencies for all students through safe, supportive, and equitable learning environments
- Use data to further develop relationships and to support all stakeholders

### **Trauma-Informed SEL Practices**

- Define trauma and adverse childhood experiences (ACEs)
- Identify neurological and cognitive effects of trauma
- Recognize behaviors related to trauma and adversity
- Strategies for co-regulation in the classroom

### **Three Areas of Focus**

#### Relationships: Connect, Heal, and Balance

1. Families/Students
  - Designate time for staff to connect with families during the first three weeks of school
  - Identify students/families that may need additional support
    - Designate time for school counselors to connect with students/families
    - Document needs
    - Create action plan to support
    - Share resources (directly to families, district website, social media)
      - Social services
  - Determine community partnerships that can assist in building relationships and assessing family needs
    - Coordinate with partners to lead discussions
      - Conversation circles?
  - Communicate with families the role of SEL and information about SEL
    - Provide contact information for outside resources
      - Individual communication
      - Social media
      - District web page
    - Collect and share resources on the district website
      - Social services contact information
      - Virtual calming room
  - Strategies for discussing the impact of the pandemic and protests

## 2. Staff

- Create time and space for staff to connect
  - Grade level or department meetings to share ideas and challenges
  - Faculty meetings to connect, share, heal
- Establish a decompression area for staff
- Provide activities/resources for staff self-care
  - Planned after in-person instruction
  - In-person activities if social distancing is possible
  - Live or recorded video sessions
    - Topics include yoga, mindfulness/meditation, breathing techniques, healthy diets, exercises, essential oils
    - Hands-on activities
- Share outside mental health resources
- Create opportunities to build community through self-care
  - Virtual yoga?
  - Virtual mindfulness?
- Administrator check-ins with staff
- Regularly collect information on staff needs, wellness, PD

### **Action: Strengthen & Promote SEL Knowledge and Practice**

- Continue school counselor directed class lessons and school-wide activities
- Create and deliver professional development opportunities to strengthen SEL competencies and practices
  - Explicit SEL instruction
  - Integrate SEL with academic instruction
  - Embed SEL in non-instructional social experiences
- Promote student SEL competencies
- Regularly communicate with staff about SEL practices
  - Share resources
    - Videos
    - Articles
    - Lessons/activities
    - Google Drive per grade level? By school?
  - Remote and in-person practices

- Establish common language and direct praise of behaviors/actions
- Create and maintain a safe and equitable learning environment
- Establish daily classroom activities/practices to promote SEL competencies
- Staff-student connection/mentoring
  - Relationship mapping (4-6 weeks after school reopens) (MS & HS)
  - Elementary--whole class sessions focused on SEL (virtual)--encourage parents/guardians to participate
- Build/maintain safe and equitable learning environment
  - Trauma-informed SEL practices
  - Review discipline protocols
    - PD on restorative practices
      - Building-wide
      - Classroom
- Referring students to Tier 2 supports
  - How to identify
  - Referral protocols
    - Referring students to Tier 3 supports

### **Reflect & Plan for the Future**

- Collect evidence monthly on
  - Student growth
  - Student needs
  - Staff needs
    - Self-care
    - SEL PD on practices/activities for students
- Use evidence to determine short term and long term plans

## **Appendix L**

### **Restart Committee**

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

#### **Membership**

Dr. Patrick McAleer, Superintendent  
Kelly Brazelton, School Business Administrator  
Rebecca Brill Moody, Director of Curriculum and Instruction  
Shea Murray, Director of Special Services  
Building Principals (2)  
Teachers/certificated staff (2) - from diverse grade levels/roles  
PEA representative  
BOE representative  
Parents (2)

#### **Functions**

- Review district plan to ensure NJDOE “minimum standards” are met in all areas
- Review recommendations of working groups for NJDOE “additional considerations”

## **Appendix M**

### **Pandemic Response Teams**

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

#### **Pandemic Response Teams (each school) - Membership**

- Principal or designee - serves as liaison to district administration
- Teacher(s) - diversity of grade levels
- CST member
- School counselor
- Subject Area chairperson?
- Nurse
- Custodian
- Parent

#### **Functions**

- COVID19 decision making
- Plan implementation - health/safety measures, crisis leadership
- Adjustment of plan as needed
- Support and training of staff
- Develop and implement procedures - safe and supportive school climate
- Communications to school community
- Establish two way communications pathway for families, students, staff

#### **Kindle School**

Principal - Karolyn Mason

Nurse - Sue Rosenberger

School Counselor - Erica Davidson

PEA rep/teacher - Ed Cieslak

Parent - Jill Young

#### **Memorial School**

Principal - Debbie Calabree

Nurse - Barbara Hess

School Counselor - Cindy Thompson  
Teacher/PEA rep - Chris Chapman  
Parent - Stacie Streater

**Pitman High School**

Administrators - Grant Shivers, Lauren Deacon  
PEA/teachers - John Hopely & Suzie Castro -  
Guidance - Cherie Lombardo  
Parent - Guy Davidson

**WCK Walls School**

Principal - Chris Morris  
Nurse - Sarah Weng  
Teacher - Kristin Chapman  
School Counselor - Alicia Walsh  
Parent - TBD

**Pitman Middle School**

Administration - Kristen Stewart, Dawn Bell  
Nurse - Shana Redkoles  
School Counselor - Christina Skanes  
Teacher/PEA - Rob Ditizio  
Parent - TBD

## Appendix N

### Scheduling of Students

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

- a. School Day

#### Student Cohorts and Proposed Instructional Schedule 2020-2021

Based on the research and feedback of our various working groups and our administrative team, we determined that this schedule is the best way to keep our staff and students as safe as possible while providing meaningful instruction. Minimum safety standards include social distancing in classrooms, hallways, and common areas to the greatest extent possible. An in-person component is also mandated by NJDOE guidelines.

In order to provide 6 feet of social distance between students, we must divide them into **cohorts** (smaller groups of students who will follow a similar schedule/program) and serve them through a **hybrid schedule** (includes both in-person and remote learning components).

Cohorts	
Cohorts A and B (grades 1-12)	Most students
Cohort C	Selected student populations based on specific instructional needs (e.g. students enrolled in self-contained special education programs)
Cohort D	Selected student populations based on student health or family option (full remote)
Preschool and Kindergarten	2.5 hour daily sessions (AM and PM cohorts) - onsite 4 days/week, remote on 1 day/ week

**Elementary and MS Scheduling model:** we have proposed a common hybrid schedule for most students in grades 1-8 each week - Cohorts A and B will be onsite two days each week, and participate in remote instruction on three days/week. Preschool and Kindergarten will both run as half day programs (AM/PM sessions - 2.5 hours/day); Pre-K, Kindergarten, and Cohort C students in grades 1-8 will be onsite four days/week. Note: in grades 6-8, remote students may be able to “attend” live broadcasts of classes via Google Meet.

<b>Elementary and Middle School Cohorts</b>	<b>Monday and Tuesday</b>	<b>Wednesday</b>	<b>Thursday and Friday</b>
Cohort A	In-Person	Remote	Remote (with live broadcast)
Cohort B	Remote (with live broadcast)	Remote	In-Person
Cohort C	In-Person	Remote	In-Person
Cohort D	Remote (with live broadcast)	Remote	Remote (with live broadcast)
Preschool and Kindergarten (both AM and PM sessions)	In-Person	Remote	In-Person

**HS Scheduling model:** the high school will follow an alternating weekly rotation, with Cohort A onsite while Cohort B is learning remotely. The onsite cohort attends school four days in-person, one day remote learning, while the other cohort is full remote for that week, with live synchronous instruction on four days. Cohorts A/B switch for the following week (no weekly rotation for Cohorts C and D). Cohort C students will be onsite four days/week.

High School		Monday and Tuesday	Wednesday	Thursday and Friday
Cohort A	week 1	In-Person	Remote	In-Person
	week 2	Remote (with live broadcast)	Remote	Remote (with live broadcast)
Cohort B	week 1	Remote (with live broadcast)	Remote	Remote (with live broadcast)
	week 2	In-Person	Remote	In-Person
Cohort C	all weeks	In-Person	Remote	In-Person
Cohort D	all weeks	Remote (with live broadcast)	Remote	Remote (with live broadcast)

Tentative Schedule - In-Person Instruction (M/T and/or Th/F)	
<b>Memorial</b>	8:40 - 12:40 (grade 1) 8:40 - 11:10 (AM session - PreK and K) 12:30 - 3:00 (PM session - PreK and K)
<b>Walls and Kindle</b>	8:20 - 12:20 (all grades)
<b>Middle School</b>	8:00 - 12:40 (all grades)
<b>High School</b>	8:00 - 12:35 (all grades)

**Additional Information**

- The district is conducting follow up surveys of families and district staff to get updated information that will be useful to our planning. **At that time,**

**families will have an opportunity to indicate their choice of hybrid or fully remote instruction.**

- We will make every effort so that all children residing at the same address are assigned to the same cohort (A or B), unless the parent selects remote instruction (Cohort D) for a particular child.
- Cohort C will automatically be assigned to students in self-contained special education programs; however, parents of these children may select the fully remote option (Cohort D).
- For parents who are opting for in-person instruction (Cohorts A or B), please be aware that we cannot accommodate requests for a specific cohort (A or B).
- Wednesday will include remote instruction for all students; it will also include teacher office hours, synchronous check-ins, and virtual supplemental supports. It will also allow for deep cleaning of our school buildings.
- In order to preserve the balance of cohort sizes and maintain maximum social distancing in classrooms, families will commit to either hybrid or fully remote instructional programs through January 30, 2021 (exceptions for extraordinary circumstances will be evaluated on a case-by-case basis).

b. Educational Program

- Remote instruction - We recognize that remote instruction must be different in certain ways from how it took place in the spring. We are developing remote teaching/learning protocols that are more rigorous, hold students more accountable (grades, deadlines for assignments, etc.), and are more structured. Additional details regarding programming for a fully remote option will be finalized once the district has a clear idea of the number of participants from each school; some information will be shared by principals by mid-August.

## **Instructional Program Protocols 2020-2021**

### **High School**

- Small groups
  - Small groups: Run small groups through virtual sessions; use chromebooks/technology to run virtual groups for collaboration in class if feasible; maintain social distancing rules at all times.
- Lesson plans
  - Lesson Plans: All lesson plans are due in Oncourse the Sunday before the week's lessons are taught.
- Common planning time
  - ICS and general education teachers must meet for instructional planning time before each new week begins. This may occur during a prep, after dismissal, on Wednesday's virtual day, or via Meet or Zoom.
- Grading and deadlines
  - Deadline policy on assignments: Students are expected to meet assignment deadlines; if a student is falling behind due to extraordinary circumstances, he/she and his/her parent(s) must communicate in advance with the teacher about the issue and potential deadline extensions. Teachers must reach out to students and parents when students are falling behind.
  - Grading: Communicate progress to students/families regularly; follow high school grading protocols. During MP1, the final average floor will be 50%.
  - Academic integrity: Follow our district code of conduct policy for academic integrity; follow the chain of command (teacher addresses the situation; teacher contacts parents; teacher contacts school counselor when necessary).
  - Assignment lateness: Teachers must communicate their lateness procedures clearly to students and parents by the first week of school. These procedures must also be clearly defined on teachers' Google Classroom sites. Assignments will only be accepted up to

one-week past the original deadline; final assignment grade remains at teacher discretion.

- Communications/Office Hours
  - Communication practices: Follow IEP requirements by contacting the case manager, school counselor, the monitoring special education teacher, and parents when grade averages fall below 75%.
  - Communication response time: Respond to all student and parent emails/phone calls within 24 hours.
  - Office hours: For students and parents, office hours will be from 1:20-2:20 PM on Monday, Tuesday, Thursday and Friday. Office hours will be 10:00 AM-12:00 PM on Wednesday.
- Rigor
  - Rigor: Increasing rigor by keeping deadlines, assigning varied forms of assessment, designing assessments on a higher depth of knowledge scale, increasing the use of skills practice in Math and ELA consistently through the use of IXL; differentiating small groups for additional live (synchronous) sessions during remote time; and embracing a flipped classroom model as often as possible.
- Assessment/Benchmarks
  - Benchmarks: Teachers will give the *Link It* benchmark on grade level (Form A) to start the year (assessment window = 9/8-10/9) & IXL diagnostic benchmarks in ELA and Math (assigned outside class; window = 9/8 to 9/25).
- Classroom management/attendance/procedures
  - Mask violations will be addressed in the classroom by the teacher; contact parents about violations. Follow the chain of command, reaching out to the assistant principal after this. Follow district guidelines for mask-wearing protocols at all times.
  - Upon teacher request, students may be required to complete an age-appropriate course regarding email and online etiquette created by Pitman tech staff.
  - Attendance: Homeroom teachers will take attendance in Powerschool each day. Classroom teachers will take daily attendance each period.
- Remote instruction

- There will be designated time for teachers to work individually or in small groups with students for enrichment, remediation, or extension activities every day from 2:20-3:10 PM.
- Virtual students on the hybrid schedule must log in to their assigned LIVE periods during their school day; see individual student schedules.
- Professional Learning Communities (teacher groups) will be required for departments at least 1 time per month via Google Meet on Wednesdays (specific 1-hour session time and date TBD by departments).

## Middle School

- Small groups
  - Small groups: Run small groups through virtual sessions; use chromebooks/technology to run virtual groups for collaboration in class if feasible; maintain social distancing rules at all times.
- Lesson plans
  - Lesson Plans: All lesson plans are due in Oncourse the Sunday before the week's lessons are taught.
- Common Planning time
  - ICS and general education teachers must meet for instructional planning time before each new week begins. This may occur during a prep, after dismissal, on Wednesday's virtual day, or via Meet or Zoom.
- Grading and deadlines
  - Deadline policy on assignments: Students are expected to meet assignment deadlines; if a student is falling behind due to extraordinary circumstances, he/she and his/her parent must communicate in advance with the teacher about the issue and potential deadline extensions. Teachers must reach out to students and parents when students are falling behind.
  - Grading: Communicate progress to students/families; follow middle school grading protocol. Update gradebook regularly--minimally once per week. During MP1, the final average floor will be 50%.
  - Academic integrity: Follow our district code of conduct policy for academic integrity; follow the chain of command (teacher addresses the situation; teacher contacts parents; teacher contacts school counselor when necessary).
  - Assignment lateness: Teachers must communicate their lateness procedures clearly to students and parents by the first week of school. These procedures must also be clearly defined on teachers' Google Classroom sites.
- Communications/Office Hours
  - Communication practices: Follow IEP requirements by contacting the case manager, school counselor, the monitoring special education teacher, and parents when grade averages fall below 75%.

- Communication response time: Respond to all student and parent emails/phone calls within 24 hours.
- Office hours: For students and parents, the office hours schedule (after student dismissal) will be communicated to staff, students, and families before school begins.
- Rigor
  - Rigor: Increasing rigor by keeping deadlines, assigning varied forms of assessment, designing assessments on higher depth of knowledge scale, increasing use of skills practice in Math and ELA via consistent use of IXL; differentiating small groups for live remote work & in-class work as applicable; embracing a flipped classroom model as often as possible
- Assessment/Benchmarks
  - Benchmarks: Teachers will give the *Link It* benchmark on grade level (Form A) to start the year (assessment window = 9/8-10/9) & IXL diagnostic benchmarks in ELA and Math (assigned outside class; window = 9/8 to 9/25).
- Classroom management/attendance/procedures
  - Mask violations will be addressed in the classroom by the teacher; contact parents about violations. Follow chain of command to the administration after this. Follow district guidelines for mask-wearing protocols at all times.
  - All students will be required to take an age-appropriate email and online etiquette webinar created by Pitman tech staff.
  - Attendance: First period teachers will take attendance in Powerschool each day. Classroom teachers will take daily attendance each period.
- Remote instruction
  - There will be designated time for teachers to work individually or in small groups with students for enrichment, remediation, or extension activities every day after dismissal.
  - Virtual students on the hybrid schedule must log in to their assigned LIVE periods during their school day; see individual student schedules.
  - PLCs will be required for departments at least 1 time per month via Google Meet on Wednesdays (specific 1-hour session time and date TBD by departments).



## Elementary School

- Small groups
  - Small groups: Run small groups through virtual sessions; use chromebooks/technology to run virtual groups for collaboration in class if feasible; maintain social distancing rules at all times.
  - Differentiated reading groups will occur on virtual Wednesdays and in class on non-virtual days.
- Lesson plans
  - Lesson Plans: All lesson plans are due in Oncourse the Sunday before the week's lessons are taught.
- Common Planning time
  - ICS/Co-teachers and general education teachers must meet for planning time before each new week begins. This may occur during a prep, after dismissal, on Wednesday virtual days, or virtually via Meet or Zoom.
- Grading and deadlines
  - Deadline policy on assignments: Students are expected to meet assignment deadlines; if a student is falling behind due to extraordinary circumstances, he/she and his/her parent must communicate in advance with the teacher about the issue and potential deadline extensions. Teachers must reach out to students and parents when students are falling behind.
  - Grading: Communicate progress often to students/families; follow elementary grading protocols. During T1, the final average floor will be 50%.
  - Score/grade assignments; put these in PowerSchool. Update gradebook regularly--minimally once per week.
  - Report cards will be issued as they are regularly formatted; standards-based grading is in effect in grades K-1.
- Communications/Office Hours
  - Communication practices: Follow IEP requirements by contacting the case manager and parents when grades fall below 75%.
  - Communication response time: Respond to all student and parent emails/phone calls within 24 hours.
  - Office hours for students and parents: 20 minutes on M/T/Th/F; 30 minutes on Wednesday

- Rigor
  - Rigor: Increasing rigor by keeping deadlines, assigning varied forms of assessment, designing assessments on a higher depth of knowledge scale, increasing the use of skills practice in Math and ELA consistently through the use of IXL; differentiating small groups for additional live (synchronous) sessions during remote time.
- Assessment/Benchmarks
  - Benchmarks: Teachers will give the *Link It* benchmark on grade level (Form A) to start the year (assessment window = 9/8-10/9) & IXL diagnostic benchmarks in ELA and Math (assigned outside class; window = 9/8 to 9/25).
- Classroom management/attendance/procedures
  - Mask violations will be addressed in the classroom by the teacher; contact parents about violations. Follow chain of command to the principal after this. Follow district guidelines for mask-wearing protocols at all times.
  - All students will be required to take an age-appropriate email and online etiquette webinar created by Pitman tech staff.
  - Attendance: Fill in one Google Form each day--all students.
- Remote instruction
  - Asynchronous lessons in reading, writing, and mathematics (independent practice) will occur on a cohort's remote days
  - Virtual Wednesdays: synchronous class meetings for social-emotional and character education learning as well as team-building activities; synchronous differentiated small reading groups; asynchronous Reader's Workshop mini-lessons; asynchronous reading and mathematics independent practice activities

### **Parent Communication**

- Letter from each building to families listing academic/instructional expectations (see attached slide presentations)

### **Professional Development Needs for Staff:**

- CPR & Epipens

- Instructional aides: how to work in the virtual environment
- Online lesson scaffolding
- Tech PD IXL, screencastify, microphones, what else?
- New staff orientation
- SEL expectations & SEL topics for staff (in-house presenters)
- Classroom sanitization procedures--supplies/stations, etc.
- Small group instruction best practices during Covid-19
- How to Flip my classroom
- Co-teaching
- Grade-level and department meetings: chronology of content, differentiation strategies, assessment practices, etc.
- Common Planning time
- PLCs
- Mindfulness, mental health needs, stress-relief
- Teacher recommendations/input for grouping/differentiation
- How to use technology while in-person to interact while social distancing
- Best communication practices

## Appendix O

### Staffing

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

1. Equity/access concerns
  - a. staff access to technology to support teaching/learning - all teachers/certificated staff will receive upgraded Chromebooks to enhance in-person and remote instruction. MS/HS teachers will receive headset microphones to support live broadcast of in-person instruction to remote and offsite students
  - b. social/emotional support of staff - a district team recently participated in resiliency training; plans are to turnkey this training with teachers. Additional supports for staff will be developed by Pandemic Response Teams to support colleagues.
  - c. child care concerns - the district will consider requests by staff for reasonable accommodation in schedules to support those staff members' childcare needs. District policy also permits staff members to enroll their non-resident children in Pitman schools at no cost (tuition free); possible discount for enrollment in in-district child care program.
  - d. Staff members with health concerns or the need to provide care for loved ones may be granted accommodations in their assignment, including remote work, scheduling considerations, or other allowances.
  - e. Additional preparation time is embedded within hybrid schedules.
2. Roles/responsibilities to ensure continuity of learning - district staff may see adjustments in their roles and responsibilities to support new health/safety measures onsite, and revised instructional protocols both onsite and remotely.
  - a. Administrators - additional responsibilities in developing and implementing health/safety and instructional protocols, as well as communication with all stakeholders regarding these. New role as leader of building-level Pandemic Response Team.
  - b. Teachers - pending evolving district needs, some teachers may be reassigned to support full remote learning, as well as supporting substitute coverage as schedules may allow. Responsibility for instruction across dual platforms (hybrid), while structured, may

- create additional demands. Teachers may also assist in the implementation of health/safety protocols.
- c. Instructional Aides - clearly articulated expectation re: student support roles in both parts of hybrid environment (instructional support, health/safety protocols) will be developed. Aides may be enlisted to support student supervision and support during arrival/dismissal and with health/safety as schedules and revised responsibilities will allow.
  - d. Educational Service Professionals - clearly articulated expectation re: service provision to students in both hybrid and remote environments have been developed. ESP's may be enlisted to support student supervision and support during arrival/dismissal and with health/safety as schedules and revised responsibilities will allow.
  - e. Instructional responsibilities - See attached slide presentations and instructional protocols described in Appendix N
3. COVID19 flexibility re: mentoring and evaluation - we are awaiting clear guidance from NJDOE re: potential relaxation of evaluation requirements and communicate to teachers, ESP's, and administrators; however, we will begin the 2020-21 year operating under normal protocols for onsite instruction. Evaluation of teachers working exclusively in a remote environment will await NJDOE guidance. Mentor teachers assigned to new teachers will be advised to offer targeted assistance with health/safety protocols and best practices in remote teaching. Support will be provided virtually in most cases, and will be advised to maintain a log of this contact.
4. Substitutes
- a. Confirm list of available subs, recruit as needed; nurses - sub list, possibly supplemented by agencies as needed.
  - b. Identify training needs, conduct training/distribute written guidance
    - i. remote instruction protocols
    - ii. technology training - devices, applications, Google Classroom
    - iii. health/safety protocols
  - c. Consider availability of selected full time staff to use in substitute role as needed
  - d. Consider training of certain substitutes to fill role from a fully remote platform.
5. Written staff guidance will be developed and shared with staff on the following topics:
- a. health/safety protocols in classrooms, hallways, and other common areas
  - b. arrival/dismissal procedures
  - c. recess/outdoors;

- d. protocols for symptomatic students/staff;
  - e. protocols re: masks/face coverings
  - f. protocols re: social distancing
  - g. list of required training
  - h. expectations for communication with students and families
  - i. PreK - development of take home instructional materials/kits; limit reliance on online direct instruction
  - j. instructional protocols, including assessment practices
6. Processes for student teachers and pre-clinical teachers
- a. use of ST's to develop and record lessons, instructional materials for remote instruction, etc. and provide technical and instructional assistance to students/families
  - b. Share health/safety protocols, hybrid instructional expectations to ST's, secure devices and network access to support remote learning, etc.
7. Technology support for staff/students/families
- a. designate point of contact for each group
  - b. possible survey of families, students, and staff to determine need
  - c. "Parent University" - tech training for families
  - d. Wednesday tech support sessions and training for staff
  - e. Posted tutorials and other resources - tech website/badging program resources
  - f. distribution plan for devices (all students) - the district is moving forward with a 1:1 Chromebook distribution for all students in grades 6-12 (these devices will be used for both in-person and remote instruction. Similarly, age-appropriate devices (iPads, Chromebooks with touch-screen functionality) will be assigned to students in grades K through 5 for use at home for remote instruction. PreK students may receive devices as well based on need. Families in need of assistance in securing wireless access will receive support from district technology staff.
  - g. back-to-school setup of student accounts for digital subscriptions, etc.
  - h. guidance to preK-2 staff re: best practices re: age-appropriate screen time limits

## **Appendix P**

### **Athletics**

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

The district will follow NJSIAA guidance on Phase 1 conditioning of student-athletes (Pitman successfully resumed Phase 1 on July 21st), as well as for the return to fall sports.

#### **Pitman Return to Athletics and Activities**

##### **Summer Recess Period Protocols**

##### **1. COVID-19 Questionnaire and Physician's clearance**

- The COVID-19 Form will be sent out via email and place on the school website on the Athletic page. This form must be completed before training.
- If the student-athlete answers “Yes” on the questionnaire, the student-athlete must be cleared by a doctor before participation in workouts can begin.
- Student-athletes who have pre-existing medical conditions and/or are immunocompromised (e.g., diabetes, asthma, auto-immune disorders, etc.) shall provide written cleared from a medical doctor before he/she will be permitted to participate in workouts.

##### **2. Pre-Screening during Summer Recess Phase 1**

- Student-athletes must fill out the COVID-19 Daily Pre-screening Questions before they arrive on site
- If there is a “Yes” answer on the form, students should not come to the workout until they are cleared by a doctor.
- Students will socially distance while lining up on the Edgemore Ave. side of building to hand in their daily form and get temperature checked.

- The screener may be an assistant coach that is coaching that day as long as there is more than one coach for that team at that workout.
- If there is only one coach, then there must be another district approved employee who can conduct the screens.
- The screener must always wear a face covering
- The screener must fill out the pre-screening questionnaire for themselves and have their own temperature checked.
- Upon arrival, all coaches must be wearing a face covering and have a completed screening questionnaire in hand, or they will not be screened.
- There will be NO screening of student-athletes until the coach has arrived and been cleared.
- Upon arrival, all student-athletes must be wearing a face-covering and have a completed pre-screening questionnaire, or they will not be screened
- All screeners must review the completed note on the pre-screening questionnaire and take the temperature of the student-athletes prior to the student exiting the car.
- The screener only needs to document the temperature on the pre-screening questionnaire if it is 100.4 or above.
- The screener must collect and distribute all the completed documents to the appropriate coach to be maintained by the school district.
- If a student arrives on-site and has answered “Yes” on the daily pre-screening form or has a temp of 100.4 or above the screener must do the following
  - Stop the screening process immediately
  - Take the student to the side to recheck temperature. If their temperature is still 100.4 or above, they will be sent home and parents notified
  - The student-athlete will not be permitted to begin workouts until cleared
  - The student’s name must immediately be reported to the Athletic Director, Athletic Trainer, and Building Principal
- If a coach at the workout has answered “Yes” or has a temp of 100.4 or above, then the workout will be canceled, and

athletes should return home unless there are additional coaches.

### **3. Workouts during Summer Recess Phase 1**

- Workouts shall be no more than ninety (90) minutes in duration and shall include a ten (10) minute warm-up and a ten (10) minute cool down.
- Only one workout per day is permitted
- All workouts must take place outside during PHASE 1
- Weight training activities, both indoor and outdoor, are not permitted during PHASE 1
- Access to workouts must be limited to student-athletes, coaches, and appropriate school personnel.
- There shall not be any physical contact, of any kind, between student-athletes and coaches during PHASE 1.
- Throughout PHASE 1, workouts shall be limited to conditioning, skill-sets, and sport-specific non-contact drills
- No competition between schools is permitted during PHASE 1
- There will be a wet-bulb reading prior to the practice and teams will abide by NJSIAA Heat Participation Policy
- Student-athletes should be provided with unlimited access to fluids

### **4. Face coverings**

- Student-athletes who are engaged in high-intensity aerobic activity, e.g., running, sprinting, etc., do not need to wear face coverings during the period of the aerobic activity. Once the aerobic activity is over, student athletes shall wear face coverings
- Student-athletes who are not engaged in high-intensity aerobic activity, e.g., sitting on the bench, reviewing plays, watching videos, waiting in line, etc., will wear face coverings.
- Coaches and district personnel must wear face coverings at all times.
- Face coverings cannot be shared

### **5. Groupings/Social Distancing**

- No more than ten (10) student-athletes may be grouped together in a single area and the groups should be predetermined by the coach prior to the start of the workout.
- Social distancing of at least six (6) feet shall be maintained between student-athletes and staff at all times, including within the ten (10) student-athlete groupings.
- Once student groupings are determined, student-athletes may not switch to another grouping, even for another sport.
- More than one group of student-athletes can be in a single area, provided there is twelve (12) to eighteen (18) feet between each group of student-athletes.
- Groupings must stay together throughout the entirety of PHASE 1.
- There shall not be celebratory contact, e.g., fist bumps, high-fives, huddles, etc
- Student-athletes who participate in more than one sport are encouraged to be grouped with their fall sports teammates.

#### **6. Sports Equipment**

- Sports equipment shall not be shared at any time during PHASE 1
- Each student-athlete shall bring individual water bottles to each workout for his/her own personal consumption. There shall not be any trading or sharing of water bottles.
- All sports equipment and touchpoints (e.g., benches, agility cones, ladders, clipboards, etc.) must be cleaned and disinfected after each workout with EPA approved cleaners and disinfectants against COVID-19.

#### **7. Locker rooms and Restrooms will not be available during Phase 1**

#### **8. Hygiene**

- Students and staff should make every effort to wash their hands as often as possible including before and after the workout.
- Hand sanitizer shall be accessible at all times
- Student-athletes shall wear their workout gear to the workout and shall return home in the same workout gear.
- There shall be no spitting, chewing seeds or gum during the workout.

**District Response to a positive COVID-19 Test or if a student-athlete or coach is symptomatic**

- When a participating member of the team is diagnosed or symptomatic with COVID-19, participation in that sport will cease immediately for all student athletes and staff members who have been in close contact with the diagnosed individual.
- Any student/coach who tests positive should follow CDC/NJDOH Guidelines and doctor's orders along with remaining quarantined for 72 hours after COVID 19 symptoms have resolved.
- The student/coach must be cleared by a doctor to return to workouts
- The Director of Athletics will be notified by screener and provided a copy of the Doctor's
- note with Covid-19 diagnosis by the parent/guardian of the student-athlete.
- While maintaining the student's confidentiality communication will be distributed to all relevant participants including district administration.
- Anyone who is in/or has been in close contact with an individual who tests positive for Covid-19 should be tested.
- If you cannot get a test, individuals who have been in close contact should be monitored for 72 hours. If symptoms do not present themselves, then a COVID 19 test is not mandatory, however, student must be cleared by a doctor to return
- Everyone who is tested must be cleared by a doctor to return to participation

**Additional Information**

- Preseason practices resume the week of August 11th; similar health/safety protocols as Phase 1.
- Virtual Contact Period: August 29 - September 13th: FALL coaches only may have virtual contact with their student-athletes; no in-person practices, scrimmages or games during this time.

- Once regular season practices commence on September 14th, all practices will be run in accordance with local school district policies.

### **Delayed Fall Season**

- Girls Tennis; Sept. 14th return; Sep. 28th regular season start; Oct. 23rd end of season; Oct. 26th – Oct. 31st postseason
- Football: Sept. 14th; Oct. 2nd; Nov. 7th; Nov. 13th – Nov. 22nd, plus Thanksgiving rivalry game
- All other sports: Sept. 14th; Oct. 1st; Nov. 12th; Nov. 13th – Nov. 22nd

**Winter and Spring Seasons** - schedule and protocols to be determined.

## **Appendix Q**

### **Remote Learning Options for Families**

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

### **Full Remote Learning 2020-2021**

#### **HS and MS:**

- Students will log into class periods M, T, Th, & F during live broadcast sessions.
- HS schedule: M and Th: periods 5,1,2,8,6; T and F: periods 9,4,3,8,7
- MS schedule: M, T, Th, & F: periods 1-8 all four days
- Wednesday is a virtual day for all.
- Wednesday: Teachers will post Google Classroom assignments for all students. Individual and small group live sessions will be required when assigned. Teachers will have office hours available for students and families as well.

#### **Elementary:**

(Specific times will be designated at the start of school.)

#### **2 days per week:**

- 60 minutes: reading
- 20 minutes phonics/word study
- 20 minutes Writer’s Workshop mini-lesson
- 30 minutes science or social studies
- 25 minutes related arts
- 20 minutes asynchronous reading or writing activity
- 20 minutes asynchronous math activity

#### **Wednesday:**

- synchronous class meeting, synchronous reading groups, asynchronous independent math, asynchronous Reader’s Workshop mini-lesson

**2 days per week:**

- 30 minutes of Self-Selected Reading (book of choice)
- 30 minutes of Skills Practice: Math (IXL) (1 day)/Reading (IXL) (1 day)
- 30 minutes of Choice Writing: tell a story, share a memory, write a poem, ponder a question, write a fairytale, etc.
- 20 minutes asynchronous reading or writing activity
- 20 minutes asynchronous math activity

**Additional Information**

The Board of Education is scheduled to adopt **Policy 1648 - Restart and Recovery Plan** and **Policy 1648.02 - Remote Learning Options for Families** on August 19, 2020. These policies are designed to address the specific requirements of NJDOE guidelines on the restart of school as outlined in this plan.