POLICY GUIDE

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 school bus, a face covering must be worn by all students upon entering the school bus unless doing do so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities. Exceptions to the face covering requirements shall be those outlined in A.2.d. 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.

           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.

POLICY GUIDE

      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.

      (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.

POLICY GUIDE

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 a 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 required to wear face coverings, unless doing so would inhibit the student's health. It is 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.

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, due to the risk of suffocation.

  (6)	During the period a student is eating or drinking.

  (7)	Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistance (e.g. face coverings should not be worn by Pre-K students during nap time).

(8)   The student is engaged in high intensity aerobic or anaerobic activities.

(9)   Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart.

(10)   When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.

[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

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.]

POLICY GUIDE

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.]

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

POLICY GUIDE

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.]

    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.

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;

(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.

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.

POLICY GUIDE

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

Memorandum – New Jersey Governor and Department of Education – Conditions for Learning – Health and Safety – August 3, 2020

Adopted:

Appendices

The provisions of the attached Appendices C, E, F, G, K, N, and O from the district's Restart and Recovery Plan are included in Policy 1648.

APPENDIX C – Transportation

The Linwood School District coordinates its transportation with Mainland Regional High School. The following protocols/procedures were provided through MRHS. Our staff will be notified of these practices. The District will continue to coordinate with MRHS for any updates/changes.

Bus Procedures to Reduce the Spread of Contagion

A.   To the maximum extent practicable, bus drivers will ensure that students and adults comply with appropriate social distancing practices (at least six feet between riders) while on the school bus. Hand sanitizer will be made available at the school bus entrance for use when boarding.

B.   Drivers should practice all safety actions and protocols as indicated for other staff, including hand hygiene and face coverings.

C.   Students must wear face coverings while riding on the bus if social distancing or Department of Transportation approved physical barriers cannot be maintained. Accommodations for students who are unable to wear face coverings should be consistent with the student's IEP. For adults, accommodations shall be consistent with those provided by the school district for staff and others;

D.   Bus drivers will be reminded to implement certain personal hygiene actions (e.g., frequent hand washing) and be afforded the opportunity to do so (such as having sufficient time between routes);

E.   District vehicles will be cleaned and sanitized including seats, rails, and highly touch surfaces before each run.

F.   Contracted transportation providers shall be required to clean and sanitize seats, rails and highly touched surfaces before each run. The district shall collaborate with the contracted service provider to develop these procedures and ensure that they are consistently followed. The contracted service provider shall

POLICY GUIDE

collaborate with the district in establishing cleaning/sanitation protocols that are consistent with social distancing practices. The contracted service provider shall ensure that employees are fully trained in the implementation of the established protocols:

G.   All personnel responsible for cleaning school buses shall document the cleaning/sanitizing measures taken. Personnel are required to:

1.   Demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus; and

2.   Provide a certification that, before the route commenced, the required process was completed as required.

H.   These procedures will include a minimum of two stages: cleaning, which removes dirt and germs from surfaces; and disinfecting, which kills germs on surfaces that remain after cleaning.

I.   The procedures will identify sanitizing agents that may be used and will be limited to products included on the U.S. Environmental Protection Agency's list of products that have been shown to be effective against COVID-19.

POLICY GUIDE

APPENDIX E – Screening, PPE, and Response to Students and Staff Presenting Symptoms

The District will follow guidelines provided by the Centers for Disease Control, the New Jersey Department of Health, the Atlantic County Department of Health, and recommendations from our school physician as well as other information provided through these entities.

- Staff will be assigned as greeters at each location within the campuses to visually screen students upon arrival.
- Students' parents/guardians will be required to complete a screening questionnaire each day prior to student arrival at school.
  - o Initial plan is to email questionnaires to each family each day through our community outreach platform.
  - o Parents/Guardians will complete the survey which we will provide.
  - o Information will be logged in each main office.
  - o The questionnaire will provide families with contact information if their child is showing signs of illness.
  - o Administration has the discretion to update the process for screening as needed to insure student/staff safety and needs, confidentiality, continuity of arrival procedures, and other factors determined by the administration, school nurses, school physician, or updated guidance from the local/state health department.
- PPE
  - o Each school has available a variety of PPE including PPE bags that have been assembled for each classroom.
  - o PPE available includes:
    - ▪ Gloves, disinfectant wipes for each classroom, one reusable/washable cloth face coverings provided to each student and staff member, disposable masks in classrooms and at entrances, plastic face shields, nurse identified PPE for each health office, KN95 masks, hand sanitizer throughout the buildings and in each classrooms, plastic barriers for specific classrooms and service providers, barriers for installation in office areas, and touchless sanitizer locations at entrances/exits.
    - ▪ Classroom bags include: 50 disposable masks, one KN95 mask, clear face shield for staff, desktop hand sanitizer, one cloth face mask, and gloves.
- Signs/Symptoms of COVID-19
  - o Initial screening will occur and individual presenting symptoms will be sent to the school nurse for evaluation
  - o An isolation room will be identified in each building and the student/staff will be assigned to that room until he/she can be picked-up/go home

- o Nurses will coordinate with the building Principal, Superintendent, and Business Administrator as well as safety/security personnel.
- o School nurses will also contact, as needed, the county health department and follow any recommendations/guidance from the AC DOH, NJ DOH, and CDC for each individual case which may include following any protocols determined for contact tracing.
- o Notifications will be handled in line with guidelines determined by the AC DOH, NJ DOH, and NJ DOE.

NJ DOH COVID-19 Public Health Recommendations for LHD and K-12 Schools 8.13.2020

POLICY GUIDE

APPENDIX F – Contact Tracing

Contact tracing is the process used to identify those who come into contact with people who have tested positive for many contagious diseases, including COVID-19. Contact tracing is used by health departments to prevent the spread of infectious disease. In general, contact tracing involves identifying people who have an infectious disease (cases) and their contacts (people who may have been exposed) and working with them to interrupt disease transmission. For COVID-19, this includes asking cases to isolate and contacts to quarantine at home voluntarily.

The process for contact tracing within the District will follow the guidelines and practices listed but will be done in coordination with the local health department. The local health department has identified for school districts that contact tracing will be done through their office; however, schools are asked to coordinate with health officials through their school nurses. The district will follow code, statute, law, and privacy and confidentiality protocols.

District contact tracing involves (additional steps may be added per local health department guidance)::

- Once a case is identified, the school nurse will contact the principal and the local health department.
- Individuals will be interviewed to identify others with whom they had close contact during the time they may have been infectious;
- Notification will be handled in conjunction with the local health department, school nurse, and the school district to contacts of their potential exposure;
- Contacts will be referred to their primary care physician for review/possible testing;
- Symptom monitoring will be completed by those who have come into contact for signs of COVID-19;
- Information on services/support will be provided for those individuals who need to isolate/quarantine.

The NJ Department of Health and local health department provide actions to reduce further spread of disease and what to look for at specific risk levels. and the local To prevent the further spread of disease, COVID-19 contacts are encouraged to stay home and maintain social distance (at least 6 feet) from others until 14 days after their last exposure to a person with COVID-19. Contacts should monitor themselves by checking their temperature twice daily and watching for symptoms of COVID-19.

The school nurse shall consult with the local health department in the development, review and revision of the district contact tracing policy and procedures. The school nurse and the building principal are the designated staff liaisons responsible for providing notifications and carrying out other components of the board's contact tracing policy.

POLICY GUIDE

The school nurse in consultation with the building principal shall establish measures for a system of open communication that allows staff, students, and families to self-report symptoms and/or suspected exposure.

A staff member shall immediately notify the principal and the school nurse when he/she observes symptoms consistent with COVID 19 or becomes aware that an individual who has spent time in a district facility tests positive for COVID-19. The school nurse shall immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality when the COVID-19 test is positive.

When the individual exhibits symptoms the school nurse will ensure that the student is taken to the designated isolation area. The nurse will examine the individual and may refer them for testing and treatment. A student exhibiting symptoms of COVID 19 may be required to submit to a COVID 19 test. The school nurse shall require the certification of a physician that the student is contagion free before readmitting a student to school. The nurse shall report all students testing positive for COVID 19 to the health department. The health department shall conduct the contact tracing.

Symptoms of COVID 19 include:
A.   A fever of 100° F or greater
B.   Cough;
C.   Shortness of breath or difficulty breathing;
D.   Chills;
E.   Repeated shaking with chills;
F.   Muscle pain;
G.   Headache;
H.   Sore throat;
I.   New loss of taste or smell;
J.   Fatigue;
K.   Congestion or runny nose;
L.   Nausea or vomiting;
M.   Diarrhea

All school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school and district, shall be provided information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.

The school nurse or his or her designee shall make information available and/or conduct virtual information sessions to educate the broader school community on the importance of contact tracing.

- Upon notification that a Student or Staff member has tested positive for COVID-19. A local health department call will assist to determine close contacts to whom they have spread the virus, Where close

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

- Trained professionals from the community then get in touch with those contacts to recommend next steps, such as self-quarantining, and to provide critical education and support risk mitigation strategies.
- The district will adhere to all applicable federal and state requirements regarding privacy of educational records (e.g. FERPA).
- The District will follow CDC and NJ DOH guidelines as prescribed in current guidance.

POLICY GUIDE

APPENDIX G – Facilities Cleaning Practices

- See below for the following:
    - o Daily cleaning responsibilities
    - o Infectious disease response program
        - ▪ Level 1 Regular Daily Cleaning
        - ▪ Level 2 An infectious outbreak in the surrounding community
        - ▪ Level 3 An infectious outbreak in the building
- The Facilities personnel will routinely clean and disinfect surfaces and objects that are frequently touched. This may include cleaning objects/ surfaces not ordinarily cleaned daily. All disinfectants will be used in accordance with directions on the label. We will disinfect with EPA approved products for the use against the virus that causes COVID-19.
- Teachers and support staff will be provided with the necessary PPE and products to fight against the transmission of COVID-19 as well as other Bacteria / Virus. This includes but is not limited to cloth masks, clear face shields, and others as identified.
- Sanitize bathrooms daily, or between us as much as possible, using protocols outlined by the Environmental Protection Agency (EPA)

Facilities Deep Cleaning Procedures

These procedures are to be completed on Wednesday's and Saturday's during the school year.

Step 1:
LPS Facilities staff will be instructed to utilize microfiber clothes to pre-wipe all surfaces and high-touch points prior to the application of the disinfection process. This additional step will be provided as part of the first service for each location to ensure that all surfaces are dust-free to eliminate BruTab buildup post service.

Step 2:
LPS Facilities staff will electrostatically spray all surfaces in each facility completely with the BruTab Solution product. This EPA certified disinfectant will attach, disinfect, and dry on contact. The disinfectant product kills the SARS-CoV-2 (Coronavirus COVID-19) on contact when sprayed. In the event an area needs to be manually sprayed, the disinfectant will be applied and need to dwell for 5-10 minutes before full efficacy.

Step 3:
LPS Facilities staff will re-coat all high-touch surfaces such as door handles, elevator call panels, desks, counters, etc. utilizing the electrostatic sprayer with the Brutab Anti-microbial product. This product will provide additional protection for these high-touch areas in between each disinfecting application.

Step 4: LPS Facilities staff will create a Log book at each building and input the following information
- Name
- Date and Time
- Location of disinfection
- Additions cleaning measures taken

POLICY GUIDE

Daily Cleaning Responsibilities & Infectious Disease Response Program

Level 1 - Regular daily cleaning
- There is no infectious control issues in the district or community
- No excessive absences
- There are no biological problems in the physical building as a result of unusual illness or mold resulting from water damage or any other biological concern

Level 2 - An infectious outbreak in the surrounding community
- THERE IS A "HEALTH CARE OUTBREAK OR INFECTIOUS CONCERN IN THE COMMUNITY WITH POTENTIAL OF COMING INTO THE FACILITY" (MRSA on one of the students or athletes, meningitis in the community, Norovirus Outbreak or H1N1 flu like explosion in town or know cases of EnterovirusD68 or a Coronavirus-2019 case in the community)

Level 3 - An infectious outbreak in the building
- THERE IS A BIOLOGICAL OUTBREAK IN THE FACILITY" Indicated by an unusually large increase in absentees along with an announced diagnoses of a communicable infectious disease such as COVID-19

7 Step Daily Cleaning Procedure

1. EMPTY WASTEBASKETS; REMOVE TRASH / RECYCLING
- Bring fully Stocked Custodial Cart to door of room being cleaned
- Remove trash from wastebasket / Remove Recycling – keep separate
- Clean inside & outside of wastebaskets w/microfiber cloth
- Replace with a clean plastic bag where necessary.

2. HIGH DUST (use Microfiber High Duster or Cloths)
- Using extended duster, dust vents, light fixtures, ceilings, upper corners and all items that you cannot reach by hand.

3. SPOT CLEAN AND STRAIGHTEN OUT ROOM
- Spot clean interior glass & mirrors using Microfiber cloth w/ glass cleaner.
- Clean chalkboards, erasers and trays. Follow your school procedures.
- Spot Clean desks. Establish a weekly routine so all desks are sanitized, clean w/ microfiber cloth and brutab. Spray cloth first
- Wipe w/ brutab dampened Microfiber Cloth all contact areas. Spot clean walls or visible soil. Remove graffiti with nontoxic Magic Sponge.

4. BATHROOM CLEANING / REPLENISH SUPPLIES
- Check toilet paper, paper towels, hand soap, etc. Refill if necessary.

POLICY GUIDE

- Disinfect all contact surfaces with BruTabs and microfiber.
- Clean mirrors/glass with glass cleaner bottle and microfiber.
- Flush toilet. Clean inside with toilet cleaner & bowl mop.
- For difficult stains use a pumice stick
- Clean toilet seat, outside and behind toilet with Brutab.
- Damp wipe shower walls, tub and sink withBrutab.

5. DUST MOPPING or DAMP MOPPING / VACUUMING
- Move chairs as you dust mop. Straighten up rows, push in chairs.
- DustMop w/microfiber 18or24" DustMop when dust/debris is excessive. (or proceed to step 6 for wet mop procedure w/flat microfiber Tool).
- With a dustpan and counter duster pick up dirt swept to the entrance.
- For Carpet, use HEPA Vac. Vacuum under fixtures and along walls.

6. WET MOPPING w/GREEN H2Orange2 & BUCKETLESS TOOL or Scrubber
- Place "Wet Floor" sign at door entrance. Damp mop entire floor

7. INSPECTION
- Check that all steps are performed and nothing is left behind.
- Make sure all windows are closed & locked. Shut lights off & lock door.
- Inform supervisor by email or Schooldude, of any broken lights, plumbing problems, strange motor noises or other malfunctions.

NOTE:
- GLOVES AND EYE PROTECTION MUST BE USED WHEN WORKING WITH CHEMICALS
- Keep custodial closet and custodial carts clean and orderly / Check hand sanitizer stations and refill.

LEVEL 1

THERE IS "NO PRESENT THREAT" IN THE COMMUNITY OR FACILITY Regular Daily Routine Cleaning – NO HEALTHCARE CONCERNS

- There are no infectious control issues in the school district or community,
- No excessive absentees and;
- There are no biological problems in the physical part of the building as a result of unusual illness or mold resulting from water damage or any other biological concern.
- Continue with regular routine cleaning, nothing out of the ordinary, following the listed cleaning steps in the Basic 7-Step Daily Cleaning Program for RestRoom Cleaning as well as General Area / Classroom Cleaning.

POLICY GUIDE

- The program key is to maintain good cleaning practices using Daily Cleaning routines following basic procedural steps. Using clean microfiber cloths, wet mops & dust mops which will greatly reduce the potential spread of infectious bacteria by custodial workers.
- When cleaning restrooms either:
    - If still using a mop bucket. Empty solution water after cleaning each restroom floor.
    - Better yet use a pump up sprayer to apply chemical and a mop bucket with clean water to remove soiled solution.
- Use a different tool (or microfiber cloth) to clean sinks and table tops in restrooms and a separate microfiber cloth to clean toilets and urinals to prevent cross contamination of bacteria. Change cleaning cloths from location to location again to avoid spreading germs from one location to another. Microfiber cloths prevent Cross Contamination.
- Maintaining glossy, clean and slip resistant floors as well as odor-free and soil-free restrooms and locker rooms are the simple goals for normal cleaning in Level 1.
- Follow Basic 7-Step Cleaning Procedures using Peroxide cleaner or Brutab
- Floors will be scrubbed with applicable solution which may include Tennant ec-H2O Equipment or Envirox Green Button solution of H2orange2 or Regular Neutral Floor Cleaners
- Brutab solution for restroom contact areas (sinks, toilets, anything someone would touch).

LEVEL 2 – THERE IS A "HEALTH CARE OUTBREAK OR INFECTIOUS CONCERN IN THE COMMUNITY WITH POTENTIAL OF COMING INTO THE FACILITY"

(MRSA on one of the students or athletes, meningitis in the community, Norovirus Outbreak or H1N1 flu like explosion in town or know cases of EnterovirusD68 or a Coronavirus-2019 case in the community)

The cleaning program must respond/adjust to the Health Care Issue. There is a communal threat to the health of the occupants. We need more aggressive procedures to combat the potential spread of an invisible adversary (bacteria or virus spread from human to human or through commonly touched contact points).

- Change to a hospital-grade broad spectrum rated disinfectant such as BruTabs. It becomes more important to use Handheld or Backpack Electrostatic Spray Tools (Victory Elec- trostatic Sprayers) for applying disinfectant to contact areas. Products that have more chemical action such as BruTabs a broad spectrum disinfectant will be used or the prophylactic application of Envirox Critical Care RTU Silver Ion Technology 30 second kill with 24 hour continuous residual kill.

- Hard floor cleaning procedures need to change from scrubbing once a week to daily cleaning of all hallway floors using an Tennant/Nobles Automatic Scrubber with H2O NANO system or Envirox H2Orange2 Green Button dilution of Hydrogen Peroxide are recommended.

POLICY GUIDE

- Wet Mopping; if using a mop bucket solutions need frequent changes (cross contamination of bacteria though bad routine cleaning methods by custodial staff can be the ultimate way to spread bacteria throughout the facility).

- Keep in mind the ability of the disinfectant to remain efficacious is diminished greatly every time you put the soiled mop back into the bucket.

- Disinfectant solutions lose their killing efficacy, as they are loaded with bacteria and soil picked up from the floor. Even a solution that appears clean can be overloaded with bacteria and since bacteria are microscopic, it may be assumed that the solution still has killing power. It does not!

- Carpets need to be more aggressively cleaned – daily. Vacuuming is critical with HEPA type filtration vacuums.

- Carpets need to be cleaned as if they are hard floors. The embedded soils needed to be removed with Low-Moisture Cleaning equipment such as 'Nobles Strive' or 'Mini-Strive'. Carpets cannot remain moist for more than 30 minutes otherwise a dehumidifier needs to be employed.

- Use only Envirox H2Orange2 in the Solution tanks in any of the extractors (1:128 dilu- tion or Green Button on dispenser). For very soiled carpets using the Red Side Sanitiz- er Button (1:10 dilution) on the Dispenser and pre-spray the carpets before doing any deep extraction.

- Using a dehumidifier or Odorox equipment will prevent wet carpets from becoming bacterial/viral harbors.

- Tools and equipment need to be upgraded (if the program has not yet imple-mented such tools for routine cleaning) to MICROFIBER.

- The use of cloths, flat mops or string/strand microfiber mops must now be used because of their ability to hold and not introduce back to the surfaces being cleaned any bacterial/viral or removed infectious soils.

- If using a mop bucket, allow for frequent mop changes on a room to room basis. No matter what tools you use the most important point is that all the tools and equipment need to be disinfected (laundered) on a daily basis. They cannot be hung up and left in the closet for the next day.

- Supply carts, storage areas and the housekeeping offices need to be completely cleaned and disinfected, since they are at the hub of activities that reach into all areas of a facility." They can foster and generate bacteria and virus making the tools (literally) infectious applicators and potentially cross contaminate the entire building.

- Desk tops need to be cleaned daily using microfiber cloths and Brutabs solution or Envirox RTU Critical Care or any of a number of more effective RTU Kill Claim Disinfectants such as Brulin Performex RTU, Oxivir TB RTU, etc.

- Odorox Hydroxyl Generating Equipment running 24/7 will be set up in the nurses room and other areas of concern to eliminate the chance of infection spreading exponentially. This equipment can be purchased or rented.

- For Infected Rooms, Locker Rooms, Wrestling Rooms or Nurses Room where Odorox equipment is not being utilized all contact areas will be disinfected daily using the Victory ElectroStatic Spray Tools with a dilution of BruTabs.

POLICY GUIDE

LEVEL 3 – THERE IS A BIOLOGICAL OUTBREAK IN THE FACILITY

Indicated by an unusually large increase in absentees along with an announced diagnoses of a communicable infectious disease such as CORVID-19. When there is such a bacteria/viral outbreak in the facility there are many more things we need to do.

- Use the strongest, most efficacious disinfectants possible. Follow the Level 2 Increased Program workload, however, now you must Double the strength of BruTabs. Use two tablets per quart bottle.

- Additionally, after 1st cleaning with your Hydrogen Peroxide (Envirox H2Orange2) and 2nd disinfecting with Double Dose of Brutabs, consider the use of prophylactic products such as Envirox Critical Care RTU Silver Ion Technology which will give 24 hour kill protection to a surface.

- When dealing with blood borne pathogens we need to make sure we are following the OSHA Reg. 29, CFR 1910.1030 standard. This includes the use of a Blood-Borne Pathogen Clean Up Kit with a tuberculocidal disinfectant or Envirox Critical Care, proper absorbents, scooping tools, personal protection equipment (such as dis- posable gloves, mask and goggles), and a red biohazard bag with a permanent closure.

- It is also critical to begin posting Instant Hand Sanitizer (Benzonthonium Chloride or 62% alcohol or the most potent 70% alcohol) dispensers throughout the facility.

- Every surface must be cleaned first (use Red Bottle of Envirox H2orange2), then disinfected with Double Dose of BruTabs Spray solution. Do it twice!

- All Desk tops must be cleaned and disinfected. Same as above using microfiber cloths. All microfiber cloths must be folded so each of the 8-sided fold cleans only one desktop only. Or you can begin the use of disposable microfiber cloths.

- All floors need to be cleaned with the Tennant ec-H2O Auto Scrubbing equipment then disinfected daily using flat microfiber bucket less applicators with BruTabs. If out- break is severe disposable microfiber will be considered.

- All carpets need to be cleaned. It is now necessary to spray on a sanitizer for carpets (Envirox H2Orange2 Red Dilution Sanitizer or Betco Oxyfect G or H). Again the key with carpets is to use low moisture equipment such as the Tennant R3 or 1610.

- Do not saturate the carpets to clean them. It is critical to avoid over wetting which could allow for additional bacterial growth or potential mold. Generation. Do not use fans to dry. Either use Industrial DeHumidifiers or an Odorox Generator. Industrial Air Scrubbers, if available, will be strategically placed in the building.

POLICY GUIDE

- An Odorox Generating Machine must be set up in the nurse's office running 24hours a day 7 days a week to kill and prevent any infectious students from potentially spreading infection to others entering the room. Odorox equipment may also have to be set up in the locker rooms or any other potential contamination spreading areas.

- For known Infected Rooms as well as Locker Rooms, Wrestling Rooms or Nurses Room, Odorox Hydroxyl Generating Equipment working 24/7 will continue to kill bacte- ria/virus or fungus. Where Odorox Generators are not being used all contact areas need to be disinfected daily/nightly using the Victory ElectroStatic Spray Tools and a double dose of BruTabs.

POLICY GUIDE

APPENDIX K – Academic, Social, Mental Supports

Social Emotional Learning (SEL) and School Culture and Climate

Educator Well-Being
Districts must account for the well-being of their educators and staff, which in turn supports and promotes the social-emotional well-being and learning needs of their students. Staff will be supported in the following ways:

- Staff need to be able to process the traumatic events, re-establish connections with each other, and receive support that promotes their healing.
    - Staff will be given time to reorient themselves back to the building and each other during the initial professional development days
    - Collaboration Time/Activities
    - Staff will have access to local mental health resources and support
- Prioritize educator self-care and wellness through the summer and the start of the 2020-2021 school year
    - Beginning in August, staff will receive a 30 day Self-Kindness Journal to prepare for their return.
    - Professional Development in Self Care will be provided during the initial days of school.
    - Staff Self Care Survey/Plan
    - Gratitude time for staff daily
    - Tap in/Tap out protocol (teacher breaks)
- Create opportunities for staff to regularly practice and reflect on their social and emotional competencies
    - Staff will have access to wellness spaces at each building
    - Staff will have access to activities to help regulate their brain states

Trauma-Informed Social & Emotional Learning
Districts must organize and prepare for the next school year acknowledging the potential trauma that staff and the students faced during the COVID-19 closure. Students and staff returning for the 2020-2021 school year will be faced with new and intimidating routines and circumstances. In order to help mitigate these challenges, the following will occur:

- Provide professional development to support educators
    - Trauma Informed Care
    - Co-Regulation Strategies/Brain Based Learning/Strategies
    - Signs and symptoms of stress/anxiety
    - Mental Health First Aid
    - Zones of Regulation (Seaview)
- Establish systems that promote supportive staff-student relationships that allow for regular practice and reflection on social and emotional competencies
    - Welcome Videos from teachers to students/families
    - Co-Regulation Strategies
    - Amygdala Reset Centers
    - Advisories/Mentors
    - Morning Meetings

POLICY GUIDE

- o Student Check-ins at the beginning of each period
- o Wellness Breaks (built in throughout the day)
- o Promotion of student choice/flexibility
- o Morning Greeters (First week of school last year teachers greet previous year students)
- o 5 min Check in with Principals (student passes)
- Have careful conversations with staff and students to discuss the past, current and future impacts of COVID-19
  - o Student/family survey to identify impact and needs
  - o Focus on communication with families-FAQ's/newsletters/videos
  - o Grief/loss/trauma
  - o Potential increases in bullying behavior related to COVID-19
  - o Mental health and supportive behaviors
  - o Bias, prejudice and stigma
  - o Preparedness, hope and resilience
  - o Fear and anxiety
- Schools should be prepared to support an influx of students who may need counseling
  - o Use of the COVID-19 School Adjustment Risk Matrix (C-SARM)- National Association of School Psychologists
    - ▪ Used to make initial support service decisions regarding traumatic stress risk based on two variables: (a) pre-COVID-19 school adjustment and (b) the COVID-19 shelter in place environment.
      - file:///C:/Users/stahsin/Downloads/Returning%20to%20School%20Risk%20Matrix-formatted%20(1).pdf
  - o Tiered Triage System:

Tier 1	Tier 2	Tier 3
Classroom meetings Informational Bulletins, Flyers, and Handouts Reestablishing social support Mitigating stress by promoting wellness Evaluation of Psychological Trauma	Individual Crisis Intervention Group Crisis Intervention Stabilization Student Psycholeducational groups	Individualized and Intensive support to include family and community resourcesI

School Culture & Climate
Creating a positive school climate and culture will help address the issues raised by the COVID-19 pandemic and improve the conditions for learning for all students in any of the in-person, hybrid, or virtual instructional models. In order to optimize the learning process and make staff and students feel cared for, reengaged and acclimated to the school community, the following should occur:

- Prioritize the health and emotional well-being of staff and students above else

- - Self-care is embedded into our school culture rather than be the entire responsibility of each individual staff member
    - Community resources available for both staff and students/families
- Plan to provide and sustain instruction on social norms, relationship building, and behavioral expectations at the start of the school year
    - Classroom Agreements created at the start of school (SEL/CASEL)
    - Primary Templates-CASEL Competencies
    - Second Step SEL Curriculum Focus
    - Brain Based Learning/States/Strategies for students and staff
    - PBIS/Renaissance

Utilizing the Strengths of Staff
Schools will continue to recognize and empower the strengths of educators and staff and their significant role in the context of SEL. Below are ways the school staff can support the action steps on trauma informed SEL:

- Utilize newsletters, the website and/or social media to continually communicate with families and staff about our approach to SEL
- Facilitate opportunities for students, staff and families to connect and reflect
- School Administrators will provide staff with resources on SEL and trauma
- Maintain connections with families and students to provide any necessary support
- Embed SEL skills and strategies in remote learning
- Provide opportunities for students to connect with other students
- Continue to monitor student behaviors and observe/report any concerns

Multi-tiered Systems of Support (MTSS)

We are adapting our multi-tiered system of support to meet the needs of our students during the reopening of the school. The tiered systems of support need to support students academically, socially, and emotionally.

Tier I - Universal

Academic - Staffulty recognize that all students will have some gaps in learning based on the remote learning that took place from March until the end of the school year. Specifically, concepts and content could not be covered at the same level of depth. Therefore, teachers will use the following strategies to support all learners: differentiated instruction, individualized feedback, virtual and socially distanced small group instruction and assessment to target areas of need.

Social - The district plans to use creative methods to engage students while social distancing and learning remotely. Relationships continue to be of the utmost importance to our staffulty. The Renaissance Program at the middle school and the PBIS Program at the elementary school will adapt to meet the challenges of social distancing and remote learning. We will continue to engage students to provide leadership in developing opportunities for social interaction with their peers. We will use RTV, the student lead television channel, to provide messages to students to support social and emotional learning.

POLICY GUIDE

Emotional - The staffulty recognizes that a global pandemic has emotional impacts on all students. As such, teachers will be sensitive to the signs and symptoms of stress and anxiety. At the onset of each class period teachers will do a quick check-in. Additionally wellness breaks will be scheduled throughout the school day. We will continue to utilize our school counselor to provide lessons and resources to teachers. Morning meetings, advisory, reset centers will be used in all classrooms.

Tier 2 - Intervention

Academic - Students who need more support academically will receive targeted individualized or small group supplemental instruction. In the blended learning model this will take place during the WIN (What I Need) period in elementary school and during the Explorations period in middle school. Additionally students will receive extra support during the Wednesday remote learning day. In an all remote learning environment the afternoons and Fridays will be set aside for supplemental support. Finally, families will be notified and included in plans to support our students.

Social - Counselors and other support staff will provide small group "Lunch Bunch" settings for students to socialize with peers. We will continue to offer clubs virtually to provide students with other opportunities to work with peers.

Emotional - Individual counseling sessions or small group sessions. Mentoring programs and family supports.

Tier 3 - Intensive Individualized Support

Academic - We are identifying our students with the greatest academic needs and developing a tiered system to bring students back to school on a full-time basis. Research-based academic intervention programs are also used in concert with individualized learning goals. Possible intensive assessments.

Social - Emotional - Communication with parent, parent resources. Possible intensive assessment and links to outside resources.

Universal Screening
Our focus as students return will be primarily social and emotional screening. We will be assessing and screening our students through conversations and activities to ensure students feel safe, supported, and ready to learn. Our district will be placing a strong focus on social and emotional support as students return (for more information see pg. 33). Once students are acclimated to this "new normal" , our staff will then move forward with academic screening.

This year, our district plans to use short teacher developed pre-assessments to drive instruction. Teachers will use these mini assessments to quickly gauge students' understanding of the individual skill or skill(s). Our teachers also may use sections of our beginning of the year assessments based on the needs of their students (i.e. high frequency words, letter ID, etc.) The district utilizes LinkIt! for benchmarking purposes. Fortunately, LinkIt! can be used to develop mini, skill/standard specific assessments. We plan to utilize this platform during our universal back to school screening process. To ensure validity, some screenings will occur in person. Some online assessments will be able to be completed virtually.

POLICY GUIDE

Collaborative Problem-Solving Teams

Our district has developed Task force committees to ensure stakeholder input on decisions being made in regard to opening school. As a district we value input from our staff members, parents, board members, and community members. In order to develop a platform to gain input from our stakeholders we developed three committees and held weekly meetings to provide feedback. The three committees were Health and Safety, Special and Emotional, and Academic. Each committee met with 10+ stake holders and together they discussed topics, brainstormed ideas, and aired concerns. The feedback from these committees led us to the foundation of our return to school plan.

In addition to these committees, we plan to continue collaboration with our ScIP teams at each building. Also, our schools will hold weekly grade level meetings to problem solve and remain proactive throughout our reopening. Our Superintendent will also hold an advisory committee which will meet once our reopening occurs. Lastly, our board of education committee monthly meetings work to collaborate and discuss ideas for the school community.

Our child study team will continue to collaborate for our return to school. This team has been working virtually throughout the summer in order to meet the needs of our students, provide related services and extended school year, and also update IEPs. They have developed ways to use data through virtual meetings with students to drive decision making.

Family Engagement
Our district relies on our families input to drive our decisions. Throughout our school closure we have sent out a number of surveys. We asked for feedback on virtual learning during the school closure as well as input on our reopening plan. We will continue to use surveys to acquire necessary feedback from families. Parents were also included on our advisory task force committees. As we continue this process, parent feedback will be an integral part of our planning.

Data-Based Decision Making
A district professional development goal has been to enhance tracking of student progress in order to make informed decisions on student instruction. We will be shifting this focus to using data about students' social and emotional health to make decisions that are driven to insure our students are happy and healthy.

We will continue to use assessments to inform academic instruction and support. However, these assessments will be shorter and more targeted in nature.

Wraparound Supports
Our administrative team continues to work hand in hand to provide wraparound supports for our staff and students. Based on all of the headings in this section, we plan to offer an abundance of support for our students. Through our open lines of communication with staff members, our students will be offered supports that they need including:

- special education supports
- I & RS supports

- social and emotional intervention supports
- home to school connections
- outside agency supports
- counseling and mentoring supports
- administrative support
- teacher supports

Mental Health Supports

As the district prepares for the 2020-2021 school year we know that COVID-19 will have significant psychological and emotional impacts on students. As such we will use the tiered level of supports listed below:

Tier 1	Tier 2	Tier 3
Classroom meetings Informational Bulletins, Flyers, and Handouts Reestablishing social support Mitigating stress by promoting wellness Evaluation of Psychological Trauma	Individual Crisis Intervention Group Crisis Intervention Stabilization Student Psycholeducational groups	Individualized and Intensive support to include family and community resources

Primary Health and Dental Care

Our school nurses and school physician have been an integral part of the development of our return to school plan. Our team of nurses and a physician continue to consult guidelines to keep administration, staff, and families informed during the pandemic. We have and will continue to promote overall health and wellness for students and staff. We will continue our handwashing campaign to help students to understand the importance and the necessity of proper handwashing as well as implementing hand washing breaks. We will require masks to promote overall health and implement teaching respiratory etiquette. Our school nurses will serve as resources for our families in need of health care by connecting them to the necessary outside agencies.

Each year we provide parents with resources necessary to receive free dental care for those in need. We plan to reach out to local resources to continue this support for parents to ensure the dental needs of our students are being met.

Additionally, our school nurses will provide resources for the district to share with parents in regards to the parents. Through newsletters, websites, and updates guidance our nurses will share information for our school website and school family.

Family Engagement

Our district relies on our families input to drive our decisions. Throughout our school closure we have sent out a number of surveys. We asked for feedback on virtual learning

during the school closure as well as input on our reopening plan. We will continue to use surveys to acquire necessary feedback from families. Parents were also included on our advisory task force committees. As we continue this process, parent feedback will be an integral part of our planning.

Aside from feedback, we look to maintain family engagement with families during our return to school. Our staff will continue to reach out to families in many different ways in order to strengthen our home to school connection. Some examples are as follows:

- Virtual orientations (kindergarten, new student, 5th grade)
- Daily announcements for all students (in person and virtual)
- Weekly emails and announcements to parents
- Social media posts and updates (facebook, twitter, instagram)
- Promotional videos to encourage parents to get students ready for back to school
- Promotional videos to get students excited for back to school and aware of "new normal"

During our school closure, we provided parent sessions in order to assist with parent education. We will continue to use resources to inform parents of our school procedures and processes. As we begin the school year we will offer parent development sessions in order to offer support for parents when students are at home. This will help bridge the home to school connection.

Academic Enrichment/Expanded After-School Learning

This year we will continue to utilize Title funds as well as funds from CARES act to offer after school learning and tutoring to our students needing academic support. The district uses after school as a time for small group targeted instruction for those students in need. Students will also be provided expanded after school learning through an afterschool homework club where students can come to complete their homework and offer support.

Enrichment will be provided for students virtually and in person. Our schedule at both buildings provides an opportunity in the day for teachers to provide students with differentiated enrichment material. During the WIN period at the elementary school and during the Explorations period at the middle school students will have the opportunity to not only receive interventions for certain skills they need but also enrichment for skills in which they excel. In order to continue to keep our students in cohorts during the day, any other enrichment/gifted and talented programs will be held virtually (i.e. 2nd/3rd enrichment, SPEAK, Industrial Teach)

Mentoring

Both the elementary school and middle school offer peer mentoring to empower students to support each other socially, emotionally, and academically. The Middle School offers a #WingsUp Mentoring program to identified students. This pairs a supportive adult with a student throughout the school year.

APPENDIX N – Scheduling

POLICY GUIDE

The district has developed a strategic plan for delivering instruction to students in an in-person, hybrid and fully virtual model. The health, safety and wellness of students and staff is our top priority. We also considered the core guiding principles identified in the NJ DOE's The Road Back:

- Maintain the continuity of learning.
- Facilitate the equity and ease of access to communications and resources.
- Flexibly accommodate the needs and varying circumstances of all learners.
- Incorporate educators, students, parents and school boards and other community members in the local community into entire analysis and planning cycles.

Below we detail the implementation strategies for each model of instruction.

In-Person

If a full return is possible, our district plans to run our normal school day. The day will consist of proper social distancing guidelines for staff and students to adhere to in order to protect the health and safety of our school community. We will also continue to follow guidance from the CDC and NJDOE in terms of possible increases in case and health concerns due to COVID-19.

Communication: A clearinghouse of information will be available on the school website. All information disseminated by the Superintendent and building Principals will be available on this clearinghouse.

Attendance: This will be handled per our District guidelines for in-person attendance.

Access to Technology: The district will deploy a take home 1:1 Chromebook program. Furthermore, the use of cellular hotspots for students with identified little to no internet connectivity will be distributed.

A "tool box" of online learning platforms and tools will be developed for staff and students to access for learning. The district will also use and expand their current Single-Sign-on solution to make logging into these platforms for learning as seamless as possible.

Professional Development: The district will adjust the school calendar to hold four of our five full-day professional development days to the beginning of the school year. This will enable us to accelerate the PD to focus on differentiated learning and the social, emotional needs of students. Teachers will also be trained in health and wellness topics related to maintaining safety for staff and students. Common planning time will be provided for grade level and content area teachers to meet.

Feedback Loops: The administration has open lines of communication with staffulty, families and students. Staffulty meet with administrators weekly to get information about what is working well and what can be improved. Likewise, parents can contact teachers and administrators whenever necessary. Student leadership teams meet with teachers frequently. Surveys are used to collect feedback from teachers, families and students.

Contingency Planning:

POLICY GUIDE

School Personnel: If staff shortages arise substitute teachers, substitute certificated aides, and other certificated staff will be utilized to support their in-person student populations.

If at any point and time, we do not have enough staff for coverage, the District may need to consider transitioning to an all virtual model for coverage.

Access to Supports: In-person days allow for access to a variety of supports for students and staff including counseling, academic, social-emotional, and intervention supports.

Class Schedules: These will be made available through the building principals for each student per their SIS schedule.

Accommodations (students and staff): These will be handled on a case by case basis for any situation that may arise. students can report needs to their teacher, trusted adult, or their counselor or principal. Staff can report any needs to their supervisor.

Learning Management Systems (LMS): For blended / hybrid learning our current Learning Management System (LMS) through Google Classroom will continue to be used along with a standardized set of practices to make assignments easier to find and organize.

Hybrid

Communication: A clearinghouse of information will be available on the school website. All information disseminated by the Superintendent and building Principals will be available on this clearinghouse.

Attendance: On in-school days the homeroom teacher will take attendance. On the virtual student days, attendance will be monitored based on assignment completion and questions posted in Google Classroom as designed by each school.

Access to Technology: The district will deploy a take home 1:1 Chromebook program. Furthermore, the use of cellular hotspots for students with identified little to no internet connectivity will be distributed.

A "tool box" of online learning platforms and tools will be developed for staff and students to access for learning. The district will also use and expand their current Single-Sign-on solution to make logging into these platforms for learning as seamless as possible.

Professional Development: The district will adjust the school calendar to hold four of our five full-day professional development days to the beginning of the school year. This will enable us to accelerate the PD to focus on pedagogical aspects of online learning and the social, emotional needs of students. Teachers will also be trained in health and wellness topics related to maintaining safety for staff and students. Common planning time will be provided for grade level and content area teachers to meet.

Feedback Loops: The administration has open lines of communication with staffulty, families and students. Staffulty meet with administrators weekly to get information about what is working well and what can be improved. Likewise, parents can contact teachers and administrators whenever necessary. Student leadership teams meet with

POLICY GUIDE

teachers frequently.   Surveys are used to collect feedback from teachers, families and students.

Contingency Planning: Medically vulnerable students and staff will have the option to choose fully virtual. The district has all three learning models prepared to move seamlessly as situations arise.

School Personnel: If staff shortages arise substitute teachers, substitute certificated aides, and other certificated staff will be utilized to support their in-person student populations.

If at any point and time, we do not have enough staff for coverage, the District may need to consider transitioning to an all virtual model for coverage purposes.

Access to Supports: Nurses, counselors, other school professionals will all be available to consult with students and families as necessary. Meals will be provided via pick-up or delivery.

Class Schedules:

Students will attend school in-person two days a week and virtually three-days per week. Scheduling supports a combination of synchronous and asynchronous learning with synchronous taking place in-person and asynchronous during the virtual days.

The district will create cohorts of students that can be socially distanced while in the classroom. Teachers will rotate between cohorts instead of students in order to reduce contact.

	Monday	Tuesday	Wednesday	Thursday	Friday
BLUE cohort	In-Person	In-Person	Virtual	Remote	Remote
	Classroom instruction		Schedule of Google Meets	Asynchronous Learning	
	Targeted skills and standards			Complete independent tasks & project based learning	
	Assessment & feedback		Focus on previewing, reviewing, or class discussion	Online learning platforms	
	Full school day schedule 8:15-2:45/8:30-3:00			240 minutes of teacher designed learning activities	
GOLD cohort	Remote	Remote	Afternoon small group or individual remediation	In-Person	In-Person
	Asynchronous Learning			Classroom instruction	
	Complete independent tasks & project based learning		Meetings with teacher and learning activities will total 240 minutes	Targeted skills and standards	
	Online learning platforms			Assessment & feedback	
	240 minutes of teacher designed learning activities			Full school day schedule 8:15-2:45/8:30-3:00	

POLICY GUIDE

Accommodations (students and staff): Accommodations will be provided for students both virtually and in person on a case by case basis. Students who receive accommodations in person will be provided those accommodations virtually as possible.

Learning Management Systems (LMS): The learning management system we will utilize will be the Google platform and Google classroom. Our students and teachers are familiar with this LMS as they used this platform during our school closure in the 2019-2020 school year. This system promotes flexibility and supports remote instruction. It also opens lines of communication between parents, students, and teachers.

Fully Virtual

Communication: A clearinghouse of information will be available on the school website. All information disseminated by the Superintendent and building Principals will be available on this clearinghouse.

Attendance: Seaview Elementary School- Students will be required to check into their homeroom classrooms each day by answering a discussion question. Failure to check into the Google Classroom will result in a Tier level of support to engage learners. Teacher- Parent contact will be used to gauge attendance with students in grades PreK and K.

Belhaven Middle School - Students will be required to check into each classroom everyday by answering a question on the teachers' Google Classroom Page. Failure to check into the Google Classroom will result in a Tier level of support to engage learners.

Access to Technology: The district will deploy a take home 1:1 Chromebook program for Grades K-8. Furthermore, the use of cellular hotspots for students with identified little to no internet connectivity will be distributed.

A "tool box" of online learning platforms and tools will be developed for staff and students to access for learning. The district will also use and expand their current Single-Sign-on solution to make logging into these platforms for learning as seamless as possible.

Professional Development: The district will adjust the school calendar to hold four of our five full-day professional development days to the beginning of the school year. This will enable us to accelerate the PD to focus on pedagogical aspects of online learning and the social, emotional needs of students. Common planning time will be provided for grade level and content area teachers to meet.

Feedback Loops: The administration has open lines of communication with staffulty, families and students. Staffulty meet with administrators weekly to get information about what is working well and what can be improved. Likewise, parents can contact teachers and administrators whenever necessary. Student leadership teams meet with teachers frequently. Surveys are used to collect feedback from teachers, families and students.

Contingency Planning: Medically vulnerable students and staff will have the option to choose fully virtual. The district has all three learning models prepared to move seamlessly as situations arise.

POLICY GUIDE

School Personnel: A shortage of staff during fully virtual learning will result in the combining of similar classes so that educators can support all students.

Access to Supports: Nurses, counselors, other school professionals will all be available to consult with students and families as necessary. Meals will be provided via pick-up or delivery.

Class Schedules: Scheduling supports a combination of synchronous and asynchronous learning with synchronous taking place during google meets and asynchronous through posted assignments and learning resources such as videos.

POLICY GUIDE

Belhaven Sample Schedule (if entire school is virtual):

Sample Virtual Program: Fifth Grade

	Monday/Wednesday	Tuesday/Thursday	Friday
8:15am	Morning Announcements		
8:15am - 8:55am	Check into each Google Classroom for the Day		
9:00am - 9:30am	Period 1	Period 2	Synchronous and Asynchronous learning activities. Scheduled Google Meets with teachers.
9:45am - 10:15am	Period 3	Period 6	
10:30am - 11:00am	Period 7	Period 8	
11:15am - 11:45	Period 9A	Period 9B	
11:45am - 12:45pm	Lunch		
12:45pm - 2:45pm	Small Group Check-in As needed and requested Period 2 - 12:45 - 1:15 Period 6 - 1:15 - 1:45 Period 8 - 1:45 - 2:15 Period 9B - 2:15 - 2:45 Time to work on project-based learning activities, assignments, skills practice	Small Group Check-in As needed and requested Period 1 - 12:45 - 1:15 Period 3 - 1:15 - 1:45 Period 7 - 1:45 - 2:15 Period 9A - 2:15 - 2:45 Time to work on project-based learning activities, assignments, skills practice	Time to work on project-based learning activities, assignments, skills practice. Office Hours- Teacher Available for enrichment and intervention.

POLICY GUIDE

Seaview Sample Schedule (if entire school is virtual):

Sample Virtual Program: Seaview

	Monday/Wednesday	Tuesday/Thursday	Friday
8:15am	Morning Announcements		
8:15am - 8:55am	Check into each Google Classroom for the Day		
9:00am - 9:30am	ELA	ELA	Synchronous and Asynchronous learning activities.

Scheduled Google Meets with teachers. |
9:45am - 10:15am	Math	Math	
10:30am - 11:00am	SS	Sci	
11:15am - 11:45	Related Arts	Related Arts	
11:45am - 12:45pm	Lunch		
12:45pm - 2:45pm	Small Group Instruction Targeted skill groups, enrichment, and intervention

Time to work on project-based learning activities, assignments, skills practice | Small Group Instruction Targeted skill groups, enrichment, and intervention

Time to work on project-based learning activities, assignments, skills practice | Time to work on project-based learning activities, assignments, skills practice.

Office Hours- Teacher Available for enrichment and intervention. |

POLICY GUIDE

Green Cohort Sample Schedule (fully virtual parent option):

	Monday/Tuesday	Wednesday	Thursday/Friday
8:30am	Morning Announcements		
8:15am - 8:55am	Check into each Google Classroom for the Day	Schedule of Google Meets	Time to work on project-based learning
9:00am - 12:30pm Subject area Google Meet Times TBD	ELA	Focus on previewing, reviewing, or class discussion	activities, assignments, skills practice 8:20 - 9:20 ELA
	Math		9:20 - 9:30 Break
	Science	Afternoon small group or individual remediation	9:30 - 10:30 Math
	Social Studies		10:30 - 10:40 Break
12:30pm - 1:00pm	Lunch	Synchronous and Asynchronous learning activities	10:40 - 11:40 Science/Social Studies 11:40 - 12:10 Lunch 12:10 - 12:40 Related Arts/PE
1:05pm - 2:00pm Subject area Google Meet Times TBD	Related Arts/PE/Health		12:40 - 1:15 Independent Reading
2:00pm - 2:45pm	Time to work on project-based learning activities, assignments, skills practice		

Accommodations (students and staff): Accommodations will be provided for students both virtually and in person on a case by case basis. Students who receive accommodations in person will be provided those accommodations virtually as possible.

Learning Management Systems (LMS): The learning management system we will utilize will be the Google platform and Google classroom. Our students and teachers are familiar with this LMS as they used this platform during our school closure in the 2019-2020 school year. This system promotes flexibility and supports remote instruction. It also opens lines of communication between parents, students, and teachers.

POLICY GUIDE

APPENDIX O – Staffing

The District will continue its assignment and utilization of staff in line with New Jersey Department of Education guidance. Staff assignments during COVID-19 and other times of health-related/pandemic response may require staff to fulfill a variety of responsibilities. The focus for staff will be to encourage the health, safety, and welfare of their students and on the identified protocols developed for the school/district. These responsibilities may include, but are not limited to, the information listed below. Specific expectations may be added to those listed as required or needed through school-level and district-level administration. Our District will communicate with the Local Education Association throughout this process.

Staff will work their assigned schedules as determined by the schedules in place for each learning plan. Substitutes will be assigned through the use of in-house staff as well as those assigned through AESOP/Frontline and or school level outreach to approved substitutes.

In-Person and Hybrid Learning Environments: Roles and Responsibilities

Instructional Staff:

- Reinforce social distancing protocol with students and co-teacher or support staff.
- Limit group interactions to maintain safety.
- Support school building safety logistics (entering, exiting, restrooms, etc.).
- Become familiar with district online protocols and platforms.
- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress.
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- Instruct and maintain good practice in digital citizenship for all students and staff.
- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- Providing materials, manipulatives and items for at-home activities at no cost to families (particularly in preschool).
- Limiting on-line activities for preschool students.

Administrators:

- Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- Provide time for staff collaboration and planning.
- Prioritize vulnerable student groups for face-to-face instruction.

- Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Hone collaboration, cooperation and relationship building skills using alternative methods to remain connected to virtual instruction.
- Define and provide examples of high-quality instruction given context and resources available.
- Assess teacher, student, and parent needs regularly.
- Ensure students and parents receive necessary supports to ensure access to instruction.
- 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).
- Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when they return to school.
- 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 student's experience and learning while out of school.
- Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- Ensure the Preschool Director/Contact person is involved in the planning so development activities and supports are in place for Preschool and supports transition to kindergarten.

Educational Services

- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.
- Manage online platform for small groups of in-person students while teacher is remote.
- Assist with the development and implementation of adjusted schedules.
- Plan for the completion of course requests and scheduling (secondary school).
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.
- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.

- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

Support Staff

- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- Pre-record read-alouds and videos around SEL activities and routines (P-2) Caption prerecorded instructional videos from general education teachers.
- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Support families and students in accessing and participating in remote learning. } Paraprofessionals can be added to online classes as co-teacher.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.

Substitute

- Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
    - Substitutes will be used as necessary for vacancies.
    - This may include assignment to large areas for classes to gather with social distancing, mask, and other measures in place to reduce student mixing.
    - Assignments may be provided either through chromebook use, online platforms, our other means for completion to align to the content area/grade level. This may include use of the cafeteria, gymnasium, or media center for completion of work.
- Roles and responsibilities for substitute teachers in both virtual and hybrid settings will be determined by the building principal and/or supervisor in coordination with the teacher of record.
- This may include but is not limited to accessing LMS for recording of work, assignment to grade levels for support during transition of teachers to classrooms, health screening locations.
- Substitutes may be assigned to a single school building or grade level to avoid too much movement between schools.
- Identify areas where additional staff may be necessary: school nurses, counselors, school psychologists.
    - Contract is in place with Bayada for additional nurse support as needed.
    - Working with local colleges and universities on internships and fieldwork placements for support in other areas as well.

Educator Roles Related to School Technology Needs

To ensure all staff supporting virtual learning are prepared to provide or support virtual instruction on day one, the Linwood Public Schools will do the following:

POLICY GUIDE

Staff and Students

- Do our best to ensure at least one IT Department member is in the district, or available virtually, to provide supports for all stakeholders.
- Ask for volunteers amongst the staff to serve as "point people" for minor issues or questions that arise and can quickly be dealt with to allow the IT Department to concentrate on larger issues .
- We have, and will continue to survey teachers and families to ensure technology needs are met to the best of our abilities.
- We are implementing a one-to-one Chromebook program for all grade levels.
- All usernames and passwords will be shared with users and student account information is easily accessible to the appropriate staff in case they are forgotten via our student information system.

Student Teachers

To ensure student teachers are prepared to start supporting instruction on day one, the Linwood Public Schools district will to the best of their ability:

- Survey student teachers to determine their technology needs/access as they are assigned to our district
- Where possible, provide loaner devices, or work with their cooperating institution to provide one.
- Provide access via a district issues user account as well as access to the necessary online platforms for their experience.
- Work with the cooperating teacher to provide training as needed.
- Communicate district expectations for online etiquette and interactions with students and staff during online instruction.
- Continue to survey and access technology needs for assistant teachers.
- Access and respond to the best of our ability accommodation requests for staff who are at a greater risk of the impact of COVID-19 or have health issues with viewing content on screens for an extended period of time.
- The District may require student teachers to work remotely/virtually to gather hours.

Athletics

Middle school athletics will resume only in accordance with the timing and protocols issued by the NJSIAA. It may be necessary to cancel the fall sports season if start dates are pushed later into the fall.

POLICY GUIDE

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

Requests for full-time remote learning may include any service or combination of services that would otherwise be delivered to students on an in-person schedule, which may be a hybrid schedule, such as instruction, behavioral and support services, special education, and related services. A parent may request some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the provisions in the school district's Restart and Recovery Plan (Plan) and Policy 1648.

A parent may contact the Principal or designee of the building the student would attend with any questions on: a request to transition from in-person services to full-time remote learning; a request to transition from full-time remote learning to in-person services; the procedures of this Policy; and/or any other information regarding the school district's Plan and Policy 1648.

To ensure clarity and consistency in implementation of full-time remote learning, the Board of Education adopts this Policy that addresses the following:

A.   Unconditional Eligibility for Full-time Remote Learning

     1.   All students are eligible for full-time remote learning.

          a.   Eligibility for full-time remote learning cannot be conditioned on a parent demonstrating a risk of illness or other selective criteria.

          b.   Unconditional eligibility for full-time remote learning includes students with disabilities who attend in-district schools or receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).

B.   Procedures for Submitting Full-time Remote Learning Requests

POLICY GUIDE

1. A parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at least ten (10) calendar days before the student is eligible to commence full-time remote learning in accordance with B.2. below.

2. The student may only begin full-time remote learning

   _X__at the beginning of the school year;

   _X__at the beginning of a mid-year semester. This is after December 31; or

   _X__within ten (10) school days after receiving written approval of the Principal or designee.

   If a student or family experiences a life-altering event that may require a shift in learning environment, the building principal may permit a shift in consultation with the family/student.

3. The written request for the student to receive full-time remote learning shall include:

   a. The student's name, school, and grade;

   b. The technology the student will be using to receive full-time remote learning, including the student's connectivity capabilities;

   c. A request for any service or combination of services that would otherwise be delivered to the student on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education, and related services;

   d. For students with disabilities, the school district staff will determine if an Individualized Education Plan (IEP) meeting or an amendment to a student's IEP is needed for full-time remote learning; and

   e. Any additional information the Principal or designee requests to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.

        (1)   The documentation required by the school district to be provided in the parent's request for full-time remote learning shall not exclude any students from the school district's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning.

4.   Upon receiving the written request, the Principal or designee may request additional information from the parent to assist the Principal or designee in providing the student the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.

5.   The Principal or designee will review the written request and upon satisfaction of the procedures outlined in this Policy, the Principal or designee will provide written approval of the parent's request for full-time remote learning.

        a.   In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.

6.   The Principal's written approval of the request shall be provided to the parent within ten (10) calendar days of receiving the parent's written request.

        a.   The written approval will include the date the remote learning program will commence for the student in accordance with B.2. above.

C.   Scope and Expectations of Full-Time Remote Learning

1.   The scope and expectations of the school district's full-time remote learning program will include, but not be limited to, the following:

        a.   The length of the school day pursuant to N.J.A.C. 6A:32-8.3 and compliance with the Board's Attendance Policy and Regulation 5200; the provisions of the district's remote learning program outlined in the school district's Plan; and any other Board policies and regulations that govern the delivery of services to, and district

expectations of, students participating in the remote learning program and their families;

b. The technology and the connectivity options to be used and/or provided to the student during remote learning; and

c. Any additional information the Principal or designee determines is needed to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs (i.e. students participating in a hybrid model).

(1) This includes, for example, access to standards-based instruction of the same quality and rigor as afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.

d. The school district will endeavor to provide supports and resources to assist parents, particularly those of younger students, with meeting the expectations of the school district's remote learning option.

D. Procedures to Transition from Full-Time Remote Learning to In-Person Services

1. A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, based on the transition dates listed by submitting a written request to the Principal of the building the student will attend. This request must be submitted to the Principal, or designee thirty (30) prior to the student's return date.

2. A student is only eligible to transition from full-time remote learning to in-person services commencing

X___at the beginning of the school year;

X__at the beginning of a mid-year semester. This is after December 31. A student may transition from remote to in-

person at the end of the third marking period which will be on or about April 15th; or

If a student or family experiences a life-altering event that may require a shift in learning environment, the building principal may permit a shift in consultation with the family/student within ten (10) school days after receiving approval.

3. The written request from the parent for the student to transition from full-time remote learning to in-person services shall include:

    a. The student's name, school, and grade;

    b. The in-person program may only commence for a student transitioning from full-time remote learning to in-person services in accordance with D.2. above; and

    c. Any additional information the Principal or designee determines would be important on the student's transition from full-time remote learning to in-person services.

4. A student previously approved for remote learning wanting to transition into the school district's in-person program must spend at least one semester – (through December 31st) - in remote learning before being eligible to transition into the school district's in-person program. A student may also transition from remote to in-person at the end of the third marking period which will be on or about April 15th.

    a. A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, based on the transition dates listed by submitting a written request to the Principal of the building the student will attend. This request must be submitted to the Principal, or designee thirty (30) prior to the student's return date.

    b. This will allow parents to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction for the student.

5. The Principal or designee will review the request for compliance with this Policy, and upon satisfaction of the procedures in this Policy, will provide the parent of the student a written approval of the student entering the school district's in-person program.

POLICY GUIDE

  a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.

 6. Upon approval of the student's transition from full-time remote learning to in-person services, the school district will provide specific student and academic services to better assist parents anticipate their student's learning needs and help educators maintain continuity of services.

 7. School districts that offer Pre-K will consult their Pre-K curriculum providers regarding appropriate measures to assess a Pre-K student's learning progress during the transition from full-time remote learning to in-person learning.

E. Reporting

 1. To evaluate full-time remote learning, and to continue providing meaningful guidance for school districts, it will be important for the New Jersey Department to Education (NJDOE) to understand the extent and nature of demand for full-time remote learning around the State.

  a. The school district will be expected to report to the NJDOE data regarding participation in full-time remote learning. Data will include the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

F. Procedures for Communicating District Policy with Families

 1. The school district will have clear and frequent communication with parents, in their home language, to help ensure this important flexibility is as readily accessible as possible. Communication must include, at a minimum, information regarding:

 a. Summaries of, and opportunities to review, the school district's full-time remote learning Policy/Plan;

 b. Procedures for submitting full-time remote learning requests in accordance with B. above;

      c.   Scope and expectations of full-time remote learning in accordance with C. above;

      d.   The transition from full-time remote learning to in-person services and vice-versa in accordance with B. and D. above; and

      e.   The school district's procedures for ongoing communication with families and for addressing families' questions or concerns.

G.   Home or Out-of-School Instruction

      1.   No provision of this Policy supersedes the district's requirements to provide home or out-of-school instruction for the reasons outlined in N.J.S.A. 18A, N.J.A.C. 6A, or any applicable Board policy unless determined otherwise by the Superintendent or designee.

      [See the District's Restart and Recovery Plan – Appendix Q for the protocols/procedures for "Remote Learning Options for Families" which is outlined in the school district's Restart and Recovery Plan.]

New Jersey Department of Education Guidance Document:
 "Clarifying Expectations Regarding Fulltime Remote Learning
  Options for Families 2020-2021"

Adopted: September 2020