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Restart and Recovery Plan
July 20
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[See POLICY ALERT No. 221]

1648 RESTART AND RECOVERY PLAN

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back - Restart and Recovery Plan for Education” (Guidance), a guidance document for reopening New Jersey schools during the COVID-19 pandemic. The Guidance provided school officials with the information necessary to ensure that schools reopen safely and are prepared to accommodate staff and students’ unique needs during these unprecedented times. The NJDOE required school districts in the State to develop, in collaboration with community stakeholders, a “Restart and Recovery Plan” (Plan) to reopen schools that best fits the district’s local needs.

The Guidance requires the Board of Education to adopt certain policies and the Board adopts Policy 1648 to address those policy requirements in the Guidance. Policy 1648 shall only be effective through the current COVID-19 pandemic and will take precedence over any existing Policy on the same or similar subject, unless determined otherwise by the Superintendent.

A. NJDOE Guidance – Key Subject Area 1 – Conditions for Learning

1. Transportation

- a. If the school district is providing transportation services on a district-owned school bus, but is unable to maintain social distancing, a face covering must be worn upon entering the school bus by all students who are able to do so in accordance with A.2.c. below.
 - (1) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
- b. The school district shall use best practices for cleaning and disinfecting district-owned school buses and other transportation vehicles in accordance with A.3. below.



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- c. District-employed school bus drivers and aides on district-owned school buses shall practice all safety actions and protocols as indicated for other school staff.
- d. If the school district is using contracted transportation services, the contractor shall ensure all Board of Education safety actions and protocols are followed by the contractor and its employees and/or its agents.

[See Policy Guide 1648 – Appendix C for the protocols/procedures for “Transportation” which is also included in the school district’s Restart and Recovery Plan.]

2. Screening, Personal Protective Equipment (PPE), and Response to Students and Staff Presenting Symptoms

- a. The school district shall screen students and employees upon arrival to a school building or work location for COVID-19 symptoms and a history of exposure.
 - (1) School staff must visually check students and employees for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
 - (2) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (3) Results must be documented when signs/symptoms of COVID-19 are observed.
 - (4) The screening protocol will take into account students and employees with disabilities and accommodations that may be needed in the screening process for those students and employees.



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- (5) Students and employees with symptoms related to COVID-19 must be safely and respectfully isolated from others.
 - (6) If the school district becomes aware that an individual who has spent time in a school district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
- b. 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.
- (1) 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.
- c. 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.
- (1) Accommodations 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.



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d. Exceptions to the Requirement for Face Coverings

- (1) Doing so would inhibit the individual's health.
- (2) The individual is in extreme heat outdoors.
- (3) The individual is in water.
- (4) A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of a face covering.
- (5) The student is under the age of two and could risk suffocation.

[See Policy Guide 1648 – Appendix E for the protocols/procedures for “Screening, PPE, and Response to Students and Staff Presenting Symptoms” which is also included in the school district’s Restart and Recovery Plan.]

3. Facilities Cleaning Practices

- a. The school district 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.
- b. A procedure manual must be developed to establish cleaning and disinfecting schedules for schools and school equipment, targeted areas to be cleaned, and methods and materials to be used.

[See Policy Guide 1648 – Appendix G for the protocols/procedures for – “Facilities Cleaning Practices” which is also included in the school district’s Restart and Recovery Plan.]

4. Wraparound Supports

- a. Mental Health Supports



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The school district's approach to student mental health supports will be affected by the learning environment in place at the beginning of the school year. If in-person instruction is not feasible, the district must find other ways to assess and monitor students' mental health.

[See Policy Guide 1648 – Appendix K for the protocols/procedures for “Academic, Social, and Behavioral Supports” which is also included in the school district's Restart and Recovery Plan.]

5. Contact Tracing

- a. Upon notification that a resident has tested positive for COVID-19, the local health department will call the school district to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least ten minutes.
- b. The school district shall assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts.
- c. The school district shall ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them.
- d. A staff liaison(s) shall be designated by the Superintendent or designee and shall be responsible for providing notifications and carrying out other components that could help ensure notifications are carried out in a prompt and responsible manner.
- e. School districts shall allow staff, students, and families to self-report symptoms and/or suspected exposure.

[See Policy Guide 1648 – Appendix F for the protocols/procedures for “Contact Tracing” which is also included in the school district's Restart and Recovery Plan.]



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B. NJDOE Guidance – Key Subject Area 2 – Leadership and Planning

1. Scheduling

- a. The school district's Plan must account for resuming in-person instruction and shall provide steps to shift back to virtual learning models if circumstances change and in-person instruction guidelines can no longer be followed.
- b. The school district's Plan accommodates opportunities for both synchronous and asynchronous instruction, while ensuring requirements for a 180-day school year are met.
- c. The school district recognizes special populations will require unique considerations to ensure the continuity of learning as well as the health and safety of students and staff within the least restrictive environment.
 - (1) Special Education and English Language Learners (ELL)
 - (a) The school district shall provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats in accordance with this Policy.
 - (b) The school district shall continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

[See Policy Guide 1648 – Appendix N for the protocols/procedures for “Scheduling of Students” which is also included in the school district’s Restart and Recovery Plan.]



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2. Staffing

- a. The school district shall comply with all applicable employment laws when making staffing and scheduling requirements, including, but not limited to, the Americans Disabilities Act (ADA), the Health Insurance Portability and Accountability Act (HIPPA), and all applicable State laws.
- b. As the school district adjusts schedules, teaching staff members must maintain quality instruction for students pursuant to the minimum requirements set forth in NJDOE regulation.

[See Policy Guide 1648 – Appendix O for the protocols/procedures for “Staffing” which is also included in the school district’s Restart and Recovery Plan.]

C. NJDOE Guidance – Key Subject Area 3 – Policy and Funding

1. School Funding

a. 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.

b. 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 account or making transfers that cumulatively exceed ten percent of the amount originally budgeted.



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c. 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. NJDOE Guidance – Key Subject Area 4 – Continuity of Learning

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

a. The school district shall continue to meet their obligations to students with disabilities to the greatest extent possible.

2. Professional Learning

a. The school district shall prepare and support teaching staff members in meeting the social, emotional, health, and academic needs of all students throughout the implementation of the Plan.

(1) Professional Learning

(a) The school district shall grow each teaching staff member's professional capacity to deliver developmentally appropriate standards-based instruction remotely.

(2) Mentoring and Induction

(a) The school district shall ensure:

(i) All novice provisional teachers new to the district be provided induction;

(ii) One-to-one mentoring is provided to novice provisional teachers by qualified mentors;



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- (iii) Mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment;
- (iv) Mentoring is provided in both hybrid and fully remote learning environments and that mentors and provisional teachers will agree upon scheduling, structure, and communication strategies they will use to maintain the mentoring experience; and
- (v) The use of online collaborative tools for school staff to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

(3) Evaluation

- (a) The school district has considered the requirements and best practices with provisional status teachers, nontenured educators, and those on Corrective Action Plans (including extra observations, extra observers, assuring more frequent feedback and face-to-face).

3. Career and Technical Education (CTE)

- a. The school district shall implement innovative learning models for new learning environments regarding CTE.
- b. Quality CTE Programs

The school district shall ensure students have access to appropriate industry-recognized, high-value credentials.



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c. Work-Based Learning

The school district will ensure students are provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person.

New Jersey Department of Education “The Road Back – Restart and Recovery Plan for Education”

Adopted:



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Appendices

The school district must attach Appendices C, E, F, G, K, N, and O from the district's Restart and Recovery Plan here as required by this Policy 1648.



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Appendix C

Critical Area of Operation #3 – Transportation

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

a. Student Transportation

- The district contracts transportation services through a shared services agreement with Northern Burlington County Regional School District (NB).
- NB subcontracts specific bus routes with Garden State Transport (GST).
- All district routes, whether serviced by NB or GST, will adhere to the same protocols.
- All drivers and students will be required to wear a face covering on the bus.
- Refusal to wear a face covering will be considered a Code of Conduct violation.
- Hand sanitizer will be available on all buses.
- Drivers will use appropriate disinfectant spray between runs.
- Buses will be cleaned and sanitized twice each day using an electrostatic sprayer.
- Windows will be opened for air circulation when possible.
- Normal pick-up and drop-off times will be used based on an early dismissal day schedule.
- The district will provide guidance to for parents and students outlining health and safety expectations for bus stops.

b. Social Distancing on School Buses

- Clear, protective barriers may be used on buses around the driver.
- Buses will operate with reduced capacity (maximum capacity will not exceed 22 students).
- Students will load the bus from back to front and disembark from the bus from front to back.



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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
 - All students and staff members will be required to submit a daily, digital health screening form confirming they are symptom free.
 - The health screening will list common signs and symptoms of COVID-19.
 - Any student or staff member who shows signs of illness will be restricted from the building.
 - In the event a student or staff member begins to show signs of illness during the school day, the student or staff member will be taken to a health screening room for further evaluation.
 - The district will follow all protocols of the Burlington County Department of Health when addressing staff illness.
- b. Protocols for Symptomatic Students and Staff
 - The district will follow the strict guidelines of the Burlington County Department of Health when responding to situations where a student or staff member shows signs or symptoms of COVID-19.
 - In the event a student, staff member, or family member of a student or staff member tests positive, the district will follow the strict guidelines and work collaboratively with the Burlington County Department of Health to begin contact tracing.
- c. Protocols for Face Coverings
 - Face coverings are required for all students, staff members, and visitors on school grounds and in the building.
 - Accommodations will be made for students and staff members who choose not to wear a face covering for medical reasons, which includes placing a student or staff member on the Fully Virtual Instructional Model.



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In situations where students refuse to wear a face covering for non-medical reasons, the Code of Conduct will be followed to address the issue, and the student's parents will be contacted to pick up the child from school.



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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.

In the event a student, staff member, or family member of a student or staff member tests positive, the district will follow the strict guidelines and work collaboratively with the Burlington County Department of Health to begin contact tracing.



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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 addition to normal cleaning and sanitization schedules, the district will implement new daily and weekly protocols to ensure the building is properly cleaned and sanitized for the daily use of in-person instruction.
- The new protocols will focus on areas of the building that will be used on a daily basis, as well as high traffic areas such as classroom doors, classroom sinks, stairwells, bathrooms, and all entrances and exits.
- The new protocols will include multiple cleanings and/or sanitizations throughout the day.
- The district will utilize a procedure to track all cleaning and sanitizing work to ensure all cleaning protocols are followed.
- The new protocols include the following:

Cleaning and Sanitizing Procedures

Entryways

After student arrival, all entry, exits and stairwells will be wiped down and disinfected using #ES364 Neutral Disinfectant.

Health Office

WHEN SCHOOL IS IN SESSION:

The Health Office will be cleaned and disinfected on a 2 hour cycle using #ES364 Neutral Disinfectant. The Health Office will also be cleaned and/or disinfected when needed at the request of the school nurse. This also includes the Health Screening Room.

DAILY:

- Clean all surfaces using 74C Multi-surface cleaner.
- Disinfect all surfaces using #ES364 Neutral Disinfectant.
 - Wet mop floors using ES72C Neutral Cleaner.



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- Clean door knobs, door jambs, and around handles.
- Clean stairwell handrails.
- Wipe counters and all exposed horizontal surfaces with cleaner; then disinfect.
- Wash all cots with cleaner; then disinfect.
- Wash all sinks with cleaner; then disinfect.
- Wipe all other frequently touched items with cleaner; then disinfect.

TWICE A WEEK:

- Wet mop floors using #ES74C Detergent Disinfectant.

WEEKLY:

- Wash all waste cans with disinfectant cleaner.

Bathrooms

WHEN SCHOOL IS IN SESSION:

All surfaces and touch points in the bathroom will be disinfected using #ES364 Neutral Disinfectant on a 2 hour cycle.

DAILY:

- Clean all surfaces including toilets, partitions, walls, and sinks using 74CMulti-surface cleaner.
- Disinfect all surfaces and touch points using #ES364 Neutral Disinfectant.
- Wet mop floors using #ES72C Disinfectant.
- Mirrors will be cleaned using a glass cleaner.

Cafetorium/Gymnasium

DAILY:

- Wet mop or auto scrub floors using PH Neutral All Purpose Cleaner.
- Clean lunchroom tables after use using Multi-surface cleaner.
- Disinfect lunchroom tables after use using Neutral Disinfectant.
- Clean gym offices following applicable procedures.
- Wipe doors and frames.
- Clean door glass.

WEEKLY:

- Dust mop stage area and steps, mop as needed with appropriate cleaner.



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Classrooms

DAILY:

- Clean all surfaces using 74C Multi-surface cleaner and disinfect using #ES364 Neutral Disinfectant. Surfaces to include: tables, desks, light switches, door handles, door frames, sinks, weather fountain, etc..
- All surfaces are also be disinfected with an electrostatic sprayer using BOIESQUE botanical disinfectant solution.
- Wet mop floors using #ES72C Disinfectant.
- Clean all windows and glass using a glass cleaner.

WEEKLY:

- Spot clean cabinets.
- Spot clean walls using appropriate cleaner.

Kitchen

DAILY:

- Wash all trash cans using disinfectant cleaner.
- Wash all floors using appropriate floor cleaning solution using double mop method or auto scrub.
- Pick up mats in the kitchen area and thoroughly clean the floor under them.

WEEKLY:

- Wash all doors and frames.

Offices/Library

DAILY:

- Dust desks.
- Dust tops of book shelves and counters.
- Wipe reception counters.
- Clean any restrooms following restroom cleaning procedures.
- Dust computers.
- Wipe phone (handset) with disinfectant cleaner.
- Wipe all tables.
- Wipe door jambs and door knobs.
- Disinfect all surfaces and touch points.



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WEEKLY:

- Wipe desks.

Hard Surface Floors

DAILY:

- Sweep all hard surface floors with appropriate dry mop.
- Auto-scrub all accessible floor areas.
- Damp mop all other areas including alcoves.

Damp mop as necessary behind auto-scrubber.



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Appendix K

Academic, Social, and Behavioral Supports

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

Social and Emotional Learning (SEL) is an integral part of teaching and learning and is foundational to the Chesterfield Township School community. SEL is defined as the process through which children and adults understand and manage emotions, set and achieve positive goals, establish and maintain positive relationships, and make responsible decisions. As we reopen school, we recognize the complex and varying ways in which our school community members are experiencing this pandemic, including a range of emotions related to stress, anxiety, trauma, loss and isolation. We plan to strengthen our SEL competencies and support structures to broaden our definition of what learning is and where it takes place to create a more inclusive and equitable learning environment for staff and community. This will include comprehensive professional development for staff and guided learning activities by mental health professionals for students. As the preparing of the opening of school is planned, we will be able to provide specific workshops offered.

Support Services

As a school district, we will continue to assess the social and emotional needs of our students, families and staff and the impact that social isolation has on the health of our school community. We will work to re-engage, reconnect, and support the school community through various avenues to ensure the health of the school community as a whole. Our school counselors will serve as contacts for parents and students to support concerns related to mental health and learning support needs. Counseling services will continue on an individual and small group basis in all instructional models. This includes groups such as “Lunch Bunch”. Additionally, the district plans the following:

- Monthly and weekly themes supported through resources, class participations, and incorporated with Responsive Classroom meetings (i.e. resilience – grit and adversity, respect, mindfulness, multiculturalism, citizenship, etc.)
- S.T.A.R. Program facilitated with an increased emphasis on the multiple intelligences to help build community and recognition of the wealth of talents and strengths of our students.
- Program will encompass all students with recognition of school website, talent displays, etc.
- Counselors will be working closely with all teachers to ensure engagement and access for all students.



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Faculty / Staff Wellness

Thoughtful planning has been in place to determine how to best sustain the energy and well-being of our faculty and staff. As educators are supported, they will better be able to support the social-emotional and learning needs of the students. A committee will be created with the goal of planning activities to connect and support faculty and staff as we transition to reopening. This committee will continue to provide self-care and reflection opportunities for faculty and staff throughout the school year.

Welcoming New Students, Families and Staff

The district will continue to hold our annual programs for new students and staff. Orientations will be held as follows:

- New Student Orientation
- New Staff Orientation
- Kindergarten Orientation

Diversity, Equity and Inclusion

As a district we recognize that the global pandemic has exposed and exacerbated existing inequities in our school community and society at large. In addition, current events have put systematic inequities at the forefront for us to examine how we engage around these important topics while upholding the commitment to maintain a safe environment for all students. We recognize one important component of SEL is building social awareness skills which include empathy building, appreciating diversity, and respect the dignity of others. We will aim to facilitate developmentally appropriate conversations around bias, prejudice, and stigma and use our community norms to guide our dialogue. We will continue to provide resources for our community to engage around these topics and address any emerging equity challenges that we may face. We will continue to offer student programming, professional development for faculty and staff, and diversity and inclusion opportunities for families.



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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
 - Faculty hours 8:25 AM – 3:30 PM
 - Students hours 8:35 AM – 2:45 PM
 - Student hours will remain consistent through all instructional models.
- b. Educational Program

The educational program is based on four goals:

1. Established guidelines and protocols to ensure the safety and health of all students, staff, and visitors.
2. Established education plan providing a strong, rigorous educational experience for all students across all instructional models.
3. Maintaining open and clear communication with the entire school community.
4. Ensuring financial sustainability.

The education program is based on a transition from a fully virtual instructional model for most students starting on Tuesday, September 8, 2020, to an optional in-person instructional model beginning on Monday, October 19, 2020.

The district has determined that moving from a fully virtual model to a hybrid model allows the district to return to in-person instruction in the safest manner possible. Starting the school year with a small population of students will provide the district with the opportunity to implement and evaluation health and safety measures. It will also provide the district with the opportunity to research the effectiveness of health and safety measures that are being utilized other states around the country.

District staff have expressed concerns for health and safety upon return to the building. Using the model outlined below, staff will slowly transition



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into the building which provide the district with the opportunity to evaluation health and safety measures specific to staffing.

During the fully virtual instructional model from September 8th – October 16th, in-person instruction will be utilized for students based on specific student needs outlined in each student’s IEP.

Starting Monday, October 19th, the district will provide for three instructional models:

1. Fully Virtual Instructional Model – this option is provided to all students who choose to remain in the fully virtual experience.
2. Hybrid Instructional Model – this option is provided to all students who did not choose to remain in the fully virtual instructional model.
 - Fully In-Person Instructional Model – provided to students in kindergarten and first grade.
 - As a district, we believe the primary years are critical to future academic success and have adjusted resources and staffing to provide a fully in-person model for our students in these formative years.
 - Hybrid Instructional Model – provided to students in grades 2 -6 and is based on the use of two cohorts of students.
 - Students in each grade level will be divided into two instructional cohorts (A & B) within each class and students will attend in-person instruction on a fixed schedule.
 - Monday – Cohort A
 - Tuesday – Cohort B
 - Wednesday – All Fully Virtual
 - Thursday – Cohort A
 - Friday – Cohort B

Instructional/Daily Schedules

Fully Virtual Instructional Model

- Live, daily instruction
- Four content areas daily



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- Related arts taught daily in the morning
- Pre-recorded lessons available

8:35 Teacher Office Hours (Independent/Small Group Work/Parent Conf.)
9:00 Morning Meeting
9:30 English Language Arts
10:45 Related Arts
11:15 Math
12:00 Science/Social Studies
12:30 Closing Circle
12:45 Break (Lunch)
1:45 Small Group/1:1 Conferring
2:45 Teacher Collaboration

Fully In-Person Instructional Model (Kindergarten and First Grade Only)

- Live, daily instruction
- Four content areas daily
- Related arts taught daily in the morning

8:35 Student Arrival (Independent/Small Group Work)
9:00 Morning Meeting
9:30 English Language Arts
10:45 Related Arts
11:15 Math
12:00 Science/Social Studies
12:30 Closing Circle
12:45 Dismissal
12:45 Break (Lunch)
2:00 Small Group/1:1 Conferring
2:45 Teacher Collaboration

Hybrid Instructional Model: In-Person Days

- Live, daily instruction
- Four content areas daily
- Related arts taught daily in the afternoon

8:35 Student Arrival (Independent/Small Group Work)
9:00 Morning Meeting
9:30 English Language Arts
11:00 Science/Social Studies
11:45 Math
12:30 Closing Circle
12:45 Dismissal
1:00 Break (Lunch)
1:45 Related Arts



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2:15 Small Group/1:1 Conferring
2:45 Teacher Collaboration

Hybrid Instructional Model: Virtual Days

- Option to access live, daily instruction through virtual teacher
- Virtual Support Teacher
- Four content areas daily
- Related arts taught daily in the afternoon
- Pre-recorded lessons available

8:35 Independent/Small Group Work
9:00 Morning Meeting
9:30 English Language Arts
11:00 Science/Social Studies
11:45 Math
12:30 Closing Circle
12:45 Break (Lunch)
1:45 Related Arts
2:15 Small Group/1:1 Conferring
2:45 Teacher Collaboration

Daily Instructional Minutes

English Language Arts	120-130 min.
Mathematics	45-60 min.
Science/Social Studies	30-45 min.
Related Arts	30 min.

Basic Skills Overview

Identification

- Previously Eligible - students who were receiving services in the 2019-2020 School Year and are still experiencing delays and are recommended for services by their teachers will continue to be eligible for services.
- Newly Assessed - the district will be developing an assessment plan for the fall. Students who meet established eligibility criteria will be eligible for services.
- I&RS - students for whom Basic Skills was deemed an appropriate intervention by the I&RS team will be eligible for services.

Delivery of Services

- Services will be provided in the form of remote and in person instruction.
- Students will be provided with scheduled meeting times for direct instruction at least twice a week with additional asynchronous learning opportunities.
- Basic Skills teachers will collaborate with the grade level teachers for the students on their caseloads.



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Gifted & Talented

- G&T students will participate in project-based learning via virtual (live and recorded sessions).
- G&T web page will continue (as started this summer) with grade level opportunities for all students to explore and embrace their multiple intelligences.
- The G&T teacher will be facilitating enrichment opportunities within each classroom via virtual and/or recorded lessons.
 - Kindergarten & 1st grade will receive whole class enrichment (1 to 2 times per month)
 - Grades 2-6 will receive whole class enrichment (coordinated with G&T and classroom teacher)
- All students currently in G&T will remain in the program at start of school.
- First grade students will be considered for the program at end of first marking period.

Related Arts

The following represent our related arts/specials:

- Art
- Health/Physical Education
- Library
- Music (General, Instrumental, and Vocal)
- Technology
- World Language

All related arts/specials instruction will be provided virtually until it is determined that instruction in these areas can be provided safely in the school environment. Several factors contribute to this decision, but the health and safety of the students and staff is the basis for holding all related arts/specials instruction virtually.

Related arts/specials will be a scheduled part of a student's day.

Virtual Instruction

Students at each grade level will engage in virtual scheduled, asynchronous and synchronous learning.

Cross-Content Instruction

Cross-curricular instruction will be planned when possible to maximize instructional time.

Instrumental and Vocal Music

Until it is determined that in-person instruction in the areas of instrumental and vocal music can be provided safely in the school environment, all instrumental band and vocal instruction is on hold. Please know that the decision to postpone all instrumental and



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vocal music in-person instruction was based on the recommendation of the Burlington County Department of Health. The district will continue to reevaluate this decision as circumstances change and try to work to a solution to begin both instrumental and vocal instruction.



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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.

- The district's plan is designed to begin for all students virtually with the exception of some in-person instruction based on student needs. Identification of students for in-person instruction will be based on student IEPs.
- Based on the district's plan to transition into in-person instruction by Monday, October 19, 2020, all staffing assignments are made to allow the district to transition from the fully virtual instructional model to the in-person model which includes a fully in-person instructional model for kindergarten and first grade students and a hybrid instructional model for students in grades 2-6.
- When finalizing staffing assignments, accommodations will be made for staff who qualify for accommodations under ADA guidelines.
- When possible, accommodations will be made for staff with other needs such as child care.
- Faculty have been provided with training and collaborative time during the summer of 2020 to properly plan and prepare for all instructional models.
- The district will continue to assess the needs of the staff and provide professional development as needed.
- All decisions regarding staffing will be made with the health and safety of all staff as the basis for the decisions.



E+mon D-mon Meter Readings

Month	Total Generation (kWh) month end	Monthly Generation (kWh)	Cumulative from March 2011	SREC's per month	SREC's Cumulative from March 2011	SREC's sold	Rate per SREC	Total Sale Amount	Date of Sale	Remaining SREC's to sell
February, 2011	2770	2770								
March, 2011	8330	5560		5		5	\$620	\$3,100.00	9/8/11	
April, 2011	12790	4460		6		6	\$620	\$3,720.00	9/8/11	
May, 2011	18580	5790		7		7	\$620	\$4,340.00	9/8/11	
June, 2011	27880	9300	25110	7	25	7	\$100	\$700.00	6/1/12	
July, 2011	36008	8128	33238	8	33	8	\$100	\$800.00	6/1/12	
August, 2011	42832	6824	40062	6	39	6	\$100	\$600.00	6/1/12	
September, 2011	44594	1762	41824	1	40	1	\$100	\$100.00	6/1/12	
October, 2011	49840	5246	47070	5	45	5	\$100	\$500.00	6/1/12	
November, 2011	52780	2940	50010	3	48	3	\$100	\$300.00	6/1/12	
December, 2011	55662	2882	52892	3	51	3	\$100	\$300.00	6/1/12	
January, 2012	58390	2728	55620	3	54	3	\$100	\$300.00	6/1/12	
February, 2012	62012	3622	59242	3	57	3	\$100	\$300.00	6/1/12	
March, 2012	67228	5216	64458	5	62	5	\$100	\$500.00	6/1/12	
March, 2012				2	64	2	\$122.50	\$245.00	5/28/13	
April, 2012	73557	6329	70787	6	70	6	\$122.50	\$735.00	5/28/13	
May, 2012	80249	6692	77479	7	77	7	\$122.50	\$857.50	5/28/13	
June, 2012	86301	6052	83531	6	83	6	\$135.50	\$813.00	5/28/13	
July, 2012	92564	6263	89794	6	89	6	\$135.50	\$813.00	5/28/13	
August, 2012	98918	6354	96148	7	96	7	\$135.50	\$948.50	5/28/13	
September, 2012	103665	4747	100895	4	100	4	\$135.50	\$542.00	5/28/13	
October, 2012	106951	3286	104181	4	104	4	\$135.50	\$542.00	5/28/13	
November, 2012	109775	2824	107005	3	107	3	\$135.50	\$406.50	5/28/13	
December, 2012	111679	1904	108909	1	108	1	\$135.50	\$135.50	5/28/13	
January, 2013	114506	2827	111736	3	111	3	\$135.50	\$406.50	5/28/13	
February, 2013	117268	2762	114498	3	114	3	\$135.50	\$406.50	12/4/13	
March, 2013	120850	3582	118080	4	118	4	\$135.50	\$542.00	12/4/13	
April, 2013	127875	7025	125105	7	125	7	\$135.50	\$948.50	12/4/13	
May, 2013	134826	6951	132056	7	132	7	\$135.50	\$948.50	12/4/13	
June, 2013	141813	6987	139043	7	139	7	\$140.00	\$980.00	12/4/13	
July, 2013	146518	4705	143748	4	143	4	\$140.00	\$560.00	12/4/13	
August, 2013	152478	5960	149708	6	149	6	\$140.00	\$840.00	12/4/13	
September, 2013	158850	6372	156080	7	156	7	\$140.00	\$980.00	12/4/13	
October, 2013	161905	3055	159135	3	159	3	\$140.00	\$420.00	12/4/13	
November, 2013	165060	3155	162290	3	162	3	\$175.00	\$525.00	6/16/14	
December, 2013	166379	1319	163609	1	163	1	\$175.00	\$175.00	6/16/14	
January, 2014	168122	1743	165352	2	165	2	\$175.00	\$350.00	6/16/14	
February, 2014	169528	1406	166758	1	166	1	\$175.00	\$175.00	6/16/14	
March, 2014	173999	4471	171229	5	171	5	\$175.00	\$875.00	6/16/14	
April, 2014	179855	5856	177085	6	177	6	\$175.00	\$1,050.00	6/16/14	
May, 2014	186024	6169	183254	6	183	6	\$196.00	\$1,176.00	12/7/14	
June, 2014	193796	7772	191026	8	191	8	\$197.00	\$1,576.00	12/7/14	
July, 2014	200195	6399	197425	6	197	6	\$197.00	\$1,182.00	12/7/14	
August, 2014	205793	5598	203023	6	203	6	\$197.00	\$1,182.00	12/7/14	
September, 2014	210414	4621	207644	4	207	4	\$197.00	\$788.00	12/7/14	
October, 2014	214312	3898	211542	4	211	4	\$197.00	\$788.00	12/7/14	
November, 2014	216878	2566	214108	3	214	3	\$228.50	\$685.50	6/17/15	
December, 2014	218810	1932	216040	2	216	2	\$228.50	\$457.00	6/17/15	
January, 2015	220903	2093	218133	2	218	2	\$228.50	\$457.00	6/17/15	
February, 2015	223106	2203	220336	2	220	2	\$228.50	\$457.00	6/17/15	
March, 2015	226883	3777	224113	4	224	4	\$228.50	\$914.00	6/17/15	
April, 2015	232854	5971	230084	6	230	6	\$228.50	\$1,371.00	6/17/15	
May, 2015	239646	6792	236876	6	236	6	\$258.00	\$1,548.00	12/1/15	

E+mon D-mon Meter Readings

June, 2015	245524	5878	242754	6	242	6	\$258.00	\$1,548.00	12/1/15	
July, 2015	252536	7012	249766	7	249	7	\$258.00	\$1,806.00	12/1/15	
August, 2015	259153	6617	256383	7	256	7	\$258.00	\$1,806.00	12/1/15	
September, 2015	263908	4755	261138	5	261	5	\$258.00	\$1,290.00	12/1/15	
October, 2015	268273	4365	265503	4	265	4	\$258.00	\$1,032.00	12/1/15	
November, 2015	271026	2753	268256	3	268	3	\$193.00	\$579.00	8/15/17	
December, 2015	273242	2216	270472	2	270	2	\$193.00	\$386.00	8/15/17	
January, 2016	275363	2121	272593	2	272	2	\$193.00	\$386.00	8/15/17	
February, 2016	277983	2620	275213	3	275	3	\$193.00	\$579.00	8/15/17	
March, 2016	283738	5755	280968	5	280	5	\$193.00	\$965.00	8/15/17	
April, 2016	289130	5392	286360	6	286	6	\$193.00	\$1,158.00	8/15/17	
May, 2016	294478	5348	291708	5	291	5	\$193.00	\$965.00	8/15/17	
June, 2016	302274	7796	299504	8	299	8	\$195.00	\$1,560.00	8/15/17	
July, 2016	308004	5730	305234	6	305	6	\$195.00	\$1,170.00	8/15/17	
August, 2016	314445	6441	311675	6	311	6	\$195.00	\$1,170.00	8/15/17	
September, 2016	319354	4909	316584	5	316	5	\$195.00	\$975.00	8/15/17	
October, 2016	323364	4010	320594	4	320	4	\$195.00	\$780.00	8/15/17	
November, 2016	326569	3205	323799	3	323	3	\$195.00	\$585.00	8/15/17	
December, 2016	328851	2282	326081	3	326	3	\$195.00	\$585.00	8/15/17	
January, 2017	330377	1526	327607	1	327	1	\$195.00	\$195.00	8/15/17	
February, 2017	333530	3153	330760	3	330	3	\$195.00	\$585.00	8/15/17	
March, 2017	337510	3980	334740	4	334	4	\$195.00	\$780.00	8/15/17	
April, 2017	342349	4839	339579	5	339	5	\$195.00	\$975.00	8/15/17	
May, 2017	348015	5666	345245	6	345	6	\$195.00	\$1,170.00	8/15/17	
June, 2017	354910	6895	352140	7	352	7	\$225.50	\$1,578.50	6/21/18	
July, 2017	360693	5783	357923	5	357	5	\$225.50	\$1,127.50	6/21/18	
August, 2017	367274	6581	364504	7	364	7	\$225.50	\$1,578.50	6/21/18	
September, 2017	371617	4343	368847	4	368	4	\$225.50	\$902.00	6/21/18	
October, 2017	375258	3641	372488	4	372	4	\$225.50	\$902.00	6/21/18	
November, 2017	378337	3079	375567	3	375	3	\$225.50	\$676.50	6/21/18	
December, 2017	380253	1916	377483	2	377	2	\$225.50	\$451.00	6/21/18	
January, 2018	382604	2351	379834	2	379	2	\$225.50	\$451.00	6/21/18	
February, 2018	385186	2582	382416	3	382	3	\$225.50	\$676.50	6/21/18	
March, 2018	389701	4515	386931	4	386	4	\$225.50	\$902.00	6/21/18	
April, 2018	393945	4244	391175	5	391	5	\$225.50	\$1,127.50	6/21/18	
May, 2018	399873	5928	397103	6	397					6
June, 2018	406148	6275	403378	6	403					6
July, 2018	412093	5945	409323	6	409					6
August, 2018	418417	6324	415647	6	415					6
September, 2018	421469	3052	418699	3	418					3
October, 2018	425118	3649	422348	4	422					4
November, 2018	427655	2537	424885	2	424					2
December, 2018	429732	2077	426962	2	426					2
January, 2019	432133	2401	429363	3	429					3
February, 2019	435366	3233	432596	3	432					3
March, 2019	440432	5066	437662	5	437					5
April, 2019	445995	5563	443225	6	443					6
May, 2019	452163	6168	449393	6	449					6
June, 2019	458474	6311	455704	6	455					6
July, 2019	467987	9513	465217	10	465					10
August, 2019	471540	3553	468770	3	468					3
September, 2019	476427	4887	473657	5	473					5
October, 2019	479948	3521	477178	4	477					4
November, 2019	483146	3198	480376	3	480					3
December, 2019	485137	1991	482367	2	482					2
January, 2020	487839	2702	485069	3	485					3

E+mon D-mon Meter Readings

February, 2020	491107	3268	488337	3	488					3
March, 2020	498915	7808	496145	8	496					8
April, 2020	500565	1650	497795	1	497					1
May, 2020	507164	6599	504394	7	504					7
June, 2020	515283	8119	512513	8	512					8
July, 2020	521172	5889	512842		507					
Totals						391		\$77,764.50		121

**8/3/12: updated April and June with figures from CEPS website from 24 to 21 SREC's