

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

Edison Township Public Schools
Board of Education

Fall 2020

RESTART & RECOVERY PLAN

TABLE OF CONTENTS

	<u>Page #</u>
Introduction	5
A. Conditions for Learning	7
1. Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning	7
a. Critical Area of Operation #1 General Health and Safety Guidelines	8
b. Critical Area of Operation #2 Classrooms, Testing, and Therapy Rooms	10
c. Critical Area of Operation #3 Transportation	11
d. Critical Area of Operation #4 Student Flow, Entry, Exit, and Common Areas	12
e. Critical Area of Operation #5 Screening, PPE, and Response to Students and Staff Presenting Symptoms	12
f. Critical Area of Operation #6 Contact Tracing	15
g. Critical Area of Operation #7 Facilities Cleaning Practices	16
h. Critical Area of Operation #8 Meals	17
i. Critical Area of Operation #9 Recess/Physical Education	18
j. Critical Area of Operation #10 Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours	19
2. Academic, Social, and Behavioral Supports	20

RESTART & RECOVERY PLAN

	<u>Page #</u>
a. Social Emotional Learning (SEL) and School Climate and Culture	20
b. Multi-Tiered Systems of Supports (MTSS)	21
c. Wraparound Supports	22
d. Food Service and Distribution	23
e. Quality Child Care	23
B. Leadership and Planning	24
1. Establishing a Restart Committee	24
2. Pandemic Response Teams	25
3. Scheduling	27
4. Staffing	29
5. In-Person and Hybrid Learning Environments: Roles and Responsibilities	30
6. Educator Roles Related to School Technology Needs	36
7. Athletics	39
C. Policy and Funding	39
1. School Funding	39
D. Continuity of Learning	40
1. Ensuring Delivery of Special Education and Related Services to Students with Disabilities	41
2. Technology and Connectivity	42
3. Curriculum, Instruction, and Assessments	43
4. Professional Learning	46
Appendices	48

RESTART & RECOVERY PLAN

RESTART & RECOVERY PLAN

Introduction

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

The Edison Township Public Schools Restart and Recovery 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 will review, discuss and make any necessary adjustments to Board Policy 1648 – Restart and Recovery Plan that includes the policies required in the NJDOE Guidance for eventual adoption at the August 24, 2020 meeting.

RESTART & RECOVERY PLAN

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

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

RESTART & RECOVERY PLAN

THE EDISON TOWNSHIP SCHOOL DISTRICT RESTART AND RECOVERY PLAN

The Edison Township School District 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 District's Plan identifies Ten Critical Areas of Operation which 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 District's Plan and related protocols, as applicable.

RESTART & RECOVERY PLAN

The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are also consistent with the District'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 District'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:
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RESTART & RECOVERY PLAN

- (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) Face coverings will be required for students, and visitors and staff.

RESTART & RECOVERY PLAN

- (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 must still be worn whether students are seated at desks or 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. 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 hand sanitizer.
- (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.

RESTART & RECOVERY PLAN

- (a) If washing with soap and water is not possible, washing with a hand sanitizer.

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

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

- (1) If the school district is providing transportation services on a school bus a face covering must be worn by all students upon entering the bus.
- (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 District's Plan should establish the process and location for student and staff health screenings.
- (2) All students will wear face coverings in line while waiting to be screened upon entering the building.
- (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

RESTART & RECOVERY 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 will 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 District 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

RESTART & RECOVERY PLAN

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.
 - (5) Students are required to wear face coverings at all times. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children under two years old or individuals with disabilities.

RESTART & RECOVERY PLAN

- (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 and proper medical documentation is provided to the district.
 - (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, the visitor's entry to the school/district facility will 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.

RESTART & RECOVERY PLAN

[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 District’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. door knobs, light switches, classroom sink handles, countertops).
 - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
 - (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 - (i) Classroom desks and chairs;
 - (ii) Lunchroom tables and chairs;
 - (iii) Door handles and push plates;
 - (iv) Handrails;
 - (v) Kitchens and bathrooms;
 - (vi) Light switches;
 - (vii) Handles on equipment (e.g. athletic equipment);

RESTART & RECOVERY PLAN

- (viii) Buttons on vending machines and elevators;
 - (ix) Shared telephones;
 - (x) Shared desktops;
 - (xi) Shared computer keyboards and mice;
 - (xii) Bottle Filling Stations; 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 District’s Plan, if applicable:
- (a) Stagger times to allow for social distancing and clean and disinfect between groups.
 - (b) Discontinue family style, self-service, and buffet.
 - (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
 - (d) Space students at least six feet apart.
 - (e) Require individuals to wash their hands after removing their gloves or after directly handling used food service items.

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

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

RESTART & RECOVERY PLAN

- (1) The District'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

RESTART & RECOVERY PLAN

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 District’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.

- (2) The District requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols. To date, the District is not allowing any outside organizations to utilize district facilities.

[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 District’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.

RESTART & RECOVERY PLAN

[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

Edison Township Public Schools recognizes the importance of re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. The following strategies will be utilized in order to develop positive school climates, promote educator well-being, and prepare for and integrate SEL throughout the in-person/virtual school day.

Prior to school opening the district will:

- facilitate various opportunities to assist in identifying SEL needs of students, staff, and families as well as identify strategies that were effective and areas where our district will commit to improving
- provide professional development opportunities to support our educators in integrating SEL into their teaching, understanding and utilizing trauma informed practices, and developing protocol for identifying and supporting students who may be experiencing social-emotional, behavioral, and mental health challenges
- ensure accessibility to mental health and trauma resources, including both school and community supports for students, staff, and families

During the school year the district will:

RESTART & RECOVERY PLAN

- create on-going opportunities for staff to regularly practice and reflect on their social and emotional competencies.
 - provide on-going training and support for our educators
 - ensure that systems are set-up to identify staff and/or students that may be struggling
 - implement appropriate SEL activities and support services and/or identify appropriate resources for our students, staff, and/or families
 - continually evaluate our practices and systems and make adjustments as needed to ensure that we are best supporting our school community and individuals
- 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

Multi-tiered Systems of Support (MTSS)

In order to maximize the conditions for learning at the school, classroom, and individual student level, Edison Township Public Schools utilizes a systematic approach to prevention, intervention, and enrichment in grades PK-12 for both academics and behavior. This framework includes but is not limited to the the following components:

- universal screenings and or assessments to determine where students are relative to key skills at the beginning of the school year

RESTART & RECOVERY PLAN

- collaborative problem-solving teams who will assist with guiding the use of data to inform decisions about instruction and intervention
- acquiring input and feedback from families and/or students with regards to interventions and supports
- an individual student referral system will be active to offer educators and families a mechanism to identify students who may be in need of extra support

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

The Edison School District understands that COVID-19 has greatly impacted our community of learners and their families in a variety of ways. We are prepared and committed to continuing our valuable community partnerships in order to connect students and families to wraparound services that may be critical in the upcoming academic year in areas such as, but not limited to, mental health, health care, and child care.

- We will engage our families to determine needs and gaps in supports for our students.
- We have identified staff members and/or teams who will serve as the point people for determining student and family needs, coordinating services, and providing additional resources as necessary or requested.
- We will ensure accessibility to resources including both school and community support services for students, staff, and families.

RESTART & RECOVERY PLAN

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

[See Appendix H - Meals]

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

The district is currently working with our Before/After Care Provider to possibly offer quality childcare services to staff at a reasonable cost.

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

B. Leadership and Planning

The Leadership and Planning Section of the District’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.

RESTART & RECOVERY PLAN

The provisions marked "anticipated minimum standards" as outlined in the Guidance have been incorporated into the District'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 District's Plan.
 - b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education, 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 District'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.

RESTART & RECOVERY PLAN

- 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;
 - (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 and students (if age appropriate).
- 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.

RESTART & RECOVERY PLAN

- (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 District'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) and CDC Guidelines, 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

RESTART & RECOVERY PLAN

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 the classroom receive instruction. School officials may:
 - (1) Provide teachers common planning time.
 - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
 - (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
 - (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.

RESTART & RECOVERY PLAN

- (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 District'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 District'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 District'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.

RESTART & RECOVERY PLAN

- 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

RESTART & RECOVERY PLAN

- 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.

RESTART & RECOVERY PLAN

- (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
 - (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
 - (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
 - (15) Limiting on-line activities for preschool students.
- c. Mentor teachers should:
- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
 - (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
 - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
 - (5) Continue to maintain logs of mentoring contact.
 - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
 - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.

RESTART & RECOVERY PLAN

- 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 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.

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

- (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.

RESTART & RECOVERY PLAN

(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:

RESTART & RECOVERY PLAN

- (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).
- 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 classrooms for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - (5) Implement modifications or accommodations for students with special needs.
 - (6) Facilitate one-to-one student support.
 - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.
 - (9) Develop online material or assignments.
 - (10) Pre-record direct-instruction videos.
 - (11) Facilitate student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:

RESTART & RECOVERY PLAN

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

[See Appendix O – Staffing]

RESTART & RECOVERY PLAN

7. Athletics

Under Executive Order 149, high school and middle 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. Readyng facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the District’s Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

1. School Funding

a. The District 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 District 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.

Non-Factor Budgeted Items

RESTART & RECOVERY PLAN

- Compensatory Education
- Cleaning and Disinfecting supplies
- Long Term Substitutes to replace teacher leaves of absence.

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

RESTART & RECOVERY PLAN

who are in need of in-person instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

Curriculum, instruction, assessment, and professional learning are all constructs that can be adjusted to serve as levers for equity.

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

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

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

RESTART & RECOVERY PLAN

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 training and acceptable use policy implementation.

RESTART & RECOVERY PLAN

- (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

RESTART & RECOVERY PLAN

appropriate support necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

(2) Instruction

- (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members 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

RESTART & RECOVERY PLAN

- (a) For the purpose 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.

RESTART & RECOVERY PLAN

- c. Professional learning opportunities should be:
 - (1) Presented prior to the beginning of the year;
 - (2) Presented throughout the school year;
 - (3) Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
 - (4) Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members; and
 - (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.

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

- e. Evaluation
 - (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
 - (2) School districts should develop observation schedules with a hybrid model in mind.

RESTART & RECOVERY PLAN

- (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. Each building has established a Best Practices Virtual Learning Team to assist with remote instruction.
- (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

RESTART & RECOVERY PLAN

Appendices

Restart and Recovery Plan to Reopen Schools

Edison Public Schools
Board of Education
Fall 2020

RESTART & RECOVERY PLAN

Appendix A

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

A. General Protocols

1. All teachers, staff and students will wear face coverings at all times as well as upon entry and exit from the building and when in common areas.
2. Parent and visitor access to the school building will be limited and by an appointment basis only. Any parents or visitors who do gain access will be required to wear face coverings for the entirety of their time in the school building.
3. All parents or visitors that request access to the school building will be screened.
4. Signage will be placed around the schools to encourage and remind students to use 6-foot social distancing, hand washing, hand sanitizing, face coverings, and safe respiratory practices (i.e., cover your face with your elbow when you sneeze or cough).
5. Hallways will be designated for one-way traffic, and common areas with more than one door will be designated for one-way entry and exit.

B. Protocol for High Risk Staff Members

High risk staff members may be provided reasonable accommodations as long as they exist within the context of the school day. Each and every employee will be responded to as follows:

1. Discuss appropriate medical documentation with staff member, and obtain the required documentation.
2. Discuss and make accommodations to meet the needs of the staff member, with the goal of successful in-person instruction.
3. Discuss and determine whether the needs of the staff member can be accommodated with an appropriate in-person instruction role.
4. Determine need for and provide appropriate personal protective equipment, if needed, for staff member when working with students in an in-person setting
5. The district will review staff requests regarding the use of remedies included in the *Families First Coronavirus Response Act and ADA*.
6. Human Resources/Personnel will establish a seamless, confidential procedure by which staff members may communicate a request for leave and or a reasonable accommodation that may be necessary due to Covid-19 in accordance with FFCRA provisions.
7. In the event that staff members need to make a request to determine their eligibility for a leave, or any other accommodation to facilitate their return to work, they will be instructed to contact Human Resources/Personnel.

RESTART & RECOVERY PLAN

C. Protocol for High Risk Students

In response to State directives regarding reopening school with adequate precautions to prevent the spread of this contagious disease, the Edison School District will be providing in-person and fully virtual opportunities for all students. The board of education will support a program of in-person and fully virtual learning that:

1. Prioritizes the health, safety, and wellness of students and staff;
2. Maintains the continuity of learning;
3. Accommodates the needs of all learners with flexibility;
4. Incorporates educators, students, parents/guardians, board members and other community members into the entire review and planning cycle.
5. Discusses appropriate medical documentation with parents, and obtains the required documentation.
6. Discusses and makes accommodations to meet the needs of the students.
7. Discusses and makes accommodations to meet the needs of the student via virtual instruction, if deemed necessary or by parental request.
8. Determines need for and provides personal protective equipment, if needed, for the student when they are present in the in-person setting.
9. In consultation with parents, student, school counselor and/or case manager, reviews and determines specific accommodations needed, according to the student's IEP/504 Plan. Adjust accommodations as necessary, to ensure compliance in the in-person and/or virtual instructional model.

RESTART & RECOVERY PLAN

Appendix B

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

- A. All staff and visitors will be required to wear face coverings while on school grounds/in district facilities. Students must also wear face coverings at all times. Teachers will be encouraged to take students outside, weather permitting for mask breaks. Staff will work with students to build their stamina for mask wearing.
- B. Therapy rooms and other specific student need areas:
 - 1. Each school's administration will evaluate, identify, and determine the necessary spaces, programs and procedures for students that require sensory rooms and/or any other accommodation.
 - 2. Each school's administration will identify and determine areas for students to utilize for any school, grade level, program, or individual student need and/or activity.

Schools

A. Social Distancing in Instructional and Non-Instructional Rooms

- 1. Students and staff are required to wear a mask at all times upon entering the school building and throughout the day.
- 2. Students and staff are to follow the flow of traffic in the hallways as indicated by the arrows affixed to the walls and floors.
- 3. All desks are to face the same way in the classroom.
- 4. Class sizes have been reduced using the hybrid instructional model, so the classes will operate at no-more than 50% capacity, allowing for spacing of desks and students' assigned seats.
- 5. Six feet of space will be provided between students.
- 6. Teachers and staff members will be trained on the operation of the HVAC system, so they have a clear understanding of best practices for ventilation.

B. Procedures for Hand Sanitizing/Washing

- 1. Signage throughout the building will be highly visible reminding staff and students of social distancing rules, mask-wearing, and proper hygiene.
- 2. Staff and students are to utilize hand sanitizing stations throughout the building.
- 3. Each classroom will be outfitted with a hand sanitizing station for student and faculty use.
- 4. At the beginning and end of the school day, students will utilize hand sanitizer dispensers at the entrances and exits to the building.

RESTART & RECOVERY PLAN

5. Staff members will build in time with their instruction to allow for sanitation of the student work areas between each block.

Appendix C

Critical Area of Operation #3 – Transportation

Transportation will be provided to students who are eligible according to Board Policies 8611 & 8613. The District will require all students to wear masks on the buses, except where not medical appropriate.

Staff Training

1. All transportation company staff members and District employees will be required to complete training including the signs and symptoms of COVID-19 as well as putting on and removing masks/gloves appropriately.

Student training

1. Wearing a mask at the bus stop and on the bus
2. Social distancing at bus stops
3. Proper procedures for entering and exiting school building

Vehicle Cleaning

1. Buses must be cleaned and disinfected between each use
 - a. Between runs – wipe seat backs, seat belts and railing upstairs with an all-purpose cleaner or a wipe while wearing gloves
 - b. Sanitize bus once it returns to yard after morning runs
 - c. End of day protocol the same

Screening and Admittance

1. The district's transportation contractors are required to provide their employee monitoring procedures to the district before the beginning of the 2020-2021 school year.
2. Staff will go through a daily health check before boarding the bus.
3. Transportation contractors are required to report any possible exposures or confirmed COVID-19 cases to the district immediately so that the district can initiate any necessary contact tracing procedures. Notification will be made to the district's Transportation Coordinator.
4. The district will encourage all parents or guardians to wait with their child(ren) at bus stops until the bus arrives.
5. Students are strongly encouraged to maintain a 6 ft. social distance when possible at bus stops. If maintaining a 6 ft. social distance is not possible, face coverings must be worn at bus stops.
6. Face coverings must be worn by all staff and students on board buses. Requests for exemptions for medical reasons will require appropriate medical documentation and review by district administration and the district school

RESTART & RECOVERY PLAN

- physician. A box of youth masks will be kept on every bus should a student arrive without a mask.
7. The bus driver will make a note and inform the school principal if a student attempts to board the bus without a mask. Students who do not comply with the face covering requirements will be subject to progressive disciplinary action, which may include up to suspension of bus transportation privileges.
 8. Buses will seat students from the back of the bus forward.
 9. Family members should sit together when possible
 10. One (1) student to a two-seater and (2) students to a three seater where possible.
 11. Bus windows will be opened when feasible.
 12. Upon arrival at school, buses will stagger off-boarding students
 - a. Students will exit the bus from the front of the bus to the back
 - b. Students will enter the assigned school building entrance(s) where applicable for temperature screening

RESTART & RECOVERY PLAN

Appendix D

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

A. District and Central Office

1. Temperature screening of all staff and students will occur at designated locations identified by each school's administration.
2. Designated entrances and/or designated entrance times for students will be established by each school based on mode of transportation, grade, classroom location.
3. Face coverings must be properly worn by students entering and exiting the building.

B. Student Lockers and Locker Room Protocols:

1. Locker and locker rooms will not be used during the pandemic.

C. Visitor/Guest Procedures & Guidelines

1. In an effort to minimize the number of parents and visitors, each school will utilize virtual platforms. Any type of IEP, 504, I&RS and parent teacher conferences will be conducted virtually.
2. In-school assemblies, celebrations, recognitions, or ceremonies, at any level, are suspended and will be conducted virtually.
3. If it becomes necessary for a parent or visitor to enter the building, the following guidelines will be followed:
4. All visitors will be required to make an appointment with the appropriate personnel with the approval of the building principal:
 - a. Every visitor entering any of our schools will be screened.
 - b. Masks must be worn at all times by parents and visitors.
 - c. The Raptor Visitor Management System will be used [as in the past] to document all visitors and contractors.
7. Parent meetings/appointment procedure will be established:
 - a. Visitors will be asked to park their car and call the main office and wait in their vehicle until the time of their meeting.
 - b. The main office will call the waiting visitor when it is time for them to enter the building.
 - c. Shipping deliveries [FedEx,UPS,etc] will be received inside the vestibules of each school and taken into the building by main office staff.
 - d. Parents who are picking up a child for an appointment, because they are sick, or for other necessary reasons, will be asked to follow the procedures detailed above and wait for school personnel to escort their child/children to the parent's vehicles.

RESTART & RECOVERY PLAN

- e. Emergency situations may arise which will require a parent/relative to enter the building. Once entry is approved by the main office secretary and/or building administrator, visitors will follow the outlined entry procedures for the building.

D. Hallways and Passing Time:

1. Each school building will provide an array of visual signs for how students should move throughout the building during designated passing times.
2. One directional hallways will be implemented where possible.
3. Stairwells at the high school where possible, will be one directional (up or down). During any emergencies/evacuations, all stairwells will be one directional down.
4. Masks will be mandatory/required during passing times.
5. Each school's administrative team will allow time during the first week of school for staff to review new routes and procedures with their students as needed.
6. At all schools administrators will keep hallways and passing time to a minimum to ensure the safety of all staff and students.

E. Staff and Student Bathrooms

1. Student bathroom doors in all the schools will be kept open where possible for increased air circulation and ventilation and to minimize touch points.
 - a. Bathroom stalls will prevent students to be seen from hallways when doors are propped open.
2. Continuous cleaning, disinfecting, sanitizing, and refilling of paper products throughout the school day by morning and afternoon custodial staff will take place. The facilities/maintenance Department will have a schedule for school custodians to follow.
3. Multiple signs for students and staff to wash hands, keep social distancing, and keep masks on in all bathrooms will be posted.
4. The school principal will determine the maximum number of students permitted per bathroom at a time, dependent on bathroom size and social distancing requirements. Bathrooms will be locked during passing time.
5. Monitors/Hall Duty teachers/staff will be stationed outside bathrooms at all schools, when possible.
6. Schools will communicate with students and parents the expectations of bathroom behavior and procedures.

F. Student Entry and Exit of the School Buildings

RESTART & RECOVERY PLAN

1. Designated entry/exit doors for specific or identified student groups to enter and exit the building will be established. Students need to be assigned specific doors to enter/exit to minimize potential congregation of students and maximize social distancing.
2. At each designated and assigned entry/exit door, schools will ensure that school personnel are stationed at appropriate locations to monitor student entry and exit.
3. Staggered release times will be established, if possible, to go to the buses, to be picked up, or to walk home.
4. Each school's administration will establish parent procedures and expectations at each of the schools including for parents waiting to pick-up/walk home with their child. (i.e. wearing masks, social distancing, specific waiting/standing locations.)
 - a. Students in all grades will be expected to enter the building and report directly to their classroom.
 - b. Arrival time of students and teacher contractual day will be coordinated so that teachers are ready and prepared to receive students.
 - c. Students will enter and exit the building at assigned entrances. Multiple entrances will be used to eliminate student gatherings and allow for appropriate spacing of students.
 - d. Hallways will be designated one-way traffic flow and signage will be used to indicate the flow of traffic in the hallway
 - e. Clear plexiglass barriers in high volume areas.
 - f. Students will walk directly to their classrooms upon arrival in an effort to avoid mixing with other students and common areas and in the hallways.
 - g. OT/PT rooms will be sectioned to allow appropriate social distancing. Students and classes will be scheduled allowing ample time to clean and disinfect equipment between uses. Clear partitions will be used where necessary.
 - h. Before/After Care programs arrival and departure procedures will be established by the building Principals in concert with program leaders.

G. Common Staff Areas (Faculty and Copy Rooms)

1. Copy Rooms

All teachers and staff will be required to follow the guidelines below:

- a. Keep social distancing (6 ft.)
- b. Masks will be worn at all times
- c. Teachers/Staff will wait outside the copy room or main office [depending on where the copy machine is located] when the copier is in use by other teachers/staff.
- d. Schools will provide cleaning products and hand sanitizer at the copier and work area stations.

RESTART & RECOVERY PLAN

2. Faculty Rooms; Building leadership will consider the following:
 - a. Teachers may eat in their classrooms or at another location of the school.
 - b. Designated areas/locations for breaks for staff who do not have classrooms
3. Offices
 - a. A plexiglass barrier will be installed in each main office and nurse's office desk.
 - b. Procedures and plans will be created by each school's administrative team to limit the number of students visiting offices.
 - c. Staff meetings will be conducted virtually, when possible.

H. Designated Stations and Times for Handwashing

1. Each school will be equipped with hand sanitizer in each of the instructional spaces/classrooms and offices.
2. Maintenance/Facilities will establish a schedule and procedures will be put in place to ensure that sanitizing stations are maintained, cleaned, and supplies are refilled.

Schools

A. Location of Student and Staff Screening

1. Each staff member and student will be required to participate in temperature screening upon entering schools.

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

1. Staff members and students are to keep 6 feet distance between each other when waiting for their temperature screening upon arrival.
2. Staff and students should maintain 6 feet distance from other people and always wear a mask at all times, paying special attention to high-traffic times, such as arrival and dismissal.
3. Markings on the floor will indicate six feet of social distancing and arrows will indicate the proper flow of foot traffic in each hallway.

RESTART & RECOVERY PLAN

Appendix E

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

District Schools and Central Office

- A. Screening procedures for students and staff
1. Parents and staff members will be provided a screening questionnaire. This questionnaire should be utilized regularly by parents/staff. If it is determined that a student cannot attend school, parents should report their child's absence to their school as indicated in the student handbook.
 2. A copy of the CDC questionnaire flowchart can be found on each school's website and on the district homepage.
 - a. If the student/staff answers YES to any question in Section 1 but NO to all questions in Section 2, they would be excused from school in accordance with existing school illness management policy (e.g., until symptom-free for 24 hours without fever reducing medications).
 - b. If the student/staff answers YES to any question in Section 1 and YES to any question in Section 2, the student should be referred for evaluation by their healthcare provider and possible testing. Local health officials and/or healthcare providers will determine when viral testing for Covid-19 is appropriate. Students/staff who have received a negative test result should be allowed to return to school once their symptoms have otherwise improved in accordance with existing school illness management policies.
 - c. Students/staff diagnosed with COVID-19 or who answer YES to any question in Section 1 and YES to any question in Section 2 without negative test results should stay home, isolate themselves from others, monitor their health, and follow directions from their state or local health department. Staff/Students and their families are advised that the local health department may contact the family for contact tracing. If contacted, families should notify the contract tracer that the student/staff attended school.
 - d. Students/Staff that answer yes to a question in section 2, and can answer no to section 1, should follow all CDC quarantine guidelines and remain at home.
 - e. Students/Staff diagnosed with COVID-19 or who answer YES to any component of Section 1 AND YES to any component of
-

RESTART & RECOVERY PLAN

Section 2 without negative test results should be permitted to return to school when:

- 10 days since symptoms first appeared and
 - 24 hours with no fever without the use of fever-reducing medications and
 - COVID-19 symptoms have improved (for example, cough, shortness of breath)
-
- a. Questions regarding return to school should be jointly decided in consultation with parents or caregivers, school personnel, and the student's healthcare provider.
 - b. Professional development has been expanded to include training on health and safety, screening protocols, health protocols for students and staff exhibiting symptoms. Other topics to be addressed will be SEL, wellness for staff, and assessment and instruction.
 - c. The Edison School District's faculty will participate in PD opportunities to continue to assess the evolving situation, make adjustments to health and safety protocols and address other student issues.
 - d. The Edison School District will follow updated CDC guidelines regarding universal screening of students: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>
 - e. Staff will follow all CDC Guidelines regarding screening for students.
 - f. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. All district schools will follow current Communicable Disease Service guidance for illness reporting.
 - Each school will have a designated isolation space where students and staff with symptoms related to COVID-19 will be safely isolated from others.
 - Any staff or student with COVID19 symptoms will be sent home immediately. Parent/guardian will be notified and it is expected that parent/emergency contact will pick up within 30 minutes.
 - The students will remain in the designated isolation space with continued supervision, monitoring, and care until picked up by an authorized adult.
 - Students will be released to parent/guardian/emergency contact via designated school exit (staff to walk to exit).
 - 911 will be called in emergency situations.
 - Staff members identified with COVID-19 related symptoms will leave school grounds immediately via designated exit.
 - All students and staff that are symptomatic with COVID-19 symptoms will be advised to seek medical care.
 - Those reporting positive results for COVID-19 or having close contacts test positive for COVID-19 will follow CDC isolation and quarantine guidelines as applicable.

RESTART & RECOVERY PLAN

- Remote virtual instruction will be available for students following isolation/quarantine protocol.
 - Staff members who need to isolate/quarantine will refer to human resources/personnel for guidance and support.
 - m. If a school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
 - n. The nurse and other key staff who have continued close contact (CST, OT/PT, etc) will have access to specialized PPE such as face masks, face shields, gloves and gowns.
 - o. Re-admittance to school will follow current CDC guidelines related to symptoms (not positive testing):
https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprevent-getting-sick%2Fwhen-its-safe.html
 - p. The district will follow all current policies and procedures for staff and students with illness, in particular not returning to school until after being fever-free for 24-hours without the use of a fever reducer, or requiring a doctor's note to return after an illness lasting 3 days or more.
3. Staff, students, and visitors must wear face coverings at all times throughout the day.
- a. In special circumstances, when mask tolerance is being addressed, staff will use additional PPE equipment when working in close contact with students.
 - b. Additional PPE, such as gloves, face shields and gowns will be supplied to staff members who may require close contact with students or who need additional protection.
 - c. All school staff will wear face coverings. It is the staff's responsibility to wash their own face coverings and have at work each day. Staff may choose to wear their own face coverings and not the face coverings provided by the district.
 - d. Staff will be encouraged to take students outside frequently for lessons, walks, movement, and fresh air where masks may not need to be worn by students unless social distancing cannot be maintained.
 - e. Students will be required to provide their own face coverings. Disposable face coverings will be available during the school day should the face covering become soiled, lost, or damaged. Families will be responsible for washing face coverings as recommended.

RESTART & RECOVERY PLAN

Appendix F

Critical Area of Operation #6 - Contact Tracing

1. If the Edison Township School District becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, as well as staff and families as appropriate, of a confirmed case while maintaining confidentiality.
2. Upon notification that a student or staff member has tested positive for COVID-19, the local health department will work in conjunction with the school nurses and trained contact tracers to determine the close contacts of the individual.
 - a. All close contacts will be contacted and health department recommendations to quarantine will be advised.
 - b. A close contact is defined as being within 6 ft. for a period of at least 15 minutes with or without a mask.

RESTART & RECOVERY PLAN

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

Schedule for increased cleaning in all buildings

During the School Day: After the students and staff have entered the building, all entrance touch point surfaces will be sanitized. Student occupied classroom door handles and other corridor touch points will be wiped with disinfectant in-between class periods. Bathrooms will be sanitized once during each shift. This entails sanitizing all bathroom touch points, cleaning visible clutter, and checking dispensers.

In the Evening: Every other night the building will be cleaned and disinfected; this will include classroom desks and chairs, handles on equipment, buttons on machines, computer keyboards, phones, touchscreens, vacuuming, and mopping. Teacher desks should be kept clear of personal objects. Teachers should store staplers, books, pens, equipment, teaching materials, etc., in drawers and cabinets at the end of the day, every day. Office occupants should wipe down their desks and office touch points every day, and not invite others into their offices. The day custodian can disinfect these rooms before the end of his/her shift. Where this is not possible, the evening custodian(s) will add these offices to their rotation.

Checklist for cleaning classrooms, labs, bathrooms, touch points

The day custodian will be cleaning frequently-touched surfaces such as, door knobs, touch points, handrails, drinking fountains, light switches and restrooms during each shift. Lab equipment or shop equipment should be cleaned and sanitized after being used, and before it is stored in cabinets and drawers.

Hand sanitizer location and procedure for refilling and maintaining

The day custodian is responsible for checking and restocking the hand sanitizer dispensers and the bathroom soap dispensers. Hand sanitizer and soap are stored with the custodial supplies. Hand sanitizer stations should be at all entrances, exits and easy-to-access in common areas.

Explain the process of cleaning and sanitizing

Surfaces must be cleaned before being disinfected. This is a two-step process. Cleaning with soap and water will remove dirt and germs, and then surfaces will be disinfected. EPA approved disinfectants will be used with appropriate tools. Custodians will be trained and the products will be used in accordance with product specifications. Custodians will wear all appropriate protective equipment.

RESTART & RECOVERY PLAN

Water fountains

Traditional water fountains will be closed.

Disinfecting spray

Disinfecting spray will be ordered by the day custodian and provided to the faculty. Teachers should be responsible for wiping down their desk throughout the day, as well as the classroom door knobs and other common touch points in the classroom. Students should take a wipe on their way to their desk and wipe down their desk and seat.

Restrooms

Students should be allowed to monitor their own social distancing when using the restroom; staff members may be utilized to limit access to student restrooms. Allowing students to use the restroom during class will minimize the number of students using the restrooms between classes. Reevaluate the situation by building if social distancing is not being followed. Locking restrooms and assigning teachers to monitor their use are options.

Procedure for building disinfecting if a case of COVID is identified

Depending on the circumstances, the entire school building or only the infected rooms will be closed for 24 hours, when necessary. Sprayers will be used to coat surfaces with disinfectant after surfaces have been washed with soap and water. While cleaning and disinfecting, rooms will be vented where possible. All surfaces, including but not limited to, high volume touch points, desks, chairs, handles, switches and equipment will be treated.

Maintaining proper ventilation and circulation of air

The maintenance staff will closely monitor the HVAC systems for proper air flow, and will continue to replace the air filters once per month, which exceeds the manufacturer's specifications. Dampers will be adjusted to increase outside air flow into the building where possible.

Availability of supplies

Each building will be outfitted with a Grab and Go sanitization kit for immediate response. Additional custodial supplies have been ordered; some have shipped and some are back-ordered. Sanitizer sprayers have been purchased for quicker application of the disinfectant. Plexiglass countertop dividers are being constructed and ordered. These will be ready for school..

Signage and Distancing markings

RESTART & RECOVERY PLAN

Each building Principal has reviewed with the Maintenance Department where signs and distance markings will be placed. Purchases of signs and tape/paint for distance markings have been initiated.

For a more detailed list of cleaning procedures please review our cleaning manual on our district website.

RESTART & RECOVERY PLAN

Appendix H

Critical Area of Operation #8 – Meals

The Edison School District has determined that all elementary, middle and high schools will reopen on an abbreviated day schedule where standard lunches and lunchtimes will not be available, with few exceptions. Classes that are scheduled for a full day schedule will eat lunch in their classrooms.

Reopening Food Service and Distribution

Staff Training

1. All food service management company (FSMC) staff will be required to participate in the training sessions.

Screening and Admittance

1. All FSMC staff will be screened on a daily basis. The screening process will follow district guidelines and related required notifications.
2. All FSMC staff that have a fever of 100.4° or above or other signs of COVID-19 illness shall not be permitted to participate in any food service operation including but not limited to food preparation and distribution.

Prevention Strategies

1. All district staff and FSMC contractor staff must embrace the recommendations of the New Jersey Department of Health regarding COVID-19
2. All district staff and FSMC contractor staff will continue to wear required personal protective equipment (e.g., hair nets, proper slip resistant footwear) and will ensure that they also always wear a face covering and gloves. Gloves will be changed, if there are any interactions with other staff members or when handling items which may be contaminated. Staff will also be required to sanitize and/or wash their hands as frequently as possible.
3. As part of their safety program all food service workers will wear FDA approved face shields, face masks and gloves.
4. Service areas will be frequently sanitized including wiping down counters, preparation areas and serving areas
5. All district staff and FSMC contractor staff will practice social distancing whenever possible.

RESTART & RECOVERY PLAN

Food Service Operational Procedures

Free and Reduced Lunch Applications

1. The District's annual communication will be sent to all families prior to the start of the school year outlining the procedures for applying for free and reduced lunch status through the District's secure, State approved, online portal. Should a family not have the ability to complete an online application, they will be able to request that a paper copy be mailed to their home address.
2. Upon receipt of applications, the District will follow the approval guidelines as outlined by the Department of Agriculture.

Meal Distribution

1. In grade K-12, meals will be served in a grab and go fashion at the conclusion of the day.
2. No a la carte sales.
3. All guidelines regarding free and reduced lunch will be observed.

Home Meals through Curbside Pick Up

1. Meals will only be available for pick up. No meal will be served in the cafeteria. Parents will be required to pick up meals at designated times and location(s). Meals will be provided daily, where possible, as dictated by the school schedule. Meals will not be provided for days that school is not in session.
2. The FSMC designee will prepare home meals for pick up in accordance with the pre-ordering system results. The FSMC designee will set up for lunch distribution at the designated location(s) on the designated day and time. Visual indicators will be in place at the pickup location(s) delineating guidelines for families to promote social distancing while waiting to pick up meals. The first family in line will provide their last name to the FSMC designee and their lunches will be placed on a table, in an open-air area where possible. After the FSMC designee is away from the table, the family may take their meals and exit the line. The next family will follow the same procedures until all meals are distributed.
3. The FSMC designee will be responsible for tracking meals served, maintaining reports in the point of sales system, and continuing to file all required reports.

Families will be informed of this process in a communication sent prior to the start of the school year.

RESTART & RECOVERY PLAN

Appendix I

Critical Area of Operation #9 – Recess/Physical Education

1. Students will participate in physical education; however, locker rooms will not be opened so students will not change into gym clothes at school. Students should come to school dressed in appropriate gym clothes (comfortable shirt, pants/shorts, sneakers) on the days they are assigned to take PE.
2. Students will participate in Physical Education on their assigned days and times. Phys Ed will consist of both in-person and virtual instruction.
3. Physical Education teachers will work to develop activities that limit the use of shared equipment.
4. Any equipment that is shared will be cleaned and sanitized at the conclusion of each block.
5. There will be no physical, hands-on interaction between students during PE class.
6. Under our current plan for reopening, elementary recess will be eliminated due to the early dismissal schedule.
7. Six feet of space between students will be practiced during physical education classes to ensure social distancing.
8. When at all possible physical education classes will be held outdoors.
9. Physical Education equipment will be disinfected between uses.

RESTART & RECOVERY PLAN

Appendix J

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

Field trips, assemblies, and large student gatherings will be suspended this school year. This will be revisited in the event that guidelines change regarding social distancing and indoor gatherings.

Extracurricular activities will be determined based on individual parameters and governing mandates, such as guidelines for athletics, number of students in an organization or individual gathering. Clubs may be able to meet in person according to social distancing guidelines, during the specified phase implemented, depending on club size and indoor restrictions. If social distancing guidelines cannot be met, then clubs will meet virtually, where possible. For any clubs that do meet in person, students will have the option of attending virtually.

Use of facilities outside of school hours will be limited to only school-sponsored activities until further notice.

RESTART & RECOVERY PLAN

Appendix K

Academic, Social, and Behavioral Supports

All academic, social and behavioral supports will continue for students, on both in-person and virtual learning days. This includes, but is not limited to:

1. IEP accommodations, modifications, supplemental services
2. 504 Plan accommodations and modifications
3. Intervention and Referral Services action plans and instructional interventions
4. School counseling services
5. Behavioral supports
6. Social and Emotional Learning programs (i.e., small counseling groups, restorative practices for discipline, counselor-led programming for SEL principles, spirit weeks and other school community building activities)

RESTART & RECOVERY PLAN

Appendix L

Restart Committee

The Restart committee is charged with reviewing the NJDOE, both anticipated minimum standards and considerations, and make recommendations, as appropriate, for inclusion in the district's reopening plan.

The Edison Township School District's Restart Committee is comprised of various stakeholders including:

Bernard F. Bragen, Jr., Ed.D., Superintendent of Schools

Gail Pawlikowski, Chief Academic Officer-Secondary

Baninder Mahabir, Chief Academic Officer-Elementary

Christopher Conklin, Ed.D., Assistant Superintendent for Pupil Services/Special Services

Daniel Michaud, School Business Administrator

Patrick Kissane, Director of School Safety & Security

Joan Valentine, Ed.D., Principal

Ralph Barca, Supervisor of Technology

William Kolibas, Director of Buildings and Grounds

Richard Benedict, Manager of Enrollment & Data Systems

Maria Lopez, Supervisor of Grants, Assessments & Special Programs

Ralph Errico, Board of Education President

Falguni Patel, Board of Education Vice President

RESTART & RECOVERY PLAN

Elizabeth Conway, Board of Education Member

Xiaohan Peng, Parent

Shivi Prasad-Madhukar, Parent

RESTART & RECOVERY PLAN

Appendix M

Pandemic Response Teams

Each school's Pandemic Response Team is responsible for:

1. Overseeing each school's implementation of the district's reopening 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 posted by COVID-19.
6. Providing necessary communications to the school community and to the district.
7. Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
8. School safety teams can also serve dual roles as Pandemic Response Team as well when needed.

RESTART & RECOVERY PLAN

Appendix N

Scheduling of Students

The Edison School District has created an approach based on several phases to the reopening of schools that includes an initial phase prior to the first day of school for students. Phase 1 will begin during the week of September 1 through September 4 providing teachers and staff members professional skills and knowledge in an effort to successfully meet students' needs during the reopening of schools. Staff will be trained to effectively implement and monitor new health & safety guidelines, which are necessary because of the COVID-19 global pandemic.

The administration is making various improvements that will enhance student learning for the start of the school year. Teachers will utilize tools such as webcasts and Google Classroom/Meet to support remote synchronous learning activities (learning that happens in real time) when students participate in class virtually from other locations beside their classroom(s). The webcasts will enable teachers to simulcast direct instruction, mini-lessons and facilitate small group instruction from the on campus classroom while including students attending school remotely, whether that be on their cohort's scheduled virtual days (described below) and/or for the students whose caregivers have elected for them to participate in a fully remote schedule five days per week. Asynchronous learning activities (independent practice and learning without real time teacher interaction) will also be an essential element of the district's hybrid model at all grade levels.

A phased reopening of schools and restart of in-person learning supports a safe return of students and staff to school. Administrators will work collaboratively with the Edison Township Department of Health and the district physician to monitor local health conditions, including COVID-19 positivity rates and instances of staff and/or student quarantine/isolation, in order to determine when it is safe to advance to the next phase of reopening schools. The length of the school day may be expanded throughout the reopening phases in order to reintroduce in-person school lunch service, when it is reasonable to do so, and in alignment with the State's reopening and expansion of indoor dining. Until such time, "grab and go" breakfast and lunch service will be available to all students.

Parents and guardians throughout the school year will have the option to elect for their child to receive instruction remotely every day. A form will be available on the district website for parents to notify the district of their intent for their child to participate in full-time remote virtual instruction. These students will be assigned to a class in their assigned school/grade and participate via interactive lessons and Google Meet sessions to engage in direct and small group instruction as well as learning activities with their teachers and classmates. Students will be required to log on and follow their class schedule(s) each day and will be graded based on standard district grading policies/practices applicable to all students. Parents and guardians can elect to have their

RESTART & RECOVERY PLAN

student shift to in-person instruction at the end of the marking period. Parents and guardians who choose to have their child participate for in-person instruction have the option to shift to an everyday remote/virtual instruction model. They must notify their child's principal as well as classroom teachers, in writing, if they elect to stop participating in in-person instruction. Such changes are permissible only at the conclusion of the marking period or trimester.

Phase 1 Staff professional development workshops, as required by NJDOE guidelines, will be scheduled. Edison Public Schools will offer professional development workshops and training for all staff to prioritize the health & safety of district employees and students, ensure staff are equipped to manage student mental health and social emotional needs, and effectively plan/deliver best practice teaching and learning opportunities for all students both on campus and virtually.

Phase 1-A Students will participate in a totally remote program with the exception of some special needs' programs, beginning September 3, 2020 thru October 16, 2020 (This plan revision was submitted to Executive County Superintendent for approval). This phase will last tentatively until October 16, 2020. When conditions permit the district will move to Phase 2, and implement our hybrid model.

Phase 2 All schools will implement our hybrid models from our Return to School Plan approved by the Middlesex County Executive Superintendent.

Phase 3 The district will monitor CDC announcements as well as the level of community transmission and staff/student attendance rates throughout Phase 2 above and consult with the Edison Township Department of Health and district physician. If community health conditions improve or remain stable, then the length of the in-person school day may be increased to full day and lunch service may resume if the State has eased indoor dining restrictions and the district can schedule students for lunch service while also maintaining the State's prevailing social distancing guidelines for schools.

Phase 4 The district will monitor CDC announcements as well as the level of community transmission and staff/student attendance rates throughout Phase 3 and consult with the Edison Township Department of Health and school district physician. If NJ State eases social distancing guidelines for schools and community health conditions improve or remain stable, middle and high school cohorts will be combined and all students [Preschool-12] will resume 5 day per week of in-person full day instruction.

RESTART & RECOVERY PLAN

Appendix O

Staffing

Under the current educational environment, the teachers and staff of the Edison Township School District will be utilized to maximize both their expertise and teaching certifications. Professional development and alignment of standards will be priority areas for 2020-2021. The curriculum office including district supervisors are working closely with special education, regular teachers and paraprofessionals on providing an array of teaching materials for both the in-person and remote virtual settings such as manipulatives, art and science supplies. The expectations of the district is that teachers will encourage two way dialogue and communicate important curricular information to parents. In addition, parents will be made aware of students' progress and any changes to the learning experience as the method of instructional delivery evolves. Curriculum implementation will follow the schedule specified by the district, where students who are not physically in the classroom will learn similar content synchronously and asynchronously along with their in-class peers on each instructional day.

1. The Edison Township School District will develop professional development opportunities and staff collaboration time in accordance with the needs of the district.
 - a. Communication with the teachers and staff will occur regularly throughout the year to assess potential options and ideas for Professional Learning opportunities.
 - b. Edison Township School District will develop professional learning experiences to promote effective instruction for all students.
2. The District will continue to ensure that every student has safe and equitable access to a learning device and internet connectivity to support remote virtual instruction, as necessary. Devices and hot spots are made available to students with neither internet nor access to a mobile device. The district purchased additional Chromebooks/devices for distribution to all students in-need.
3. The Edison School District will develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
 - a. Substitute teachers will be required to participate in an orientation session in late August.
 - b. Substitute teachers hired to cover long term for the 20-21 school year will be afforded professional development opportunities throughout the school year.

RESTART & RECOVERY PLAN

- c. Every effort will be made to minimize substitute movement throughout the school district.

4. The Edison Township School District will continue to implement the New Teacher Mentor Program for all non-tenured teachers. A professional development day is scheduled for all new teachers in August and an introduction to the mentor teachers. Non-tenured teachers will continue to work closely with their cohorts throughout the school year.

5. The Edison School District will 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).
 - a. Teachers will communicate grading practices in September. Progress reports and report cards will be distributed as scheduled on the District Calendar.
 - b. The Genesis Parent Portal will be viewable throughout the year.

RESTART & RECOVERY PLAN

Appendix P

Athletics

Edison Public Schools

Athletic Return to Play guidelines

Phase 1

from July 13, 2020,

through July 26, 2020.

Progression to the next PHASE will be dependent upon directives from the Governor and changes in the prevalence of COVID-19 throughout the State.

Coach

1. Must ensure that all participants have filled out Covid questions on Family ID
2. Must wear face coverings at all times
3. Must follow all pre-drawn structured workouts for the duration of the session
4. Access to workouts should be limited to student-athletes, coaches, and appropriate personnel
5. All players will be grouped into teams of 10 participants.
 - a. These groups of 10 will remain the same for the entirety of phase 1 regardless of attendance or other issues.
6. Workouts should be no longer than 90 minutes in length and include a 10 minute health check, 10 minute warm-up and a 10 minute cool down
7. Throughout phase 1, workouts shall be limited to conditioning, skill sets, and specific non-contact drills.
8. There will be no access to the weight room or weights provided by the school/district during this phase.
9. 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.

RESTART & RECOVERY PLAN

10. There shall not be celebratory contact, e.g., fist bumps, high-fives, huddles, etc.
11. Student athletes should be allowed access to unlimited access to fluids, but must bring their own containers.
12. Students and staff should make every effort to wash their hands as often as possible including before and after the workout.
13. The district will provide hand sanitizer at specific locations accessible to athletes and coaches
14. Workouts shall always comply with the NJSIAA Heat Participation Policy.
15. Only allow access to school building for bathroom access
 - a. Only 1 athlete permitted bathroom access at a time

Athlete

1. Accurately fill out the daily Covid questionnaire.
2. Supply own face coverings that must be worn during non-aerobic activity (sitting on bench, reviewing plays, watching videos, waiting in lines etc)
3. 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.
4. Must bring their own liquid containers, preferably filled at the start of the session.
5. Will avoid celebratory contact, e.g., fist bumps, high-fives, huddles, etc.
6. Students and staff should make every effort to wash their hands as often as possible including before and after the workout.
7. There shall be no spitting, chewing seeds or gum during the workout.

Assessor/Screeners

1. Must use gloves and mask at all times
2. Covid questionnaire needs to be filled out by the athlete prior to evaluation by the assessor
 - a. Due to contact precautions, pens and extra paper will not be available at athletic sites. If the athlete does not have the proper paperwork, he/she will not be able to participate and be sent home. NO late entries will be accepted.

RESTART & RECOVERY PLAN

- b. If yes to any question, athlete will immediately be sent home
 - c. The Medical professional on call will be contacted if the athlete answers yes to any questions
3. Take athletes temperature using contactless infrared thermometer
 - a. Wipe thermometer with alcohol wipe after every use
 - b. Document temperature on google doc
 - c. Immediately contact medical on call if temperature above 100.4

ATC/Nurse

1. Instruct Assessor on how to use thermometer and ranges of temperatures of concern
2. Periodically review google doc of attendance
3. Contact parents of reason for concern and return to play criteria
4. Prepare for phase 2 after guidelines are released

Athletic Director

1. Maintain contact between ATC/Assessor/Nurse/coaching staff to coordinate

General rules for athletes/coaches

1. The COVID-19 Questionnaire must be completed seven (7) days prior to the start of the first workout session. This form only needs to be completed one time. ***(Any athlete that does not have a COVID-19 Questionnaire on file will not be permitted to participate in any workouts.)***
2. Student-athletes who presently have COVID-19, or who have tested positive for COVID-19, shall provide clearance from a physician before he/she will be permitted to participate in workouts.
3. Student-athletes who have pre-existing medical conditions and/or are immunocompromised (e.g., diabetes, asthma, auto-immune disorders, etc.) shall provide clearance from a physician before he/she will be permitted to participate in workouts.
4. Locker rooms will not be accessible for anything other than restroom breaks and may only be used by one athlete at a time.

RESTART & RECOVERY PLAN

5. Student-athletes shall wear their workout gear to practice and shall return home in the same workout gear.
6. If any athlete or coach who has associated with the 10 person squad comes in direct contact with or tests positive with Covid-19, the squad/coach will be quarantined from the rest of the team/district for 14 days.

What kind of supplies will the district need?

1. Thermometer for temperature screenings
2. Hand sanitizer
3. EPA approved cleaners and disinfectants against COVID-19
4. Face coverings
5. Disposable gloves

PHASE 2 – Guidelines

Rationale Phase 2 allows for increased team activities as it pertains to skills and drills development and permits schools to use indoor facilities if approved by the school district. Once individual pods of student-athletes have successfully completed Phase 1, and providing that there has not been a significant change in health conditions indicating otherwise, progression to Phase 2 is medically appropriate. Larger groups of student-athletes are permitted during Phase 2 because the individual pods have practiced together without a confirmed case of COVID-19 over a two-week period.

Phase 2 allows the pods from phase 1 to be combined into a pod of 25-30 student-athletes. Student athletes will be permitted to share sports equipment within their newly formed pod only. Limiting the sharing of equipment to pods will, as in Phase 1, help to control the spread of COVID-19. It is imperative that all sports equipment be regularly cleaned and disinfected in accordance with applicable guidelines.

Screening

No Additions - follow general guidelines.

Workouts

1. Phase 2 allows for increased team activities as it pertains to skills and drills development and permits schools to use indoor facilities if approved by the school district.
2. Workouts shall be no more than one hundred twenty (120) minutes in duration and shall include a ten (10) minute warm-up, and a ten (10) minute cool down.

RESTART & RECOVERY PLAN

3. Phase 2 will last two (2) weeks from the date of the first workout.
4. Only one workout per day is permitted during Phase 2
5. There must be a minimum of 2 practices for every 7 days totaling 4 practices
6. The maximum number of practices is 6 for every 7 days totaling 12 practices
7. There must be one (1) day of rest per every seven (7) days.
8. For indoor workouts, care should be taken to provide proper air circulation.
9. Weight Room Guidelines
 - a. Resistance training should be limited to body weight, sub-maximal lifts and use of resistance bands.
 - b. Maximum lifts should be limited, and power cages should be used for squats and bench presses.
 - c. If six feet away, spotters may be at the end of each bar.
 - d. Weight room touch points must be cleaned both before and after use by teams and specific equipment must be cleaned after each athlete's use.
 - e. Appropriate clothing should be worn in the weight room to minimize sweat transmission to surfaces.
 - f. Any exposed foam or porous surfaces should be adequately covered.

Face Coverings

No Additions - follow general guidelines.

Pods

1. The pods from phase 1 can be combined into a pod of 25-30 student-athletes.
2. All movements must be tracked to ensure all student-athletes in a given pod are in the same Phase
3. For outdoor workouts:
 - a. More than one pod of student-athletes can be in a single area, provided there is twelve (12) to eighteen (18) feet between each pod.
4. For indoor workouts:

RESTART & RECOVERY PLAN

- a. The total number of pods permitted will be determined by the size of the area and by calculating the maximum number of student-athletes and coaches that can maintain 6 feet of social distancing at all times.
5. For indoor workouts in the weight room:
 - a. The maximum number of student-athletes in a weight training pod is 10.
 - b. The total number of pods permitted will be determined by the size of the area and by calculating the maximum number of student-athletes and coaches that can maintain six (6) feet of social distancing at all times.
6. Pods must stay together throughout the entirety of Phase 2.
7. Consider using marks on the floor to maintain social distancing for all indoor workouts.
8. Social distancing of at least six (6) feet shall be maintained between student-athletes and staff at all times, including within the pods.

Sports Equipment

1. Balls may be used throughout Phase 2 as part of the workouts.
2. Balls can be dribbled, passed, caught, thrown, punted, handed off etc. within their pods only.
3. All other equipment, such as sticks, rackets, bats, etc. may be used if they are the student-athlete's personal equipment and should not be shared.
4. During Phase 2, no helmets or shoulder pads are permitted.

Locker Rooms/Restrooms: No Additions - follow general guidelines.

Hygiene: No Additions - follow general guidelines.

Forms: No Additions - follow general guidelines.

Phase 3

Rationale

Phase 3 will be the final phase of the summer recess period, which will conclude on August 28th. Once the previous phase (Phase 2) has been successfully completed and provided there has not been a significant change in health conditions indicating otherwise, progression to Phase 3 is medically appropriate. Phase 3 allows for modified non-contact practices with increased team activities as it pertains to skills and drills development. In this Phase, student-athletes may engage in more rigorous and intense

RESTART & RECOVERY PLAN

workouts, while also maintaining social distancing to the fullest extent possible. During this phase, schools may continue to use indoor facilities if approved by the school district.

Phase 3 will allow a maximum of fifty (50) student-athletes to participate in workouts together and will continue to permit the sharing of sports equipment between and among student-athletes within the new pod. Larger groups of student-athletes are permitted during this phase because student-athletes have worked out together in successive weeks without a confirmed case of COVID-19. As in Phase 2, it is imperative that all sports equipment be cleaned and disinfected in accordance with applicable guidelines.

Screening

No Additions - follow general guidelines.

Positive COVID-19 Procedure

No Additions - follow general guidelines.

Workouts

1. Phase 3 allows for modified practices (no contact) with increased team activities as it pertains to skills and drills development.
2. Phase 3 permits schools to use indoor facilities if approved by the school district.
3. Workouts shall be no more than one hundred fifty (150) minutes in duration and shall include a ten (10) minute warm-up and a ten (10) minute cool down.
4. Phase 3 will last until August 28th.
5. Only one workout per day is permitted during Phase 3.
6. There must be a minimum of 2 practices for every 7 days totaling 4 practices.
7. The maximum number of practices is 6 for every 7 days totaling 12 practices.
8. There must be one (1) day of rest per every seven (7) days.
9. For indoor workouts, care should be taken to provide proper air circulation.
10. Weight Room Guidelines.
 - a. Resistance training should be limited to body weight, sub-maximal lifts, and use of resistance bands.
 - b. Maximum lifts should be limited, and power cages should be used for squats and bench presses.

RESTART & RECOVERY PLAN

- c. Weight room touch points must be cleaned both before and after use by teams and specific equipment cleaned after each athlete's use.
- d. Appropriate clothing should be worn in the weight room to minimize sweat transmission to surfaces.
- e. Any exposed foam or porous surfaces should be adequately covered.

Face Coverings

No Additions - follow general guidelines.

Pods

1. The pods from phase 2 can be combined into a pod of 50 student-athletes.
2. For outdoor workouts:
 - a. All student-athletes and coaches must maintain 6 feet separation when possible. If not face coverings should be on.
3. For indoor workouts:
 - a. The total number of student-athletes permitted will be determined by the size of the area and by calculating the maximum number of student-athletes and coaches that can maintain 6 feet of social distancing at all times.
4. For indoor workouts in the weight room:
 - a. The total number of student-athletes permitted will be determined by the size of the area and by calculating the maximum number of student-athletes and coaches that can maintain 6 feet of social distancing at all times.
5. Consider using marks on the floor to maintain social distancing for all indoor workouts.

Sports Equipment

1. Balls may be used throughout Phase 3 as part of the workouts.
2. Balls can be dribbled, passed, caught, thrown, punted, handed off, etc.
 - a. If handoffs are part of a drill, at a minimum, the person handing off the ball must be wearing a face covering
3. All other equipment, like sticks, rackets, bats, etc. may be used if they are the student-athlete's personal equipment and should not be shared.

RESTART & RECOVERY PLAN

4. Football & Lacrosse helmets may be worn during Phase 3, but mouthguards are prohibited.
5. Field Hockey goalie equipment may be worn, including the helmet during phase 3.
6. All sports equipment and touchpoints (e.g., balls, benches, agility cones, ladders, clipboards, etc.) must be cleaned and disinfected between users and after each workout with EPA approved cleaners and disinfectants against COVID-19.

Locker Rooms/Restrooms

No Additions - follow general guidelines.

Hygiene

No Additions - follow general guidelines.

Forms

No Additions - follow general guidelines.

RESTART & RECOVERY PLAN

APPENDIX Q

REMOTE LEARNING OPTIONS FOR FAMILIES

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

The Edison Public School District will provide a virtual program that includes a combination of both synchronous and asynchronous teaching. Whether participating in person or virtually, the school day schedule will remain intact. Students participating in the virtual learning program will be expected to log into each class for live instruction on a daily basis. Attendance will be taken and those students who are not logged in will be marked absent. As with in-person protocols, the school nurse will call home to confirm the child’s absence. Students who are participating in in-person learning but who are home sick for the day may log in for virtual learning to receive credit. With the exception of preschool and kindergarten, the virtual learning program will consist of multimedia enhanced lessons mixed with live stream instruction where teachers will be conducting lessons from their classroom while students are participating from their desks in the building or while at home.

At any time throughout the year, a family can choose to opt out of in-person instruction and enroll in the virtual program. Choosing the virtual program does not have to be a year long commitment. Families will have the option to re-enroll for in-person instruction at specific times throughout the year with proper notification to the building principal.

Virtual Instruction will be taught primarily via Google Classroom, but also other various platforms.

Grading and assessments will remain intact as stated in the Student Handbook and will be addressed by each teacher at the beginning of the school year. Whether virtual or in-person, students will be expected to adhere to the timelines set within each course or classroom.

Students opting for Full-Time Remote Learning are eligible to participate in sports and extracurricular activities, adhering to the guidelines of health and safety protocols in place.

CHART OF USEFUL LINKS

Conditions for Learning

RESTART & RECOVERY PLAN

Section	Title	Link
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TB_P.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-

RESTART & RECOVERY PLAN

		faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/evaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml

RESTART & RECOVERY PLAN

	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzlkh6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and	Joint Statement of Education and	https://www.naacpldf.org/wp-

RESTART & RECOVERY PLAN

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