

*Deal Borough
The Road Forward Reopening
Plan*



*Deal Borough
Board of Education*

Fall 2023

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Introduction

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

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

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

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

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

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

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

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

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

THE DEAL BOROUGH BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

A. Conditions for Learning

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

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

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

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

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

The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are also consistent with the Board's general obligation to ensure the health and safety of its students and staff

pursuant to N.J.S.A. 18A:40-6 and N.J.A.C. 6A:16-2.1. District officials should abide by the advice of local health officials to determine the safest course of action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Board's Plan.

Ten Critical Areas of Operation

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

(1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:

(a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.

(b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.

(c) The CDC's Guidance for Schools and Childcare Programs, if applicable to the Deal School, will be followed as appropriate.

(d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate, when experiencing symptoms of illness or with a COVID exposure, encouraging the practice of hand hygiene and respiratory etiquette (using arm to cover mouth when coughing or sneezing); requiring the use of face coverings; and signs and messages in and around school buildings.

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

(i) Chronic lung disease or asthma (moderate to severe);

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

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

- b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan
 - (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If the Deal School is not able to maintain this physical distance, additional modifications will be considered including the use of face coverings, using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
 - (2) When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.

- (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities for extended periods.
- (3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks, but will be worn when moving about the classroom.
 - (4) All instructional and non-instructional rooms in schools and district facilities will comply with social distancing standards to the maximum extent practicable.
 - (5) Use of shared objects will be limited when possible or cleaned between each use.
 - (6) All indoor facilities at the Deal School 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, and filter(s) for A/C units in the gymnasium will be maintained and changed according to manufacturer recommendations utilizing the MERV 13 filters. The Deal School HVAC systems, excluding the gymnasiums, do not recirculate air from within the building. Fresh air dampers will be set to maximize the fresh air flow from outside into the building.
 - (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
 - (a) In each classroom (for staff and older children who can safely use hand sanitizer).
 - (b) At entrances and exits of buildings.
 - (c) Near lunchrooms and toilets.
 - (d) Children ages five and younger will be supervised when using hand sanitizer.
 - (e) For classrooms that have existing handwashing stations, stations will be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

- (8) School officials will develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
 - (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) will be used.

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

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

- (1) When students are traveling on a school bus to and from school and are unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.
- (2) Accommodations for students who are unable to wear a face covering will be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
- (3) Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route.

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

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

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

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

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

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

- (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
- (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
- (c) Results must be documented when signs/symptoms of COVID-19 are observed.
- (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.

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

- (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
- (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
- (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures

detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:

- (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
 - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
 - (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
 - (5) Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained,

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

- (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
- (6) Exceptions to requirements for face coverings shall be as follows:
- (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.
 - (c) The individual is in water.
 - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
 - (e) The student is under the age of two and could risk suffocation.
- (7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.

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

f. Critical Area of Operation #6 – Contact Tracing

- (1) The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.
- (2) School officials should engage the expertise of their school nurses on the importance of contact tracing.

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

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

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

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

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

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

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

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

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

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

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

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

allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

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

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

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

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

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

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

2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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

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

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

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

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

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

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

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

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

[See Appendix M – Pandemic Response Team]

3. Scheduling

- a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
- b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.

- (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
 - (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
- c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
- (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology- based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
 - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in the classroom receive instruction. School officials may:
- (1) Provide teachers common planning time.
 - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
 - (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
 - (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.

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

[See Appendix N – Scheduling of Students]

4. Staffing

- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.
- c. The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
 - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
 - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
 - (3) Certification
 - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.
 - (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

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

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

- (1) Reinforce social distancing protocol with students and co-teacher or support staff.
- (2) Limit group interactions to maintain safety.
- (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
- (4) Become familiar with district online protocols and platforms.
- (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
- (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- (7) Provide regular feedback to students and families on expectations and progress.
- (8) Set clear expectations for remote and in-person students.
- (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
- (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- (11) Instruct and maintain good practice in digital citizenship for all students and staff.
- (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
- (15) Limiting on-line activities for preschool students.

- c. Mentor teachers should:
- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
 - (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
 - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
 - (5) Continue to maintain logs of mentoring contact.
 - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
 - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
 - (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
 - (3) Prioritize vulnerable student groups for face-to-face instruction.
 - (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.

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

- (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.

e. Educational services staff members should:

- (1) Lead small group instruction in a virtual environment.
- (2) Facilitate the virtual component of synchronous online interactions.
- (3) Manage an online platform for small groups of in-person students while teacher is remote.
- (4) Assist with the development and implementation of adjusted schedules.
- (5) Plan for the completion of course requests and scheduling (secondary school).
- (6) Assist teachers with providing updates to students and families.
- (7) Support embedding of SEL into lessons.
- (8) Lead small group instruction to ensure social distancing.
- (9) Consider student grouping to maintain single classroom cohorts.
- (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

f. Support staff/paraprofessionals may:

- (1) Lead small group instruction to ensure social distancing.
- (2) Consider student grouping to maintain single classroom cohorts.
- (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

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

g. Substitutes

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

- a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:
 - (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.

- (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
 - (3) To the extent possible, provide district one-to-one instructional devices and connectivity.
 - (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
- b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:
- (1) Train student teachers to use technology platforms.
 - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
 - (3) Survey assistant teachers to determine technology needs/access (Pre-school).
 - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- c. Student teachers should:
- (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
 - (2) Lead small group instruction (in-person to help with social distancing).
 - (3) Co-teach with cooperating teachers and maintain social distancing.
 - (4) Manage online classrooms for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - (5) Implement modifications or accommodations for students with special needs.
 - (6) Facilitate one-to-one student support.

- (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.
 - (9) Develop online material or assignments.
 - (10) Pre-record direct-instruction videos.
 - (11) Facilitate student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
 - (2) Develop and communicate a plan of accountability that identifies how teachers 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]

7. Athletics

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

[See Appendix P – Athletics]

C. Policy and Funding

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

1. School Funding

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

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

- b. School District Budgets

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

- c. School Funding

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

- (1) Purchasing

The school district may likely need to purchase items not needed in the past and may experience increased demand for previously

purchased goods and services to implement the Plan. The school district shall continue to comply with the provisions of the “Public School Contracts Law”, N.J.S.A. 18A:18A-1 et seq.

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

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

(3) Costs and Contracting

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

D. Continuity of Learning

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

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

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

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

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

may require accommodations and modifications as part of a 504 Plan.

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

2. Technology and Connectivity

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

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

3. Curriculum, Instruction, and Assessment

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

appropriate 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

- (a) For the purposes of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
- (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
- (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
- (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
- (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
 - (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

4. Professional Learning

- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
- b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.
- c. Professional learning opportunities should be:
 - (1) Presented prior to the beginning of the year;
 - (2) Presented throughout the school year;

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

d. Mentoring and Induction

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

e. Evaluation

- (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
- (2) School districts should develop observation schedules with a hybrid model in mind.
- (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
- (4) School districts should consider the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.

- (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

5. Career and Technical Education (CTE)

- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
- b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
- c. Guiding Principles
 - (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
 - (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.
- d. Quality CTE Programs
 - (1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLs, CTE Core Content Standards, industry certifications, college credit agreements, etc.
 - (2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.
- e. Work-Based Learning

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

Strong career advisement in conjunction with business and community partnerships are essential components of CTE programs and cannot be

compromised in a time of increased social distancing; therefore, modifications must be developed to maintain program quality.

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

Appendices

Restart and Recovery Plan to Reopen Schools

Deal Borough Board of Education

Fall 2023

Appendix A

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

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

- a. Protocol for High Risk Staff Members
- b. Protocol for High Risk Students

In all stages and phases of pandemic response and recovery, the Deal School must comply with Center for Disease Control (CDC), state, and local guidelines. The Deal School will also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.

General Guidelines:

The Deal School Administration and/or designee will consult regularly with the County and State Health Department Officials to stay current on updates surrounding the latest information regarding COVID-19 numbers. Health Department officials will be consulted as needed when any suspected cases or exposures may occur. The health departments decision/recommendations will be carefully considered and implemented where appropriate.

Staff:

- All staff members will be provided PD on the appropriate hygiene for themselves as well as how to present and implement this with students in the classroom.
- Staff members who are not vaccinated will be asked to wear face coverings whenever in the building and in proximity, within 3ft., to colleagues or students unless it is detrimental to their health as verified by a doctor's note and medical diagnosis.
- Face shields were provided to all teachers to utilize for instruction when it is necessary that their mouths be visible to the students. Face coverings with clear mouth coverings are available to staff members for use when needed.
- Plexiglass dividers will be utilized in the classroom when appropriate to create a physical barrier between students and teacher.

Students:

- Students with medical conditions placing them in the high risk categories who may not be able to return to school under the modified conditions will be provided the option of remote learning as is offered in the Deal School Reopening . All students will have the option to participate in full-time remote learning.
- All students will be required to complete a daily COVID-19 screening questionnaire. This will be completed electronically prior to coming to school.
- All students will report to their designated areas upon arrival in the building for a body temperature screening.
- Students will be provided instruction on proper personal hygiene practices that will help prevent/reduce the transmission of viruses.
- Students will utilize face coverings at all times with the exception of breaks for removal, lunch, snacks, drinks and at the direction of an adult at appropriate times.

- Breaks will occur outside unless inclement weather prohibits. If needed students will enter the gymnasium or cafeteria for brief face covering breaks. (Indoor areas will be thoroughly cleaned after students leave the area)
- Privacy carrolls may be used for student desks when eating snacks in the classroom or students may be taken to the cafeteria for snack.
- Students refusing to do so will be sent home and if refusal continues will be placed on full-time remote learning.
- Students arriving without a face covering or who may lose their face covering throughout the day will be provided a face covering from the school.
- Face coverings must be worn at all times, when working 1-1 with a teacher or if the teacher is assisting a student at their desks. Face coverings will remain readily available at the students desk.
 - No Gators will be allowed due to their proven ineffectiveness in preventing transmission.

Appendix B

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

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

- a. Social Distancing in Instructional and Non-Instructional Rooms
- b. Procedures for Hand Sanitizing/Washing

Social Distancing in Instructional and Non-Instructional Rooms

Classrooms:

- In-person instruction will be presented at a decreased capacity with class sizes being cut down to a number of students that will allow for appropriate social distancing in the classroom. Face coverings will be required in the classrooms at all times unless instructed otherwise by the adult in charge.
- Teachers will wear face coverings at all times in the classroom unless a documented medical condition makes this detrimental to their health.
- Classroom furniture will be assessed as to the appropriateness in accommodating social distancing. Any furniture currently in the classroom that may be difficult to disinfect or utilized as common furniture will be removed from the classroom. (ie. bean bags, couches..)
- If appropriate, physical barriers may be utilized between desks if social distancing is not possible or students will be collaborating within the 6ft social distancing requirement.
- Face coverings will be utilized at all times unless otherwise directed by the adult in charge.
 - Students refusing to do so will be sent home and if refusal continues will be placed on full-time remote learning.
- The use of common materials in the classroom will be limited. Teachers will provide supply lists prior to the start of the school year that will allow for parents to purchase such materials to limit sharing.
- There will be no visitors to the classrooms this year. Parents entering the building will remain in the foyer and will be required to wear a face covering.

Therapy Rooms:

- Therapists providing services for related services such as OT, PT, Speech or diagnostic testing for special education services will utilize appropriate social distancing when possible.
- Services will be performed in areas of the building that provide sufficient space, or outside when appropriate.
- All instructors will utilize face coverings when working with students.
- Speech therapists, LDTC, and School Psychologists may utilize plexiglass barriers and/or face shields to allow visibility of their mouths when providing services or testing as is necessary for accuracy of evaluations.

HVAC/Ventilation:

- The Deal School utilizes steam-based heat and individual window mounted air conditioning units throughout the building, with the exclusion of the gymnasium, which eliminates the use of recycled air throughout the building. This is a benefit in reducing the spread of viruses.
- When appropriate and safe, teachers may open classroom windows for better airflow and ventilation.
- Fresh air dampers in each individual classroom univents will be set to maximize the fresh air flow from outside into the classrooms.

- Window fans will be utilized to create air flow exchange in the classroom as often as possible.
- Classroom doors will remain in the open position to increase airflow and to eliminate the touch point of doorknobs.
- All filters will be changed according to the manufacturer recommendations and we will utilize the MERV 13 filters to maximize filtering of allergens. This includes the gymnasium which utilizes central air conditioning units to cool that area. Gymnasium doors will remain closed.

Hand Sanitizing:

- All classrooms are equipped with hand sanitizing stations in addition to sinks and soap.
- Students will be required to utilize hand sanitizer or wash their hands upon entering the classroom and before going to their desks.
- Teachers will create routines in the classroom to allow students to wash their hands with soap and water on a regular basis and during critical periods, such as, before and after lunch and recess, after blowing their nose, or coughing or sneezing and returning from the bathroom.

Appendix C

Critical Area of Operation #3 – Transportation

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

- a. Student Transportation
- b. Social Distancing on School Buses

Student Transportation:

- Carpooling among multiple families is discouraged in order to eliminate possible transmission between families and cohorts/grade levels of students.
- Students must remain in their cars upon arrival until they are given permission from a staff member to exit the car and enter the building going directly to their designated arrival area.
- Students will wear face coverings upon entering the building and while in their designated arrival area. Students will be required to wear their face covering throughout their time in their arrival area.
 - Students arriving without a face covering or who may lose their face coverings throughout the day will be provided a face covering from the school.

Bus Transportation:

- Those students riding buses will be required to wear face coverings while at the bus stop and while on the bus to and from school. Students are required to wear their face coverings throughout the duration of their bus ride to and from school.
- Students will be given assigned seats whenever possible and appropriate to allow for siblings not at risk of each other to sit together.
- Students will wear face coverings upon entering the building and while in their designated arrival area. Students will be required to wear their face coverings throughout their time in their arrival area.
 - Students arriving without a face covering or who may lose their face coverings throughout the day will be provided a face covering from the school.
 - No Gators will be allowed due to their proven ineffectiveness in preventing transmission.
- It will be the recommendation of the Deal School to all contracted buses that students be required to wear face coverings at all times on the bus and that buses be disinfected before and after each route.
 - Students refusing to do so on the bus will face disciplinary action based on the Deal School Code of Conduct. Students continuing to refuse may be removed from riding the bus.

Appendix D

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

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

- a. Location of Student and Staff Screening
- b. Social Distancing in Entrances, Exits, and Common Areas

Student Arrival:

- Prior to arrival at school all parents will be required to complete the Daily Covid-19 Screening Questionnaire for their child(ren). This is an online form that will be completed each day the child is receiving in-person instruction. The online form will allow us to sort and manipulate the data into a user friendly format.
- Carpooling with only students within your grade level is encouraged.

- No students are to be dropped off prior to 8:00 a.m. Students must remain in their cars until they get to the main doors of the school at the circle and are given the o.k. to exit their vehicle and enter the building. The doors will open at 8:00 a.m.
- All students will be required to wear face coverings upon entering the building.
 - Students refusing to do so will be sent home and if refusal continues will be placed on remote learning.
 - Students arriving without a face covering or who may lose their face covering throughout the day will be provided a face covering from the school.
- Grades 5-8 will enter the building through the business office entrance and go directly to the gymnasium to an assigned location to receive their temperature screening. Any K-4 students arriving with older siblings at the front entrance will enter the building at the cafeteria entrance and go directly to the cafeteria to an assigned location to receive their temperature screening. (Socially distanced markers will be placed on the floor in both locations to guide students)
- Grades K-4 will enter the building through the back entrance on Drummond Avenue and go directly to the cafeteria to an assigned location to receive their temperature screening.
- Students will be dismissed staggered by grade level to their respective classrooms to start the day. All students will wear face coverings during the transition times.
- Lockers will not be in use this year. Students will be provided coat hooks in the classrooms and textbooks will remain in the classrooms when possible.
- Students in Grades 4-8 will be allowed to carry backpacks this year to limit their need to be at their lockers.
- Whenever social distancing is not possible face coverings must be worn.
 - Students refusing to do so will be sent home and if refusal continues will be placed on remote learning.

Staff Arrival:

- Prior to arrival at school all staff members will be required to complete the Daily Covid-19 Screening Questionnaire for themselves. This is an online form that will be completed each day the staff member is in the building providing instruction. The online form will allow us to sort and manipulate the data into a user friendly format.
- Upon arrival all staff members will report to the nurses office to receive a temperature check. The staff will line up appropriately distancing in the hallway until their turn.
- Face coverings will be worn while waiting for health screening.
- The staff break/work room is limited to three staff members at a time.
 - A student bathroom will be designated as a staff bathroom until further notice.

Student Dismissal:

- **Students being picked-up:**
 - Students will be dismissed by class to a designated area outside of the school along the front drive where they will wait with their classmates, socially distanced and wearing face coverings. As parents arrive in the drive they will be dismissed to their parents car. **Parents may not exit the cars**

- Parents who wish to park across Roseld Ave. and walk to the school must wear face coverings and practice social distancing while waiting for their child. (This is discouraged)
- **Buses:**
 - Students will be dismissed from the Drummond Avenue entrance of the building. They will line up, socially distanced and masked, in a secured and designated area of the parking lot until their bus arrives.
- **Inclement Weather Days:**
 - Students will be dismissed to the gymnasium and the cafeteria by grade level and dismissed as their parents arrive.
 - Students will use the socially distanced markings from morning arrival to maintain proper distancing.

Staff Dismissal:

- Staff will dismiss at their contractual time cognizant of social distancing.

Common Areas:

- **Cafeteria:**
 - The cafeteria will be limited to a number of students that may be appropriately socially distanced during lunch periods. (Approximately 50) The remaining students will eat outside (weather permitting) or in an appropriate classroom. This will be rotated to provide equity throughout the week.
 - This is for full day attendance only.
 - Grab and Go lunches will be available during 12:30 dismissal days.
- **Playground:**
 - The playground equipment/facilities will be off limits until further notice. Students will have access to the front fields and blacktop area for recess.
 - Students will be encouraged to remain socially distant during recess.
- **Main Foyer:**
 - Parents and visitors entering the building will be limited to the main foyer of the building. The foyer will have a limit of two occupants at a time.
 - No parents or visitors will be permitted beyond the main foyer. (Exception: Maintenance workers and people on official school business. All will be required to complete a COVID-19 Screening Questionnaire and temperature check prior to entry and must wear a face covering while in the building)

Hallway Flow/Signage:

- Hallways will be made into one way lanes with signage guiding students and reminding them to remain to the right and socially distanced six feet from other students.
- Students will wear face coverings during all hallway transitions and when in the hallway visiting the restroom or other areas of the building.

- Students refusing to do so will be sent home and if refusal continues will be placed on remote learning.
- Bathrooms and hallways will be equipped with signage encouraging appropriate preventative hygiene practices ie. washing hands.
- Transitions between classes will be done methodically to limit the number of students passing in the halls and will be monitored by administration and teachers who will be dismissing students. (Check the hallway prior to dismissing students to make sure other classes are not in the hallway)
- Grades K-3 will be escorted to the related arts classroom by either the classroom teacher or the related arts teacher to monitor social distancing and the wearing of face coverings.
 - During the 1st phase of the reopening plan all related arts courses will be delivered remotely.

Bathrooms:

- No students will be permitted in the bathrooms during the change of classes.
- Teachers will limit bathroom visits to one person at a time during class time.
- Younger grades may want to do full class visits monitoring/regulating students in and out of the bathroom. In this situation 2-3 students may enter the bathroom at a time.

Appendix E

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

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

- a. Screening Procedures for Students and Staff
- b. Protocols for Symptomatic Students and Staff
- c. Protocols for Face Coverings

Screening Procedures:

- **Students:**
 - Prior to arrival at school all parents will be required to complete the Daily Covid-19 Screening Questionnaire for their child(ren). This is an online form that will be completed each day the child is receiving in-person instruction. The online form will allow us to sort and manipulate the data into a user friendly format.
 - If not completed it will be completed by the school nurse in consultation with the student.
 - Students showing symptoms prior to coming to school should report these symptoms on the Covid-19 Screening Questionnaire. Students showing concerning symptoms **may not report to school.** The school nurse will follow-up with parents throughout the day.
 - All students will receive a temperature screening upon entering the building and reporting to their designated staging area. This will follow the guidelines put forth by the CDC and the NJDOH/CDS
- **Staff:**
 - Prior to arrival at school all staff members will be required to complete the Daily Covid-19 Screening Questionnaire for themselves. This is an online form that will be completed each day the staff member is in the building. The online form will allow us to sort and manipulate the data into a user friendly format.
 - All staff members will receive a temperature screening in the nurse's office upon entering the building.

Protocols for Symptomatic Students and Staff:

- **Students:**

- Students showing symptoms related to those of COVID-19 while in school will be sent immediately to the nurse for evaluation. Face covering will remain mandatory for these students while evaluated and while remaining in the building. Symptoms include:
 - Fever, dry cough, nausea, shortness of breath, chills, sore throat, muscle aches, headaches, loss of taste or smell, vomiting, diarrhea.
 - An isolation area will be constructed in the locker room area in which the student will remain until they are able to be excused from the building with a parent. No students or staff will be permitted into the nurse's office until the child has left, the room has been disinfected and it has been deemed safe.
 - Based on the nurse's evaluation of the student a COVID-19 test may be required prior to returning to school.
 - If deemed necessary students will be removed from the classroom in which the sick child resided so that a disinfecting of the classroom may take place.
 - Students and staff in proximity to the student will be put on symptom watch. Any students or staff that may have been within 6ft. of the student for 10 minutes or more will be considered exposed. (without appropriate PPE)
 - Notification will be sent home to the appropriate families to inform them and to notify them to be alerted to possible symptoms in their child.
 - The school will follow NJDOH/CDS guidelines in reporting illnesses in the building.
 - A doctor's note will be required for that student's return to in-person instruction in the school after a 72 hour period of being symptom free.
- **Student Probable/Confirmed Case:**
 - A Probable Case will isolate as per existing guidance and be sent home immediately.
 - Recommended for immediate testing
 - Possibility of school-wide virtual/remote instruction for students class or cohort possibly exposed to a confirmed case to allow appropriate testing and contact tracing. Recommendation of the health department.
 - All students and faculty in class or on a bus with a Probable Case are quarantined for 14 days or until Probable Case tests negative.
 - Assess after school activities
 - Confirmed case will isolate as per existing CDC and NJDOH/CDS Guidelines
 - Notify health officials
 - **Staff Member:**
 - Staff members showing symptoms related to those of COVID-19 while in school will be sent immediately to the nurse for evaluation. Face covering will be mandatory for these staff members until evaluated and while remaining in the building if deemed necessary by the school nurse.
 - An isolation area will be constructed in the nurse's office in which the staff member will remain until they are able to safely leave the building. No students or

staff will be permitted into the nurse's office until the staff member has left, the room has been disinfected and it has been deemed safe.

- Based on the nurse's evaluation of the staff member a COVID-19 test may be required prior to returning to school.
 - Students and staff in contact with the staff member will be put on symptom watch. Any students or staff that may have been within 6ft. of the student for 10 minutes or more will be considered exposed. (without appropriate PPE)
 - Notification will be sent home to the appropriate families to inform them and to notify them to be alerted to possible symptoms in their child.
 - If deemed necessary students will be removed from the classroom in which the sick staff member resided so that an immediate disinfecting of the classroom may take place.
 - The school will follow NJDOH/CDS guidelines in reporting illnesses in the building.
 - A doctor's note will be required for staff member's return to in-person instruction in the school after a 72 hour period of being symptom free.
 - Notify health officials
- **Staff Member Probable/Confirmed Case:**
 - Probable Case will isolate as per existing guidance.
 - Recommended for immediate testing
 - Possibility of school-wide virtual/remote instruction for staff members class or cohort possibly exposed to allow appropriate testing and contact tracing. Recommendation of the health department.
 - All students and faculty in class or directly exposed to a Probable Case are quarantined for 14 days or until Probable Case tests negative.
 - Assess after school activities
 - Confirmed case will isolate as per existing CDC and NJDOH/CDS Guidelines
 - Notify health officials
- **Face Coverings (Students, Staff, & Visitors):**
 - Students & Staff will be required to wear a face covering when:
 - Social Distancing is not possible
 - Passing in hallways
 - Visiting the bathroom
 - Visiting the nurse
 - Visiting the main office
 - Visiting the business office
 - Upon arrival and dismissal
 - Moving around the classroom
 - When in contact with students (Staff Members)
 - Visitors will be required to wear face coverings at all times while in the building.
- **[Student Daily Health Screen Questionnaire Form](#)**

- [Staff Daily Health Screen Questionnaire Form](#)
- [Deal School COVID-19 Self-Isolation Quarantine Guidelines](#)

Appendix F

Critical Area of Operation #6 - Contact Tracing

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

Contact Tracing:

All contact tracing will be done by the Monmouth County Regional Health Commission upon notification by the school. The school will provide to the MCRHC the following documents:

- Class list
 - Name
 - Address
 - Parent Contact
 - Possibly class schedules
- Staff Member Contact Information
- Copy of letter sent home to parents and staff notifying them of a positive case and requiring symptom watch/quarantine.
- The school nurse will make the appropriate notification to the NJDOH/CDS

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

In an effort to augment our commitment to providing a safe and healthy environment for our students, staff and greater school community, the following enhanced cleaning procedures will take effect immediately:

1. Increase the frequency of routine interior and exterior touch-point cleaning, including, but not limited to, cafeteria tables, door handles, panic bars, door pulls, doorknobs and counter tops.
2. Increase the frequency of routine restroom cleaning of all touch points including, but not limited to, faucets, flushometers, door handles, door pulls, hand dryers and soap & sanitizer dispensers.

Increase the frequency of extensive classroom cleaning of all touch points including, but not limited to, door handles, doorknobs, pull handles, desktops, tabletops, ledges, windowsills and chairs.

All touch point cleaning is to be completed utilizing

Ensure all District buses are cleaned regularly with use of the antibacterial wipes.

General Cleaning Procedures

Area: Classroom, Classroom Bathrooms, Teacher's Lounge

1. Begin with a fully supplied cleaning cart.
2. Look at the room top to bottom.
3. Check lights/ceiling tile/blinds.
4. Make a mental note to yourself to repair/replace light bulbs, ceiling tiles the next day.
5. Any replacement/repairs you can't perform, put in writing
6. Start cleaning from ceiling to floor.
7. Empty trash cans, recycle as required / clean interior-exterior of cans, reline as needed.
8. Perform high dusting with correct feather dusters, work down from the ceiling.
9. Clean whiteboard per teacher's instruction, wipe down trays with the correct product.
10. Clean, disinfect sinks/toilets with correct products (daily).
11. Clean, disinfect desks, tables, chairs, door handles with correct products (daily).
12. Clean, dust, wipe down all vertical and horizontal surfaces with correct products, clean pencil sharpeners.
13. Clean glass.
14. Clean, vacuum all carpets.
15. Vacuum, dust mop floors (do not sweep into hallways).
16. Damp mop floors with the correct product.

17. Check, clean, refill all soap, paper, disinfectant dispensers.
18. Spray down everything in the room using the Disinfectant.
19. Turn off lights, close door - go to the next classroom.
20. End of shift, restock your cleaning cart for the start of the next day.
21. Classroom areas of contact will be disinfected frequently throughout the day.
 - a. Classroom doors may remain open to limit touchpoints
 - b. Desks high touch points will be disinfected between class transitions

Area: Kitchen, Kitchen Office

22. Pick up mats as needed to clean the floor.
23. Check, clean all soap and paper dispensers.
24. Dust with feather duster, wipe down all walls, hood vents, mobile carts.
25. Wipe down the front of the serving counter, door handles, all window glass.
26. Empty trash cans, recycle as required, clean interior-exterior of cans, reline as needed.
27. Clean, disinfect sinks with correct products.
28. Clean, dust, wipe down drink cases (glass) bottom rails and exterior of case.
29. Dry mop, wet mop floors with correct product.
30. Put mats back down.

Area: Bathroom

31. Check, clean all soap, paper bathroom dispensers.
32. Clean bathrooms as required with all correct products - towards the end of your shift.
33. Check all fixtures for water flow, loose parts. Report as needed to supervisor.

Area: Hallways, Gym, Auditorium

1. Check, clean all dispensers.
2. Check, replace ceiling tile, lights.
3. Dust mop, run machine over hallways with correct products (Gym, Auditorium - 2/3 times a week).
4. Check, clean all glass, door handles, radiator covers, ceiling, ceiling vents, walls, mats, corners of floor and water fountains

Area: Building/Grounds

5. Pick up debris, empty trash cans, recycle as required, reline cans, sports fields, tennis court, playgrounds, check outside lights in your area.
7. Keep the boiler room, custodian closets stocked with supplies, clean and free of debris at all times.
8. Inspect boilers every two hours, fill in log books as required (seasonal).

Disinfection

Disinfection is particularly important multiple times a day and performed daily on all touch points in restrooms, community rooms, gymnasium and workout areas, daycare / preschool surfaces (e.g., desk- tops and toys), and other high-touch locations.

Cleaning staff will:

Perform disinfection in areas or on surfaces where pathogens collect and breed, such as in restrooms, on door handles, exercise and playground equipment, and other fomites (inanimate surfaces that can harbor and transmit germs). However, use disinfectants only where required to

minimize their use.

1. – Disinfect using only disinfectants or devices that can document disinfecting properties.
2. – Follow product label directions for preparation of chemical disinfecting solutions (e.g., dilution rate), and the appropriate disinfecting and cleaning method for the area to be cleaned (e.g., dwell time and pre-cleaning as required).

OSHA Bloodborne pathogen standard

As part of its mission to protect employees from hazardous work environments, OSHA maintains standards that cover safe handling of bloodborne pathogens for people who encounter bodily fluids on the job. Bloodborne pathogens are disease-causing microbes transmitted by blood or other body fluids.

OSHA recommends the use of a disinfectant that is tuberculocidal (kills TB) and proven effective against the Hepatitis B virus (HBV) to disinfect surfaces potentially contaminated by bloodborne pathogens.

Check disinfectant labeling for EPA registration to determine whether or not the product is tuberculocidal.

In certain instances, products that kill HBV may serve this purpose, but using an EPA-registered tuberculocidal is safer in most cases. Certain hydrogen peroxide-based products are effective but less toxic disinfectants, and make tuberculocidal claims (check for EPA registration) that may meet OSHA requirements for blood-borne pathogen cleanup.

Careful attention will be given to the use and application of these federally required products under a green maintenance program. Chemicals reserved for compliance with OSHA's Bloodborne Pathogen Standard will be clearly separate from those used for general disinfecting/sanitizing. This dedicated use and special focus will help meet OSHA requirements, differentiate the procedures for the different types of disinfecting/sanitizing, reduce the potential for confusion, and minimize overall health and environmental impacts.

Appendix H

Critical Area of Operation #8 – Meals

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

Cleaning of Food Areas: Cafeterias, Breakrooms, and Other Areas

Particular attention will be paid to sanitizing touch points in food areas. It is also important to manage and remove food waste and to sanitize trash receptacles containing food debris, recyclables such as soda cans, and other objects that contain food residues, which can attract pests.

Making every effort to eliminate wastes and residues that attract pests is critical to protecting occupant health by reducing or eliminating the need for pesticides inside the building. Ask occupants to rinse out food and drink containers before placing them in recyclable collection areas.

Occupants will empty and clean refrigerators to avoid food going bad. Integrated Pest Management (IPM) will be followed.

Cleaning food areas, such as dining areas and break rooms, will include the following:

1. – Clean and sanitize surfaces in food preparation and consumption areas on a daily basis or as required to protect human health.
2. – Clean and sanitize daily surfaces that hands touch (e.g., faucet handles, bottle refill stations, and cafeteria lines).
3. – Equip waste containers likely to collect food waste with a cover, and empty once per day or when full; clean and sanitize daily.
4. Water fountains will be disabled.

Food Distribution

Full Day Only

All lunches will be cold with 5 choices:
(Cafe will be set up with stations for which prepacked meal they want)

All lunches will be grab and go with students eating in the classroom and some in the cafeteria.

No chips or beverage for sale. Only a la cart items and water bottles

Appendix I

Critical Area of Operation #9 – Recess/Physical Education

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

Physical Education:

- Based on requirements of the State of New Jersey for Physical Education/Health, students in K-8 at the Deal School will receive a minimum of 150 min of physical education and recess during a five day school week.
- Students will be scheduled two 43 minute periods of physical education and one 43 minute period of health education each week. This time will be supplemented by a daily Morning Meeting and a daily recess period of approximately 20 minutes.
- All activities participated in during PE will be non contact and be limited in the amount of overexertion placed on students in an effort to minimize heavy breathing and sweating.
- Some classes may be performed virtually/remotely with students at home.
- Gym equipment utilized will be limited, to the best of the teacher's ability, to equipment that does not require to be handled by students. ie. jump ropes, batons, balls, hockey sticks.
- All physical education activities will be limited to activities that require no physical contact with classmates and are able to be performed with appropriate social distancing measures in place.
- Students may be required to provide some of their own equipment that will go home daily for cleaning. ie. yoga mats
- Physical education classes will take place outside of the school building as much as possible.
- Mindfulness activities such as yoga and meditation will be incorporated into weekly activities.
- Students will be required to wash their hands after Physical Education.

Recess

- Recess will be remote in the afternoon keeping in coordination with NJDOE requirements.

Appendix J

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

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

Field Trips:

- Field trips will be evaluated on an individual basis assessing location, transportation and number of students attending as well as the mitigating circumstances surrounding COVID infection numbers in NJ at the time.
- Virtual and walking local field trips will be encouraged.

Extra-Curricular Activities:

- Extra-Curricular activities and clubs will be assessed on an individual basis and be held to the same standards of social distancing, proper hygiene, and face coverings that take place during the school day.

Use of Facilities Outside of School Hours:

- Outside user groups will be limited to the use of the gymnasium for athletic purposes.
- Outside user groups using the gymnasium will be required to have all of their own equipment and will not have access to any school equipment.
- No outside user groups will be permitted in the building if school activities are taking place simultaneously elsewhere in the building.
- The gymnasium, gym foyer, and foyer bathrooms will be thoroughly cleaned and disinfected prior to the start of the following school day.

Appendix K

Academic, Social, and Behavioral Supports

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

Academic Supports:

- RTI Multi-tiered system of support will be in place for all students with interventions taking place at all tiers.
- RTI Interventionists will work regularly with teachers in supporting classroom instruction and student learning.
- Those students with Individualized Education Plans will be supported by the special education teacher in both the virtual/remote and in-person settings to maximize student/teacher contact and support.
- After school Title 1 assistance programs will be in place for those students who qualify for this supplemental support.

Social/Emotional/Behavioral Supports:

- The guidance department will continue to support students in their social and emotional growth both in small group instruction, whole class instruction, and individual counseling.
- The Morning Meeting/Responsive Classroom currently in place at the Deal School will continue in order to support student's social/emotional and behavioral growth.
 - Morning Meeting will occur daily at all grade levels and will be inclusive to the virtual/remote students via video conferencing.
- The Guidance Department will continue to provide resources to students, teachers, and parents to address the social and emotional competencies of students and staff.
- School counselors recognize the need to continue in our efforts of creating an environment that makes SEL a trauma-informed, as well as a model to support cultural awareness and competency.
- Five Core CASEL Competencies of SEL
- Morning Meeting focus beginning of school year: Self-Awareness and Social Awareness
- Class will establish a classroom charter and display in that room (Marc Brackett/RULER Approach)....In the ___ classroom we want to feel.....
- A charter will be established in the related arts room as well and throughout the school building.

Resources:

<https://www.schoolcounselor.org/asca/media/asca/Publications/SEL-ROADMAP.pdf>

Appendix L

Restart Committee

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

Restart Committee Members:

- Donato Saponaro - Superintendent/Principal
- Pia Lordi - School Business Administrator/Director of Buildings and Grounds
- Christine Salvatore - Director of Special Services
- Giovanni Astorini - Deal Board of Education
- Alexis Moskov - Deal Education Association
- Sarah Hayes - Teacher
- Gary Cicci - Teacher
- Claire Lucarelli - Guidance Counselor
- Jamie Kiernan - School Nurse
- Rena Shaab - Parent
- Nicole Green - Parent
- Michael Salvatore - Parent

Procedures:

- The Deal School administration solicited volunteers for the committee and chose a cross section of the school community
- The outline for the Deal School Reopening plan was developed by the Deal School administration and shared with the committee for their review prior to the first meeting.
- The committee will meet to review all aspects of the plan and make recommendations and revisions as suggested and needed.
- Revisions will be made and if needed subsequent meetings will take place until the plan is finalized and approved by the Deal BOE.
- The plan will be submitted to the Monmouth County Office of the NJDOE.
- Professional Development will be provided to the staff upon the return to school.

Appendix M

Pandemic Response Teams

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

Pandemic Response Team Members:

- Donato Saponaro - Superintendent/Principal
- Pia Lordi - School Business Administrator/Director of Buildings and Grounds
- Christine Salvatore - Director of Special Services
- Giovanni Astorini - Deal Board of Education
- Alexis Moskov - Deal Education Association
- Sarah Hayes - Teacher
- Gary Cicci - Teacher
- Claire Lucarelli - Guidance Counselor
- Jamie Kiernan - School Nurse
- Rena Shaab - Parent
- Nicole Green - Parent
- Michael Salvatore - Parent

Procedures:

- The Deal School administration solicited volunteers for the committee and chose a cross section of the school community
- The outline for the Deal School Pandemic Response Plan was developed by the Deal School administration and shared with the committee for their review prior to the first meeting.
- The committee will meet to review all aspects of the plan and make recommendations and revisions as suggested and needed.
- Revisions will be made and if needed subsequent meetings will take place until the plan is finalized and approved by the Deal BOE.
- The plan will be submitted to the Monmouth County Office of the NJDOE.

(See Appendices D, E, & F)

Appendix N

Scheduling of Students

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

- a. School Day
- b. Educational Program

School Day:

- **Option 1: Full-Time Virtual/Remote Learning**
 - Any student who chooses not to return to school in September for personal or medical reasons as they relate to the current pandemic will be given the option of remote learning.
 - Students will need to complete the “Request for Remote Learning” form and return it to the school two weeks prior to the start of the school year.
 - This option will be evaluated at the conclusion of each marking period to determine continued student participation as may be needed.
 - Students will not have the option to change to in person instruction until the start of the new marking period. Parents will have to notify the school using the appropriate form requesting a change to virtual/remote learning two weeks prior to the start of a new marking period.
 - Requests to change to in-person must be submitted two weeks prior to the start of the new marking period.
 - Students who are put on remote learning due to possible exposure will not need to complete the “Request for Remote Learning” form.
 - Virtual/Remote learning will consist of both synchronous and asynchronous learning.
- **Option 2: Hybrid Maroon/White Schedule with Abbreviated Daily:**
 - Each grade level will be broken down into two cohorts consisting of approximately half of its enrollment. This will allow for appropriate social distancing in the classroom. (This excludes 8th grade as they have only 10 students and will attend school on all in person instructional days.)
 - Students will attend school in-person 2 days per week and remotely 3 days per week with the same cohort of students.
 - In person students will be on an abbreviated day schedule with a 12:20 dismissal from school. (This will be a phase in approach to a return to full day. We will assess the situation in October/November to determine if extending the school day to a full day for in person instructional students is prudent)

- There will be no lunch during abbreviated days. Students will be able to bring a snack to be eaten during class upon the teachers direction to do so.
- Students qualifying for free and reduced lunch will be provided a grab and go lunch at dismissal.

- Maroon M, T White TH, F Wednesday is virtual/remote for all students

Monday	Tuesday	Wednesday	Thursday	Friday
Maroon (IP) White (V)	Maroon (IP) White (V)	All Virtual/Remote	Maroon (V) White (IP)	Maroon (V) White (IP)

- Face coverings will be worn at all times during arrival and dismissal, during hallway transitions, and when deemed necessary.
- On Virtual/Remote days student learning will consist of both synchronous and asynchronous learning with some live instruction from the classroom.

- **Before and After Care Services:**

- There will be no before or after care services this year at the Deal School.

- **Important Note:**

- 8th grade students will attend in-person instruction four days per week due to their small class size and ability to accommodate all students with social distancing.
- Depending on the number of students who may choose to take advantage of the full-time virtual/remote option the scenario listed above for the 8th grade may be conducive to other grade levels as well. This will not be known until I have the completion of the attached survey.

Lunch Periods:

- Lunch will be observed only when working on a full day schedule. There will be no lunch periods on an abbreviated day schedule.
- Lunch will be eaten in different areas of the building in order to allow for social distancing.
 - Cafeteria
 - Gymnasium
 - Classrooms
 - Outdoors
- Grade levels may be rotated so that they are not always in their classroom for lunch periods.
- Plastic coverings may be used on the tables and changed between lunch shifts as well as disinfecting of tables.

- Plexiglass will be used on lunch tables to create physical barriers between students.

Recess:

- Recess will remain split by grade levels to limit the number of students and allow for appropriate social distancing.
- Playground equipment will be closed until further notice.
- Students will have access to the blacktop area and fields.
- Game and play equipment will be limited. No equipment that calls for handling or sharing will be used.
- No contact activities will be permitted.
- Face coverings must be worn when social distancing is not possible. .

Busing:

- Busing protocols may be set by sending districts.
- It is the expectation of the Deal School that students wear face coverings while on the bus
- All buses should be disinfected between routes.
- Student seating on the bus will be aligned to the guidelines for social distancing set by the NJDOE.
- Parents are encouraged to drive their children to school.

Deal School 2023-2024 Anticipated Class Numbers (Subject to Change)				
Maximum of 16 students per classroom				
Grade Level	# of Students	Possible Breakdown	Possible Breakdown	Possible Breakdown
K	14	All	All	All
1	18	8	8	
2	18	8	8	
3	18	8	8	
4	20	10	10	
5	18	8	8	
6	17	8	9	
7	15	All	All	All
8	15	All	All	All

Education Program:

● In-person Instruction

- Students attending in person instruction will observe a four hour day with a 12:30 dismissal
- The instructional day will start with Morning Meeting collaboratively with the virtual/remote cohort via a live video conference.
- In-person instruction will consist of the core content areas during the four hour day.
 - Math
 - ELA
 - Science
 - Social Studies
- There will be time built into the schedule for breaks and opportunities to go outside for fresh air and activities

● Virtual/Remote Instruction

- Students on virtual/remote instruction will receive a combination of synchronous and asynchronous instruction. This includes full-time remote students
 - This may include some live streaming from the in-person classroom instruction.
 - Students will have daily contact with teachers on virtual/remote learning days.
 - Video recorded instructional lessons will be provided
 - Online platforms that support instructional programs will be accessible to students.
 - Big Ideas Math
 - Schoolwide Fundamentals
 - Smarty Ants
 - Achieve 3000
 - ST Math
 - Learning A-Z
 - LinkIt
 - All related arts instruction will be delivered virtually/remotely on days students are on virtual/remote instruction as well as afternoons of in-person instruction.
 - This will be a combination of synchronous and asynchronous instruction.
- Students who will participate as full-time remote/virtual learning students will follow the same schedule and learning plan as those students who are on part-time virtual/remote learning.

● Return to Full Virtual/Remote Learning

- In the case that we are required to return to full virtual/remote learning for the entire school, we will follow our abbreviated day schedule. Please see the sample below.
- If conducive students will conduct virtual instruction from the classroom setting.
- Students will transition from the hybrid classroom schedule to an abbreviated day schedule that will accommodate all core content classes and related arts over a five day week with a four hour instructional day.
- Teachers will continue to deliver both synchronous and asynchronous learning opportunities throughout the five day week.

Sample Schedule:

- [Model 23-24 Hybrid Schedule Grades 4 - 8](#)
- [Model 23-24 Hybrid Schedule Grades K - 3](#)
- [Model 23-24 Full Virtual/Remote Schedule](#) (If we are forced to return to complete remote learning)
- [Update Technology Acceptable Use Policy](#)

Digital Technology

- A technology survey will be sent out to the entire district to determine connectivity capabilities at home.
 - Any families that lack access to the Internet will be provided with a mobile hotspot.
 - This will be reassessed periodically throughout the school year.
- The district is 1-1 K-8 so each student will be provided a device to be used in school and at home.
 - Students will transport the device daily
 - K - 2 Ipads
 - 3 - 8 Chromebooks

Appendix O

Staffing

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

Teaching Staff:

- Teachers will be responsible for planning and implementing both remote and in-person learning on all school calendar days in which students are receiving instruction.
- On Virtual/Remote days student learning will consist of both synchronous and asynchronous learning with live instruction from the classroom.
- At the start of the school year, teachers will administer district-wide diagnostic assessments, such as DRA and LinkIt benchmark assessments. This will allow for early identification of student learning levels and timely modification of instruction if needed.
- Set class routines that allow for: social distancing, time away from face coverings, and personal hygiene practices.
- Support-teachers and those with more flexible schedules will be utilized to their maximum potential to support student learning both in-person and remotely.
- The following district technology platforms will be available to all relevant teachers based on their teaching assignments and responsibilities:
 - Smarty Ants
 - Achieve 3000
 - ST Math
 - Big Ideas Digital Platform
 - Schoolwide Fundamentals Digital Platform
 - Learning A-Z
 - Class Link SOS
 - LinkIt
 - More.....
- The guidance department will support social emotional learning in the classroom, in small groups, and during individual sessions.
- Common planning will/has been built into the teachers schedules to promote collaboration, professional development, and support..
- Teachers will have access to Chromebooks for remote learning and parental contact.
- Regular contact with parents is expected in order to maintain open lines of communication
- Teachers will help monitor transitions in the hallways to ensure student compliance with face coverings and social distancing.
- Assigned teachers will monitor lunch periods and recess periods as needed.
- Teachers with child care concerns will meet with the Deal School administration to determine a process to deliver instruction.

- Teachers with preexisting health conditions that may not be able to return to in-person instruction will make arrangements with the Deal School administration to set schedules for virtual/remote instruction or to apply for a leave of absence under the applicable executive orders, policies and laws surrounding COVID-19.

Support Staff:

- Paraprofessionals will be assigned to their primary role on in-person instructional days.
- On remote days they will be expected to meet remotely with their assigned student as appropriate.
- Paraprofessionals will help monitor transitions in the hallways to ensure student compliance with face coverings and social distancing.
- Assist in monitoring lunch periods and recess periods as needed.
- Support classroom instruction on days that the assigned student is on remote learning and digital contact is not in session.

Administration:

- Put in place all available and possible resources to support students, staff members, and families with instructional, social emotional, and personal needs.
- Support teacher instruction and student learning for both in-person and remote platforms as needed and appropriate.
- Maintain communication with the Deal School Board of Education.
- Create schedules to maximize student instructional time and face to face time with teachers.
- Create schedules that allow for PLC and common planning among teachers.
- Explore professional development opportunities to be provided and shared with teaching staff.
- Create cohorts of students for daily in-person instruction and remote learning that best accommodate parents and learning opportunities.
- Oversee cleaning and disinfecting protocols for all facilities.
- Maintain communication with the NJDOE and MCRHC to keep up on the latest information regarding the return to school and the COVID - 19 pandemic.
- Monitor all logistics of the day to day operations of the building.
- Maintain open lines of communication with the Deal School community
- Put all viable and possible safety precautions in place to keep the Deal School community safe and healthy.

Appendix P

Athletics

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

Athletics:

- We participate in the Monmouth County Athletic League and we will follow all NJISSA guidelines handed down for school athletics.
 - As of now boys and girls fall soccer season has been cancelled
 - Boys and girls cross country will take place.
 - Winter and spring sports will be assessed at a later date.

- Transportation to sporting events:
 - Busing will not be available for away sporting events
 - Parents will provide transportation to and from away sporting events
 - Carpooling among multiple families is not allowed in order to eliminate possible transmission between families and cohorts/grade levels of students as well as liability in the case of accidents.

Appendix Q

Addendums to Original Plan

Phase II:

- **Cohorting:**
 - On October 13, 2020 grades kindergarten, five, and seven were no longer cohorted. Cohorts were combined and all students with the exception of the full-time virtual students, will attend school four days per week in person.
- **Emergency Remote/Virtual Learning:**
 - Due to heating issues in the building all students were on remote learning on October 29, 30 and November 2, 2020.

Phase III:

- At the start of the 2nd marking period students from our full-time virtual cohort have the opportunity to return to in-person instruction.
- Approximately twelve students will be returning to in-person instruction on November 12, 2020.
- Starting the week of November 16, 2020, the Deal School will transition to five days of in-person instruction with a 12:20 dismissal.
- **Emergency Remote/Virtual Learning:**
 - Due to two positive C-19 cases in our primary grades and the number of students and staff affected by this we will be remote from Tuesday, November 24 - Friday, December 4.
 - **December 8:** Grades 2 & 3 are on remote learning pending C-19 test results from symptomatic students. Students will return upon a negative test result or observe a 14 day quarantine upon a positive result.
 - Tests were positive, students will be remote until January 4, 2021
 - Siblings of students in these grade levels will quarantine as well and work remotely.
 - **December 9:** Grade 4 are on remote learning due to a positive Covid test of a student. Students will return on January 4, 2021.
 - Siblings of students in these grade levels will quarantine as well and work remotely.
 - **December 15:** Kindergarten students will be on remote learning pending C-19 test results from a symptomatic student. Students will return upon a negative test result or observe a 14 day quarantine upon a positive result.

Phase IV:

- Starting on Monday, April 19th, the Deal School will transition to a full day of instruction five days per week.

Details of Phase IV Transition:

**Transition to Full Day
Procedures and Assignments**

Lunch/Recess Times:

- Total Student Lunch/Recess Period - 11:20-12:30
- K-3 Lunch Period - 11:20-11:50 (Won't take this long so they can get outside early)
- K-3 Recess Period - 11:50-12:30
- Approximately a 10-15 transition period between lunch shifts
- 4-8 Lunch Period - 12:00 - 12:30 (Won't need this long so can keep them outside longer if needed before coming in to shorten the lunch period)
- 4-8 Recess Period - 11:20-12:00

Teacher Lunch Periods:

- Period 5 Lunch - 11:20-12:10 (Will transition to lunch/recess duty at 12:15)
- Period 6 Lunch - 12:15-1:05

Lunch/Recess Duty (11:20 - 12:15)					
Grade Level	Monday	Tuesday	Wednesday	Thursday	Friday
K - 1 Cafe	Luccarelli, Kiernan, Bloomquist	Kiernan, Bloomquist	Kiernan, Bloomquist	Kiernan, Bloomquist	Kiernan, Bloomquist
2 - 3 Gym	Priest, Hules	Priest, Hules	Luccarelli , Hules	Priest, Hules	Luccarelli , Hules
6-8 Cafe	Saponaro, Russo, Cutler	Saponaro, Russo, Cutler	Saponaro	Saponaro, Russo, Cutler	Russo, Cutler

4 - 5 Gym	VanHazinga, Sneddon	VanHazinga, Sneddon	Cutler, VanHazinga	VanHazinga, Sneddon	Saponaro, VanHazinga
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Lunch/Recess Duty (12:15 - 12:30)					
Grade Level/Location	Monday	Tuesday	Wednesday	Thursday	Friday
K/Playground	Hayes	Hayes	Hayes	Hayes	Hayes
1/Playground	Moskov	Moskov	Moskov	Moskov	Moskov
2/Playground	Campbel	Campbell	Campbell	Campbell	Campbell
3/Playground	Campo	Campo	Campo	Campo	Campo
4/Gym	Dougherty	Dougherty	Dougherty	Dougherty	Dougherty
5/Gym	Puglisi	Puglisi	Puglisi	Puglisi	Puglisi
6/Cafe	Quackenbush	Quackenbush	Quackenbush	Quackenbush	Quackenbush
7/Cafe	Cicci	Cicci	Cicci	Cicci	Cicci
8//Cafe	Curcione	Curcione	Curcione	Curcione	Curcione
Playground	Passarella	Passarella	Passarella	Passarella	Passarella
Playground	Bendix	Bendix	Bendix	Bendix	Bendix
Cafe	Marmion	Marmion	Marmion	Marmion	Marmion
Gym	Robbins	Robbins	Robbins	Robbins	Robbins

Possible Recess Locations/Activities									
Day	K	1	2	3	4	5	6	7	8
Monday	Large Playground	Playground Field	Swings and Behind Swings	Small Playgrou nd	Wall Ball	Basketball Court 1	Basketball Court 2	Kickball/Fie ld	Soccer/F ield
Tuesday	Small Playground	Large Playground	Playgroun d Field	Swings and Behind	Soccer/Fiel d	Wall Ball	Basketball Court 1	Basketball Court 2	Kickball/ Field

				Swings					
Wednesday	Swings and Behind Swings	Small Playground	Large Playground	Playground Field	Kickball/Field	Soccer/Field	Wall Ball	Basketball Court 1	Basketball Court 2
Thursday	Playground Field	Swings and Behind Swings	Small Playground	Large Playground	Basketball Court 2	Kickball/Field	Soccer/Field	Wall Ball	Basketball Court 1
Friday	Large Playground	Playground Field	Swings and Behind Swings	Small Playground	Basketball Court 1	Basketball Court 2	Kickball/Field	Soccer/Field	Wall Ball

Recess Duty (K-3)					
Recess Location	Monday	Tuesday	Wednesday	Thursday	Friday
Large Playground	Kiernan, Hules	Kiernan	Kiernan,	Kiernan	Kiernan
Small Playground	Priest,	Priest	Hules	Priest	Hules
Playground Field	Bloomquist	Bloomquist	Bloomquist	Bloomquist	Bloomquist
Swings and Behind Swings	Luccarelli	Hules	Luccarelli	Hules	Luccarelli

Recess Duty (4-8)					
Recess Location	Monday	Tuesday	Wednesday	Thursday	Friday

Wall Ball	Russo	Russo	Russo	Russo	Russo
Soccer/Field	Saponaro	Saponaro	Saponaro	Saponaro	Saponaro
Kickball/Field	Sneddon	Sneddon	Cutler	Sneddon	Cutler
Basketball Court 2	Cutler	Cutler	VanHazinga	Cutler	VanHazinga
Basketball Court 1	VanHazinga	VanHazinga	VanHazinga	VanHazinga	VanHazinga

Indoor Recess Duty (K-3) - In Grade Level Classroom

Recess Location	Monday	Tuesday	Wednesday	Thursday	Friday
Kindergarten	Bloomquist	Bloomquist	Bloomquist	Bloomquist	Bloomquist
1st Grade	Priest	Kiernan	Kiernan	Kiernan	Kiernan
2nd Grade	Cummings	Cummings	Cummings	Cummings	Cummings
3rd Grade	Luccarelli	Priest	Luccarelli	Priest	Luccarelli

Indoor Recess Duty (4-8) - In Homeroom Classroom

Recess Location	Monday	Tuesday	Wednesday	Thursday	Friday
4	Russo	Russo	Russo	Russo	Russo
5	Saponaro	Saponaro	Saponaro	Saponaro	Saponaro
6	Sneddon	Sneddon	Cutler	Sneddon	Cutler
7	Cutler	Cutler	VanHazinga	Cutler	VanHazinga
8	VanHazinga	VanHazinga	Saponaro	VanHazinga	Saponaro

If needed on a Wednesday indoor recess, I will cover grades 8 and 5 in one of the partitioned rooms.

Procedures for Lunch:

- Grades K-3 will eat the first lunch shift with recess the 2nd half
- Grades 4-8 will eat the 2nd lunch shift with recess the 1st half
- K-3 teachers will walk their students to their assigned lunch location and get them seated in their assigned seats. Teachers assigned to lunch duty will supervise.
- 4-8 grade students will place their backpacks into their 6th period classroom prior to exiting the building for recess.
- 4-8 heading for recess will be dismissed out the front doors as to avoid students entering the cafeteria. Teachers should stagger their dismissal to avoid a mass of students in the hallway and exiting the building. (Playground locations may be announced on daily announcements so students know which area of the property to proceed to when exiting for recess)
- Students should sanitize their hands prior to lunch and recess
- When students are finished eating they should replace their mask on their face until they dismiss outside for recess.
- Cafeteria and gymnasium lunch tables will be sanitized.

Lunch/Recess Transition:

- Once the younger students are finished eating and all of their garbage has been disposed of they will be lined up one class at a time to be taken outside for recess. (This does not have to be at the scheduled transition time. If they are ready early take them outside)
- Older students will be lined up by grade levels at a designated spot outside. Each grade level will be escorted into their lunch location and students will sit at a designated spot. (Does this need to be assigned to individual students at this age?)
- Students will sanitize their hands as they enter the cafeteria

Parent Notification of Transition:

March 29, 2021

Dear Deal School Families:

It is with great excitement and anticipation that I share with you that starting on Monday, April 19th, the Deal School will return to a full day of instruction. We have been working hard to plan out the details of the daily schedule, including the lunch period, and to

mitigate any concerns that were had in creating a safe and educationally conducive learning environment. With the return to full day, students will once again be able to enjoy the in-person experience of their related arts classes and enjoy lunch with their classmates (with some necessary modifications).

The transition into a full day of instruction may be a challenge for the students as it has been over a year since they have attended school in this capacity. Their stamina will be tested and I am sure there will be a bit of an adjustment period. But, I am sure they will rise to the occasion and will be excited to return to a sense of normalcy in their educational life. The Deal School start time will remain the same with a full day dismissal time of 3:10.

The implementation of a lunch period during the day is perhaps the biggest challenge that we face. We have developed a plan in order to address concerns of acceptable ventilation in the cafeteria and students being unmasked during this time.

The plan below will be in place in an effort to create a safe environment in the cafeteria:

- Students will be split between the cafeteria and the gymnasium for lunch. Approximately 40 students in each location.
- Exhaust fans have been purchased to create a high level of air exchange in the cafeteria. The gymnasium is ventilated.
- Students will be socially distanced at tables.
- Students will have individual privacy shields to utilize while unmasked and eating.
- Students will remain in their assigned seats throughout the lunch period. (20-25 minutes) Garbage pails will be taken to the students.
- When finished eating, students will be asked to replace their mask onto their face.
- Hand sanitizer will be available at all tables.
- Older students will eat outside whenever weather is permissible. This will be a possibility for our younger students as well. Bringing a beach towel to sit on outside may be a good idea for these days. Some tables will be available as well.
- Lunch service will remain as it is now. Bagged lunches will be provided for students who wish to order them in the morning.
- There will be no snacks for sale

Things to consider when providing lunch for your child:

- There will be no access to a microwave, therefore no way to heat food.
- Any lunch items you provide for your child should be easily opened and accessible by them.
- Water bottles are strongly recommended
- Any drink items should be easily accessible/opened by the student
- Perhaps a beach towel for eating outdoors

Recess:

- The recess periods will be more structured than normal with an effort to keep students within their grade level cohorts.
- Students will be asked to wear their masks during certain activities that may bring them into close proximity with classmates.
- Masks may be removed during outdoor recess if students are socially distanced.
- On inclement weather days, students will have indoor recess in the classrooms.

Title 1 Instruction:

- Title 1 instruction will take place in person after dismissal from 3:10 - 4:00

PE Class:

- Students should dress appropriately on days in which they will have PE class. There will be no access to the locker rooms for changing.

We are very excited for this step towards a return to normalcy here at the Deal School and look forward to being able to work with our students in the full day format. With this change will come a higher level of responsibility for each student in monitoring their own behaviors as they relate to the expectations and guidelines that will be in place for the lunch and recess times. I have no doubt that they will meet these expectations and that we will have a smooth transition into the full day schedule.

If you have any questions or concerns please do not hesitate to reach out to me in the Deal School main office at 732-531-0480.

Thank You!

Donato Saponaro

Superintendent

CHART OF USEFUL LINKS

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

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

Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm

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

	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml
Section	Title	Link
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html