

**DRAFT**

# Restart and Recovery Plan to Reopen Schools

**Millville Public Schools**  
**Board of Education**

**Fall 2020**

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## Introduction

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

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

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

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

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

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

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

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of this Plan include the school district's unique and locally developed protocols to ensure

school(s) in the district reopen safely and are prepared to accommodate staff and students' unique needs during this unprecedented time. Also included in the Appendices section is a chart that includes all websites and outside guidance information that are listed in the NJDOE Guidance.

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

Millville Public Schools Demographic Data

**[See Appendix S)**

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

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

## **A. Conditions for Learning**

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

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

### **1. Health and Safety**

#### **– Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports**

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

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

The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are also consistent with the Board's general obligation to ensure the health and safety of its students and staff pursuant to N.J.S.A. 18A:40-6 and N.J.A.C. 6A:16-2.1. District officials should abide by the advice of local health officials to determine the safest course of action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Board's Plan.

## Ten Critical Areas of Operation

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

- (1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:
  - (a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
  - (b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.
  - (c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.
  - (d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.
  - (e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:

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

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

**Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan**

- (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
- (2) Face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
- (3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks, **for mask breaks**.
- (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (5) Use of shared objects should be limited when possible or cleaned between use.

- (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
  - (a) In each classroom (for staff and older children who can safely use hand sanitizer).
  - (b) At entrances and exits of buildings.
  - (c) Near lunchrooms and toilets.
  - (d) Children ages five and younger should be supervised when using hand sanitizer.
  - (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- (8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
  - (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

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

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

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

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

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

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

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

- (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
  - (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
  - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
  - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
  - (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:



- (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
- (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
- (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
  - (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
  - (ii) Following current Communicable Disease Service guidance for illness reporting.
  - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
  - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
  - (v) Continuous monitoring of symptoms.
  - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
  - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.

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

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

**f. Critical Area of Operation #6 – Contact Tracing**

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

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

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

- (1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
- (2) The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
  - (a) A schedule for increased routine cleaning and disinfection.
  - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).
  - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
  - (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
    - (i) Classroom desks and chairs;
    - (ii) Lunchroom tables and chairs;
    - (iii) Door handles and push plates;
    - (iv) Handrails;
    - (v) Kitchens and bathrooms;
    - (vi) Light switches;
    - (vii) Handles on equipment (e.g. athletic equipment);
    - (viii) Buttons on vending machines and elevators;
    - (ix) Shared telephones;
    - (x) Shared desktops;
    - (xi) Shared computer keyboards and mice;

- (xii) Drinking fountains; and
  - (xiii) School bus seats and windows.
- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

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

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

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

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

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

- (1) The Board's Plan regarding recess and physical education should include protocols to address the following:
- (a) Stagger recess, if necessary.
  - (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
  - (c) The use of cones, flags, tape, or other signs to create boundaries between groups.

- (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
- (e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
- (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
- (g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
  - (i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.
  - (ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
- (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.
- (3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

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

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

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

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

**2. Academic, Social, and Behavioral Supports**

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

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

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

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

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

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

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

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

Not Being Utilized

**Being Developed by School Officials**

Currently Being Utilized

b. Multi-Tiered Systems of Support (MTSS)

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

Not Being Utilized

**Being Developed by School Officials**

Currently Being Utilized

c. Wraparound Supports

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

Not Being Utilized

**Being Developed by School Officials**

Currently Being Utilized

d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

**Currently Being Utilized**

e. Quality Child Care

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

Not Being Utilized

**Being Developed by School Officials**

Currently Being Utilized

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

## **B. Leadership and Planning**

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

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

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

### **1. Establishing a Restart Committee**

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

**[See Appendix L – Restart Committee]**

### **2. Pandemic Response Teams**



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

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

**[See Appendix M – Pandemic Response Team]**

**3. Scheduling**

- a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
- b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
  - (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
  - (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

- c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
  - (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
  - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
  
- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:
  - (1) Provide teachers common planning time.
  - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
    - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
    - (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
  - (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
  - (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
  - (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.

- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

**[See Appendix N – Scheduling of Students]**

**4. Staffing**

- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.
- c. The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
  - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
  - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional

certification, in the process of earning tenure, and on a corrective action plan (CAP).

- (3) Certification
  - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.
  - (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

**[See Appendix O – Staffing]**

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

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

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

c. Mentor teachers should:

- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
- (5) Continue to maintain logs of mentoring contact.
- (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
- (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

- (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
  - (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
  - (3) Prioritize vulnerable student groups for face-to-face instruction.
  - (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
  - (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
  - (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
  - (7) Define and provide examples of high-quality instruction given context and resources available.
  - (8) Assess teacher, student, and parent needs regularly.
  - (9) Ensure students and parents receive necessary supports to ensure access to instruction.
  - (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
  - (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
  - (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.

- (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
  - (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
  - (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
  - (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
  - (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
  - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.
  - (2) Facilitate the virtual component of synchronous online interactions.
  - (3) Manage online platform for small groups of in-person students while teacher is remote.
  - (4) Assist with the development and implementation of adjusted schedules.
  - (5) Plan for the completion of course requests and scheduling (secondary school).
  - (6) Assist teachers with providing updates to students and families.
  - (7) Support embedding of SEL into lessons.
  - (8) Lead small group instruction to ensure social distancing.
  - (9) Consider student grouping to maintain single classroom cohorts.
  - (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.



- f. Support staff/paraprofessionals may:
  - (1) Lead small group instruction to ensure social distancing.
  - (2) Consider student grouping to maintain single classroom cohorts.
  - (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
  - (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
  - (5) Provide real-time support during virtual sessions.
  - (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
  - (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
  - (8) Lead small group instruction in a virtual environment.
  - (9) Facilitate the virtual component of synchronous online interactions.
  - (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).
  
- g. Substitutes
  - (1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
  - (2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
  - (3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.
  - (4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

**[See Appendix O – Staffing]**

**6. Educator Roles Related to School Technology Needs**

- a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:

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

- (6) Facilitate one-to-one student support.
  - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
  - (8) Provide technical assistance and guidance to students and parents.
  - (9) Develop online material or assignments.
  - (10) Pre-record direct-instruction videos.
  - (11) Facilitate student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
  - (2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
  - (3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
  - (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
  - (5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

**[See Appendix O – Staffing]**

## **7. Athletics**

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

**[See Appendix P – Athletics]**

## **C. Policy and Funding**

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

### **1. School Funding**

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

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

- b. School District Budgets

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

- c. School Funding

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

(1) Purchasing

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

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

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

(3) Costs and Contracting

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

## **D. Continuity of Learning**

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

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

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

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

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

- a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
- b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
- c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
  - (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
  - (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
  - (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
  - (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
  - (5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.
  - (6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

**[See Appendix T – Ensuring the Delivery of Special Education and Related Services to Students with Disabilities]**

## **2. Technology and Connectivity**

- a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.
- b. Districts should:
  - (1) Conduct a needs assessment.
  - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
  - (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
  - (4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
    - (a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

**[See Appendix R - Technology and Connectivity)**

## **3. Curriculum, Instruction, and Assessment**

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

c. Virtual and Hybrid Learning Environment

(1) Curriculum

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

(2) Instruction

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



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

#### **4. Professional Learning**

- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
- b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and

supporting educators in meeting the social, emotional, health, and academic needs of all students.

c. Professional learning opportunities should be:

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

d. Mentoring and Induction

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

e. Evaluation

- (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
- (2) School districts should develop observation schedules with a hybrid model in mind.
- (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.

- (4) School districts should consider the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.
- (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

## **5. Career and Technical Education (CTE)**

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

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

## Appendices

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

Millville Public Schools  
**Board of Education**

**Fall 2020**

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

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

- The District will communicate and report all positive COVID-19 cases to the Cumberland County Health Department for contact tracing.
- The District will follow all CDC and DOH guidelines as they pertain to COVID-19 to ensure the safety of its students and staff.
- High risk staff members will be provided with the opportunity to telework.
- Students will be offered the opportunity to attend school remotely at the directive of the governor.
- The Assistant Superintendent of Human Resources and Student Services will work closely with the district nurses and School Physicians developing health protocols, guidelines, and procedures that are consistent throughout the district.
- Medically compromised students and staff will be provided with leave and accommodation/504 Plans as needed.
- Home Instruction criteria will be followed to address the educational needs of students with disabilities.
- All staff and students will be required to wear face coverings while on buses, in school buildings and on school property.
- Accommodations will be created for individuals who are unable to wear face coverings due to health risks.
- The I&RS Team will evaluate students to determine referral to the Child Study Team.
- The Child Study team will evaluate recommended students for possible creation of an IEP.
- A Screening Protocol framework will be developed for students and staff,
  - Each school will be required to provide detailed screening protocol as it pertains to its respective physical plant.([Sample](#))
  - A Daily Home Screening for Students Form, Return to School Policy and School Isolation Protocol will be created to monitor student health.([Sample](#))

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

*This school district should include in Appendix B the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.b., including, but not limited to: Social Distancing in Instructional and Non-Instructional Rooms & Procedures for Hand Sanitizing/Washing*

Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. Students will be seated at least six feet apart. In the event we are unable to maintain this physical distance, additional modifications will be used including turning desks to face the same direction, and/or having students sit on only one side of the table, spaced apart.

Face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health. The district has purchased cloth facial coverings for staff and students. In classrooms, students are to wear facial covering. Schools will develop protocol for mask breaks.

All instructional and non-instructional rooms in schools and district facilities will comply with social distancing standards to the maximum extent practicable.

Use of shared objects should be limited when possible or cleaned between use.

Students and staff will wash their hands frequently: upon entering the building, every time they enter a different classroom/workspace, before and after eating, and prior to dismissal. Sample hand washing and Sample hand washing/sanitizing

Signage on the proper handwashing technique will be posted in all bathrooms and above all handwashing stations. In areas where handwashing cannot be accomplished, hand sanitizer containing at least 60% ethyl alcohol will be provided by the district. Additional hand washing/sanitizing stations will be installed in high population areas to prevent congregating.

Students who refuse to wash their hands shall be addressed on a case-by-case basis that may include interventions from counselors, with the use of punitive disciplinary measures as a last resort.

## **Appendix C - Critical Area of Operation #3 – Transportation**

This school district should include in Appendix C the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.c., including, but not limited to: Student Transportation & Social Distancing on School Buses

### ***District Plan Based on Standards***

The District plans on using existing routes with decreased ridership based on the student attendance schedule.

With the anticipation of a reduced number of bus riders daily, the Millville Public School District will maintain social distancing when the number of riders provides the opportunity.

Students should bring a face covering daily.

Bus contractors will be responsible for the daily cleaning and disinfecting of school buses. A copy of the contractors cleaning and disinfecting procedures will be on file at the district office. The district is creating a transportation protocols and procedures document. (sample)

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

This school district should include in Appendix D the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.d., including, but not limited to: Location of Student and Staff Screening & Social Distancing in Entrances, Exits, and Common Areas

Through the direction of the school's Pandemic Response Team, each building will carry out the district screening process and determine the location for this process. [Sample school procedure](#)

Each building will ensure that face coverings will be worn in the event that physical distancing can not be achieved.

We have utilized CARES funding to create a position to create signage for the district. This will create consistent messaging throughout the district. The signage will provide clear guidance for physical distancing.



## **Appendix E - Critical Area of Operation #5 - Screening, PPE, and Response to Students and**

### **Staff Presenting Symptoms**

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

With respect to students and staff with heightened risk health conditions, protocols will be put into place to ensure their safety.

1. Millville Public Schools will adopt a Board policy consistent with the required criteria of the NJDOE for PPE for screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure to COVID-19. These screening procedure will include the following:
  - a) Parents/guardians will be required to complete a Parent/Guardian Health Screening Commitment form for students choosing face-to-face instruction. The Commitment form will be available on line and hard copy in both English and Spanish. The completed, signed form will be uploaded via SIS (Infinite Campus).
  - b) Forms will be sent home electronically and hard copy prior to school opening.
  - c) Daily symptom reporting will be required of all students.
  - d) Create boundaries using cones, flags, tape or other signs between students awaiting entry.
  - e) Designated staff will check students for symptoms prior to their point of entry (temperature checks). Checks will be in accordance with privacy laws and regulations.
  - f) Screening protocols will take into account students with disabilities as documented in IEP's & 504 Plans.
  - g) Daily screen staff via an app or check-in survey. Administration or their designees will screen logs. Anyone responding "yes" to any screening question will be referred to the school nurse.
2. The Board will adopt procedures for symptomatic staff and students, which will include the following:
  - a) Each nurse will develop an isolation process for students and staff with symptoms related to COVID-19. When possible, areas for sick/well students should be separate.
  - b) Staff and students with symptoms will be escorted to a predetermined isolation room for further screening. For students being sent home, parents/guardians will be required to pick up their child within the hour. Staff who are able to drive, will be sent home immediately. Masks must be worn while waiting for pickup.
  - c) [Sample Waiting Room Process](#)
  - d) The nurse will contact the County DOH to document positive cases (see Critical Area of Operation #6 - Contact Tracing).
  - e) Nurse supplies will include an adequate amount of PPE for each school.
  - f) Parents will be educated regarding COVID-19 symptoms and need to keep sick students home.

- g) Display signage throughout buildings regarding self-care and safeguards against COVID-19.
  - h) Develop student exclusion/re-entry criteria based upon NJDOE/CDC guidelines
  - i) Create a process for in-servicing all substitutes regarding the district COVID-19 response plan.
3. All staff and students two years of age and older are required to wear face coverings (cloth or disposable) on the bus, drop off or pick up locations, upon entry to schools, inside the classrooms, in the hallways, or any areas where social distancing is not possible.
    - a. Adaptations and/or alternative measures should be considered in some situations where a face covering may exacerbate a physical or mental health condition.
    - b. Supervised mask breaks may be built into the instructional day in order to take a break from wearing face coverings for an extended period of time. Social distancing will be enforced during these times.
  4. Visitors to all schools will be limited. When possible, appointments should be made in advance by contacting the Main Office.
  5. All visitors will be required to complete a health screening survey and a temperature check prior to entering the building.
  6. All visitors must wear a mask while on school property unless doing so inhibits the individuals' health. Medical documentation must be provided for approved entry.
  7. If a visitor refuses to wear a face covering, he/she's access to the building will be denied.

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

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

Millville Public Schools will work collaboratively with the Cumberland County Health Department and will follow protocols as outlined by the department for reporting positive cases. District nurses will serve as the Point of Contact at each school and will assist the department's case investigator and contact tracers, who will be assigned to positive cases by the county.

Protocols will be available prior to the beginning of the school year to all nurses and administrators.

Protocols will be followed should it become necessary to inform parents/guardians of any communicable disease outbreak.

Millville nurses were offered the opportunity to take the COVID-19 Contact Tracing course online with Johns Hopkins University. Three School Nurses and the School Safety Specialist (Assistant Superintendent of Human Resources) completed the COVID-19 Contact Tracing course in July.

### **Contact Tracing – Cumberland County Department of Health**

Reporting of confirmed cases/contact tracing. All positive cases of Covid-19 in Cumberland County will be electronically reported to either the Cumberland County Health Department or Vineland Health Department to commence contact tracing and case investigation. During contact tracing, if the health department identifies a positive person with contacts in any school district, the health department will notify the district superintendent or his/her designee. The Cumberland County Department of Health and Vineland Health Department will take the lead on contact tracing, isolation/quarantining of ill students and staff, and any further actions needed to contain the spread of COVID-19. However, the school district will be contacted during the contact tracing period for information regarding a case. Assistance from school districts will be necessary in order to identify close contacts of the positive case. Therefore it will be crucial for school districts to have a plan in place in which will identify the close contacts. It may also be necessary for the school district to alert staff and parents of a positive case and to inform them that all close contacts will be contacted by the Health Department. \*If a school district is aware that a staff or student has tested positive and they have not heard from the Health Department, school districts should notify the health department immediately.

The Cumberland County Health Department has jurisdiction of all schools in Cumberland County with the exception of schools in the Vineland School District which will report to the Vineland Health Department. For questions please contact the Cumberland County Health Department at 856-327-7602 or Vineland Health Department at 856-794-4131, whichever jurisdiction your school falls under. For general questions regarding health and safety guidance, please contact the county office of education to ensure coordinated dissemination of information.

If additional guidance from CDC and NJDOH is received regarding contact tracing, we will notify you as soon as possible.

Thank you,

Megan Sheppard, MPH, CHES  
Health Officer

Robert Dickinson,  
Health Officer

## Appendix G - Critical Area of Operation #7 - Facilities Cleaning Practices

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

### Facility Reopening Plan

Due to the ongoing pandemic the Millville Public School District will be implementing a facility cleaning / disinfection plan based on three areas of focus points to provide our students, staff, and school community with clean, safe and healthy buildings. The district will also be using guidance from the New Jersey Department of Education's: The Road Back: Restart and Recovery Plan for Education.

The focus areas are as follows:

- **Summer Cleaning-** Providing restorative summer cleaning services in order to prepare our facilities for the return of students, teachers and staff in the fall. These tasks are outlined below and are completed each summer.
- **Interim Disinfection-** Disinfecting and sanitizing of high touch areas during work hours to maintain a safe environment and help reduce the spread of potential contaminants. This process has already begun as staff has transitioning back to in person work.
- **Comprehensive Daily Cleaning and Disinfection-** Deeper comprehensive cleaning and disinfection to be completed during off hours to further reduce potential spread of any bacterial and viral pathogens.

### Summer Cleaning

Summer Cleaning - Each summer the Custodial staff shall provide restorative cleaning and maintenance to prepare for the upcoming school year. This summer we will be providing the services listed below while simultaneously maintaining safe working conditions as recommended by the State of New Jersey and the CDC. Staff will practice social distancing and wear masks. Gloves will also be made available to staff.

1. Desks in classroom will be positioned in the same direction in a fashion to adhere to social distancing guidelines
2. Desk placement will be marked with floor tape in case desks are moved
3. Prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):
  - In each classroom
  - At entrances and exits of buildings.
4. Floor and/or hanging directional signs for hallways (one way directional and others) need to be purchased or printed.
5. Provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least 6 feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

- Coordinate with Principal on placements
  - Thoroughly ventilate, clean, and then disinfect all rooms, offices, desks, equipment, and other surfaces prior to students returning, using CDC and State guidelines.
6. Explore no touch trash can options or at minimum remove tops of all trash cans that may have one.
  7. Evaluate how hygiene products like soap, paper towels, tissues and toilet paper are dispensed in the building.
    - Cleaning schedule shall include checking these items each night.
  8. Ensure adequate supplies of:
    - PPE for staff if required.
    - Cleaning supplies.
  9. Use disinfectant products that are less likely to trigger asthma attacks.
  10. Install plastic barriers for secretaries to protect them from students and visitors.
  11. Post signs in bathrooms on how to effectively wash hands.
  12. Water fountains should be turned off throughout the school.
  13. Check Ceiling Tiles: Replace damaged, stained, and missing tiles. Check for cobwebs in corners.
  14. Ceiling vents: Dusted, cleaned, disinfected.
  15. Lights: Replace burned out, dim, mismatched bulbs. Check lens and remove bugs and dirt if necessary.
  16. Windows and Mirrors: Cleaned, disinfected
  17. White boards and Chalk boards: Cleaned, disinfected and top dusted
  18. Clock: Dusted, face cleaned, disinfected and working properly
  19. Walls: Tape removed, fingerprints and dirt removed. Electrical outlets working properly.
  20. Sinks, Counters, Cabinets: Cleaned, disinfected and stains removed, Drawers and doors working properly, towels and soap dispensers working properly and filled.
  21. Pencil Sharpener: Emptied and working properly, cleaned, disinfected
  22. Telephone and light switch: Cleaned, disinfected and working properly
  23. Doors and Frames: Dusted, Fingerprints removed, Glass Cleaned, disinfected, Kick Plates: Cleaned, disinfected, and shined. Doorknob and hinges working properly
  24. Furniture: Fingerprints, writing, gum removed and dusted, chair glides cleaned, disinfected, trash cans washed
  25. Baseboards: Cleaned, disinfected and attached to the wall
  26. Restroom: Toilets and sink thoroughly cleaned, disinfected and working properly, floor cleaned, disinfected, towel and soap dispensers working properly and filled, vents cleaned, disinfected
  27. Carpet: Cleaned, and stains removed, no musty or mildew smells
  28. Tile Floor: Top Scrubbed or Stripped
  29. Tile Floor: Appropriate number of coats of wax applied
  30. Furniture back in place, Final Inspection complete. Ready for class

### **During the School Day (Interim Disinfection)**

Millville Public Schools utilizes three disinfectants which are EPA approved for use against Covid-19. These chemicals are Alpha HP Disinfectant, Triad III, and Oxivir Five-16. Each chemical is to be

used on hard non porous surfaces. These disinfectants require the following contact times to effectively kill Coronavirus: Alpha HP: 5 minutes, Triad III: 10 minutes, Oxivir: 5 minutes.

The focus during Interim disinfection is to treat high touch point areas that facilitate the spread of pathogens. While students are in session custodians will focus on these high touch areas in common areas. The disinfectant will be sprayed or wiped on surfaces and left to dry over a ten minute period. Food contact surfaces will be rinsed with potable water after the 10 minute dwell time.

1. Clean and disinfect all areas throughout the day:
  - Door handles
  - Counter tops
  - If a classroom is empty, desks.
  - Anywhere that is touched a lot during the day.
2. If possible make sure bathrooms being used have doors propped open.
3. Ensure fresh air continues to circulate in the building
4. Clean air handler filters on the regular or expedited schedule.

### **After School (Comprehensive Daily Cleaning & Disinfection)**

Each evening the custodial staff provides daily cleaning services for our facilities. During the fall of 2020 we will be providing a more comprehensive cleaning program that will incorporate the usage of Alpha HP Disinfectant, Triad III, and Oxivir Five-16. All of these disinfectants are approved for use against Covid-19 by the EPA.

This cleaning will be more detailed. Staff will not only focus on high touch point areas in common areas but also disinfect areas such as classrooms and areas continually in use during the school day. Our custodial staff will be following a Covid-19 cleaning disinfectant protocols as outlined below by the manufacturer, the State of New Jersey and the CDC.

1. A full thorough cleaning of all areas used during the day.
  - Particular attention to high intensity areas such as nurse's offices and quarantine rooms.
2. Refill all soaps, wipes, and hand sanitizer.
3. Remind custodial staff their equipment should also be wiped down thoroughly after using them.
4. Secondary / Unused areas such as:
  - Bathrooms that were closed during the day.
  - Weight room (cannot be used yet)
  - Gym locker room (cannot be used yet)
  - PAC may not be used as well.

## **Appendix H - Critical Area of Operation #8 – Meals**

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

### **District Plan Based on Standards**

When it is not feasible to serve meals in the cafeteria, meals will be delivered to classrooms or student areas for distribution.

Meal plans for students on remote instruction will follow guidelines as determined by the NJ Department of Education and NJ Department of Agriculture.

Building staff will monitor students to ensure social distancing and that students are not sharing items.

### **Draft Food Service Plan as of 7/30/20**

Food Service staff will discontinue family style and buffet service and move to prepackaged or pre-plated meals.

Food service staff will follow CDC guidelines for handwashing and food preparation.

Students will be split into three groups

- In person on Monday and Tuesday with remote instruction on Wednesday, Thursday, and Friday. (Orange)
- In person on Thursday and Friday, with remote instruction on Monday, Tuesday and Wednesday. (Blue)
- 100% remote learners

#### **Hybrid - Orange**

- In-Person Days
  - Elementary Students will have breakfast and lunch service in the classroom.
  - Secondary students may have meals in the cafeteria if feasible, if not, meal service will be in the classroom.

- In the event that a cafeteria is used, the area in use will be disinfected prior to additional use.
- School Staff will monitor the cafeteria to ensure social distancing is maintained.
- Remote Days
  - Students will have the option of bringing pre-packed meals for Wednesday, Thursday and Friday home with them at dismissal on Tuesday.
  - Food service staff will be available at dismissal to assist with any distribution to parents.

### **Hybrid - Blue**

- In-Person Days
  - Elementary Students will have breakfast and lunch service in the classroom.
  - Secondary students may have meals in the cafeteria if feasible, if not, meal service will be in the classroom.
  - In the event that a cafeteria is used, the area in use will be disinfected prior to additional use.
- Remote Days
  - Students will have the option of bringing pre-packed meals for Monday, Tuesday and Wednesday home with them at dismissal on Friday.
  - Food service staff will be available at dismissal to assist with any distribution to parents.
  - School Staff will monitor the cafeteria to ensure social distancing is maintained.

### **100% Remote**

- Parents will be able to pick up 5 days worth of meals after the end of the remote instruction day (time to be determined) on Wednesdays at various locations in the district.



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

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

We will follow the guidelines as they are listed above. All students will maintain six feet distance when out on the playground and during recess. Student times will be staggered and areas will be visibly marked. Students will limit use of shared equipment and they will practice frequent handwashing.

Each school will develop Recess/Physical Education procedures/protocols through its Pandemic Response Teams.

[Sample Middle School Procedure](#)

[Sample Elementary #1](#)

[Sample Elementary #2](#)

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

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

### Use of Facilities - External

1. Millville Public Schools has developed procedures and guidelines for the outside use of school facilities.
2. SUSPENSION OF FACILITY USAGE
  - A. The district will implement a moratorium on the outside use of school facilities.
    1. All facility usage will be suspended until **February 1, 2021**.
    2. At that time, the district will reevaluate the suspension and either extend or terminate the suspension.
  - B. Outside groups submitting facility use requests will remain with a status of pending. The district understands the importance of athletics and outdoor recreation to the community, and may grant an exception for the use of school grounds.
    1. Any organization requesting the use of school grounds must adhere to the following:
      - a. No building (interior) access will be allowed.
      - b. All members of the organization must adhere to current social distancing and facial covering guidelines.
      - c. All activity must remain safe and healthy for all individuals

involved.

### Extra Curricular Activities

This item is currently being developed. [Sample Extra Curricular Activities](#)

## **Appendix K - Academic, Social, and Behavioral Supports**

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

Schools are developing behavioral supports in Pandemic Response Teams

- [PreSchool Social Emotional Supports](#)
- [Sample SEL Plan](#)
- [Sample HS SEL Plan](#)

## **Appendix L - Restart Committee**

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

## **Appendix M - Pandemic Response Teams**

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

Each School's Pandemic Response Team agenda will be linked to this appendix via Google Docs

## **Appendix N - Scheduling of Students**

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

### **Scheduling of Students**

Based on current COVID-19 circumstances, we are planning for all schools to start the school year with a hybrid learning model that adheres to local and state public health guidance and allows for social distancing to the greatest extent possible. The school district will also provide all students with a full time remote learning plan.

All teachers will provide in-person instruction 4 days a week and 1 day of remote instruction.

A hybrid schedule consisting of two cohorts of students will be formed to separate the district into Orange (A) and Blue (B) groups. This format has been created to minimize students interaction, promote social distancing and allow for effective contact tracing.

Students will engage in either of the following instructional models:

- Hybrid (Face-to-Face & Digital Learning) or,
- 100% Digital Learning

Orange (A) group students will engage in in-person learning two days a week and in remote learning three days a week. Blue(B) group students will engage in in-person learning two days a week and in remote learning three days a week.

The school year for students will begin on September 3rd.

Survey results stated that 60.7 % of parents supported a hybrid schedule or traditional face to face with safety protocols.

Students living in the same household will be assigned to the same cohort. Each school's administration will create individual school/class schedules. We will communicate school schedules by TBD.

### **Hybrid Model Instruction**

Students will engage in face-to-face (in-person) learning two days a week and engage in digital (home) learning three days a week.

MPS staff will provide direct synchronous instruction (whole group, small group, and individual) with one day of remote learning on every Wednesday.

This instruction, with the appropriate accommodations and/or modifications to accommodate students with diverse learning needs as necessary.

Grade-level instruction may include lectures, modeling, approved videos, presentations, and other forms of teaching, aligned to the grade-level content and student supports identified via individualized education plans, EL supports, and response to intervention.

Staff will also provide specialized instruction, as needed, such as English Language Learners or special education services. The amount of special education service will be determined by IEP teams. Consideration will be given to individualized student needs.

On the days when students are not in front of the teacher, they will be involved in asynchronous learning. This may include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms.

**Change from Hybrid to Remote** - 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 and the principal will have at least **14 calendar days to place student into a remote learning cohort.**

**Change from Remote to Hybrid** A parent may request their student transition from full-time remote learning to in-person services (HYBRID), if in-person services are being provided, by submitting a written request to the Principal of the building the student will attend. This request must be submitted at least **14 calendar days** before the student is eligible for in-person services. A student is only eligible to transition from full-time remote learning to in-person services commencing at the beginning of a marking period.

Remote Day (Wednesday) Teachers will use this time to work with their grade level peers to design engaging instruction based on student data,, discuss pacing, and This will be a day for teachers to catch up on their assignments, work on giving learners feedback, work on planning and preparation, meet as departments, or attend to other needs as they arise in our remote learning environment.

### **Full Remote Instruction**

This model involves four days per week of teacher-directed/synchronous instruction and one day per week of independent online learning Wednesday.

The school day will have scheduled times to include direct instruction, small group instruction, individual instructions and office hours.

**Change from Hybrid to Remote** - 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 and the principal will have at least **14 calendar days to place student into a remote learning cohort.**

**Change from Remote to Hybrid** A parent may request their student transition from full-time remote learning to in-person services(HYBRID), if in-person services are

being provided, by submitting a written request to the Principal of the building the student will attend. This request must be submitted at least **14 calendar days** before the student is eligible for in-person services. A student is only eligible to transition from full-time remote learning to in-person services commencing at the beginning of a marking period.

Students will have the option of participating in any in-person activities, such as extra-curricular groups or scholastic athletics that may meet in person. There are activities that will be facilitated virtually and students may participate virtually. Please contact your building principal for details on participation.

Students with IEPs will be able to access and benefit from instruction in the Virtual Instruction option. Students with IEPs will have opportunities to engage with their peers, general education teachers, special education teachers, and related services providers, all as prescribed by their IEPs, and will have access to the digital supports that align with their IEPs.

## **Attendance**

All students are expected to attend school during the face to face sessions, in alignment with state and school district requirements.

Teachers will take daily student attendance. This attendance will be taken in person or in the form of student check ins.

School-based and central office staff will actively identify students who are not regularly attending class and assist with addressing the barriers preventing each student's attendance.

## **Grading**

Students will be graded in the 2020-2021 school year as per the official grading and promotion policy that was temporarily suspended during the spring school closure.



## Appendix O - Staffing

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

- A. Access and equity drives decision making for the district. All staff are provided with personal laptops. IT will communicate with technology service vendors to research personal Wifi availability and connectivity issues. Discussions will take place with Internet providers for free or reduced connectivity rates.
- B. Guidance/Crisis team will create a Google survey to assess staff wellness. A personal phone call from someone in the staff's building will be made to check up on staff members who are of concern.
- C. Human Resources will comply with the Family First Coronavirus Response Act for all COVID-19 related issues.
- D. Human Resources will continue to comply with ADA guidelines when making staff scheduling.
- E. Staff roles and responsibilities are outlined in the district's job descriptions. These descriptions are developed to ensure continuity of learning.
- F. All staff have the proper credentials as outlined in the DOE regulations.
- G. During the pandemic, the DOE has implemented some flexibilities to its regulatory requirements. These flexibilities will apply:
- H. The District has developed a Mentor Plan in compliance with State requirements to support all non-tenure teachers.
- I. The District will comply with modified evaluation requirements to reflect the guidelines by the NJDOE, AchieveNJ as mandated by school closures.
- J. Human Resources will follow NJDOE guidelines for the waiver of teacher certification performance assessment due to logistical constraints posed by COVID.

The area of In-Person and Hybrid Learning Environments: Roles and Responsibilities is being developed

Student teachers will work in coordination with our PD and Technology specialist to obtain the needed training to complete their requirements and assist in the classroom. They will be assigned to the cooperating teacher's Google classroom. Student teachers will assist in small and individual instruction, monitor asynchronous learning on non-face to face days, assist in the development of instructional materials, and provide technical support.

## Appendix P - Athletics

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

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

### General Overview:

Millville High School is following the guidelines set forth by the NJSIAA (New Jersey Interscholastic Athletic Association) in regards to “return to play” for the Summer Recess Period and the Fall Sports Season. Please see below for Millville High School's outline of the Summer Recess Period and Fall Sports Season:

- Summer Recess Period (July 28, 2020 - September 13, 2020)
  - Phase 1 will run from July 28, 2020 until August 14, 2020
    - July 28th and 30th
    - August 4th and 6th
    - August 11th and 13th
  - Phase 2 will run from August 17, 2020 until August 28, 2020
    - August 18th and 20th
    - August 25th and 27th
  - Blackout Phase will run August 29, 2020 until September 13, 2020
    - No physical contact or in-person training permitted. Virtual meetings between players and coaches are permitted.
- Fall Sports Season (September 14, 2020 - November 22, 2020)
  - Fall Sports teams may begin practices on September 14, 2020.
  - Student-athletes are required to have six practices before competing.
  - Regular Season Start Dates:
    - Girls Tennis - September 28, 2020
    - Boys and Girls Soccer - October 1, 2020
    - Boys and Girls Cross Country - October 1, 2020
    - Field Hockey - October 1, 2020
    - Football and Cheerleading - October 2, 2020
  - The Cape Atlantic League revamped the league schedule with geography of schools as a major factor. The intent is to minimize the amount of time student-athletes are traveling together on a bus.
  - Playoffs - There will be a limited post season for fall sports:
    - Girls Tennis - October 24, 2020 until October 31, 2020
    - All other Fall Sports Teams - November 13, 2020 until November 22, 2020
  - Fall Sports End Date:
    - November 22, 2020 will be the final date for fall sports.
    - Football teams that play on thanksgiving day will be permitted to play. This will depend on the schedule WJFL (West Jersey Football League) sends out. The

Athletic Department from Millville High School and Vineland High School will make that determination.

### **Summer Recess Period:**

The purpose for the summer recess period is to offer Millville High School student-athletes an opportunity to properly condition for the upcoming Fall Sports Season. Therefore, Millville High School will start NJSIAA Summer Recess Period on July 28, 2020 (Tuesday). Millville High School will follow the guidelines set forth by the NJSIAA as it pertains to Phase and Phase 2.

### **Phase 1 (July 28, 2020 until August 14, 2020):**

- Starting on July 28, 2020
- 2 days per week for three weeks:
  - Week 1 - July 28, 2020 and July 30, 2020
  - Week 2 - August 4, 2020 and August 6, 2020
  - Week 3 - August 11, 2020 - August 13, 2020
- Groupings - There will be 6 Sessions
  - Boys Soccer
  - Girls Soccer
  - Girls Tennis
  - Field Hockey
  - Football
  - Football
- Pods - Students in each group will be separated into pods of 10 student-athletes.
  - These pods will remain the same for the remainder of Phase 1
- Prior to starting Phase 1, the students must have the following:
  - Approved Sports Physical on file in the nurse's office (within 365 days)
    - If the sports physical is within the 365 days but older than 90 days then he or she must complete the Health History Update Form
  - Complete NJSIAA Covid 19 Questionnaire (click on link):  
[Covid Questionnaire](#)
    - Staff participating in screenings and workouts must also complete the Covid 19 Questionnaire
- Screenings:
  - The student athletes will arrive at MSHS. As they exit the car, they will go through the following stations:
    - Eligibility Check Station (Athletic Director will check)
    - Daily Screening Questions Station (student brings completed hard copy)
    - Temperature Check Station (Athletic Trainer will check)
    - Hand Washing/Hand Sanitizing Station
    - Athlete Organize Station
    - Each station above will have at least one staff member monitoring to ensure social distance guidelines are being followed.
  - Students and staff must wear masks throughout the entire screening process. Staff members will also be wearing gloves.

- Each day the students and staff participating in the screenings and workouts must complete the NJSIAA Daily Screening form (click on link):  
[Covid Daily Screening Questions](#)
- Workouts:
  - The two summer conditioning coaches will be responsible for organizing the students into pods of 10.
  - Once students have cleared the screening process, the two summer conditioning coaches will escort the pods onto the designated area of the MSHS Athletic Fields.
  - Students will then participate in the prescribed workout. Workouts will range from 45 minutes to 60 minutes
  - Once the students have completed the workouts, the summer conditioning coaches will guide student athletes to the opposite end of the athletic fields to be picked up by parent/guardian. This is to ensure that students are not mingling in the parking lot between sessions.
  - During the session, the Athletic Trainer will monitor the Wet Bulb Globe Temperature to ensure we are compliant with the NJSIAA heat policy.
    - The Athletic Trainer will have an immersion pool prepared each morning, prior to the screening session.
    - The fitness center (located just to the side of the athletic fields) will be utilized as a place to bring students who have become overheated.
- End of Session:
  - Daily Screening questions will be taken to the Athletic Director's office for filing
  - Everything used during the screening session will be cleaned utilizing the approved cleaning products from the MSHS Custodial Staff.
  - The restrooms and fitness center will be cleaned throughout the day, but will be thoroughly cleaned once the work out session is completed.

**Phase 2 (August 17, 2020 - August 28, 2020):**

- Starting on August 18, 2020
- Student-athletes participating in Phase 2 must complete at least 4 sessions during the Phase 1 Period.
- 2 days per week for two weeks:
  - Week 1 - August 17, 2020 and August 19, 2020
  - Week 2 - August 24, 2020 and August 26, 2020
- Groupings - There will be 6 Sessions
  - Boys Soccer
  - Girls Soccer
  - Girls Tennis
  - Field Hockey
  - Football
  - Football
- Pods - Students can now be in pods of 30 students
  - The pods from Phase 1 will combine to create the larger pods.
  - These larger pods will remain together throughout Phase 2
- Screenings:

- The student athletes will arrive at MSHS. As they exit the car, they will go through the following stations::
  - Eligibility Check Station (Athletic Director will check)
  - Daily Screening Questions Station (student brings completed hard copy)
  - Temperature Check Station (Athletic Trainer will check)
  - Hand Washing/Hand Sanitizing Station
  - Athlete Organize Station
  - Each station above will have at least one staff member monitoring to ensure social distance guidelines are being followed.
- Students and staff must wear masks throughout the entire screening process. Staff members will also be wearing gloves.
- Each day the students and staff participating in the screenings and workouts must complete the NJSIAA Daily Screening form (click on link):  
[Covid Daily Screening Questions](#)
- Workouts:
  - The two summer conditioning coaches will be responsible for organizing the students into pods of 30 by combining the pods from Phase 1.
  - Once students have cleared the screening process, the two summer conditioning coaches will escort the pods onto the designated area of the MSHS Athletic Fields.
  - Students will then participate in the prescribed workout. Workouts will be no longer than 120 minutes
  - Once the students have completed the workouts, the summer conditioning coaches will guide student athletes to the opposite end of the athletic fields to be picked up by parent/guardian. This is to ensure that students are not mingling in the parking lot between sessions.
  - During the session, the Athletic Trainer will monitor the Wet Bulb Globe Temperature to ensure we are compliant with the NJSIAA heat policy.
    - The Athletic Trainer will have an immersion pool prepared each morning, prior to the screening session.
    - The fitness center (located just to the side of the athletic fields) will be utilized as a place to bring students who have become overheated.
- End of Session:
  - Daily Screening questions will be taken to the Athletic Director's office for filing
  - Everything used during the screening session will be cleaned utilizing the approved cleaning products from the MSHS Custodial Staff.
  - The restrooms and fitness center will be cleaned throughout the day, but will be thoroughly cleaned once the work out session is completed.

**Blackout Period - August 29, 2020 - September 13, 2020:**

- No physical contact or in-person training permitted.
- Virtual meetings between players and coaches are permitted.

## **Appendix Q – Remote Learning Option**

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

### **Policy 1648.02 REMOTE LEARNING OPTIONS FOR FAMILIES**

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

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**

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 14 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 at the **beginning of a marking period**.
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 **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, by submitting a



written request to the Principal of the building the student will attend. This request must be submitted at least **14 calendar days** before the student is eligible for in-person services.

2. A student is only eligible to transition from full-time remote learning to in-person services commencing at the beginning of a marking period.
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 marking period in remote learning before being eligible to transition into the school district's in-person program.
  - a. 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.
  - 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.]

“Clarifying Expectations Regarding Fulltime Remote Learning  
Options for Families 2020-2021”

Adopted:

**Appendix R – Technology – Devices & Connectivity**

Districts should:

- (1) **Conduct a needs assessment.**  
Devices

**Devices**

Demographic Group	Child Family Center	R M Bacon	Holly Heights	Mt Pleasant	Rieck Avenue	Silver Run	Lakeside	Memorial HS	Millville Sr High
<b>Grade Configuration</b>	<b>PK3 &amp; PK4</b>	<b>K-5</b>	<b>K-5</b>	<b>K-5</b>	<b>K-5</b>	<b>K-5</b>	<b>6 to 8</b>	<b>9 to 10</b>	<b>11 to 12</b>
School Population	377	295	509	196	426	451	1040	723	766
Teacher Computers	8	6	15	8	9	10	16	18	22
Teacher Laptops	54	29	57	26	51	65	105	99	97
Teacher Chromebooks	0	3	12	2	3	3	26	3	0
Teacher Other	2	4	5	8	12	2	7	4	19
Student Laptops	1	18	41	4	27	3	94	377	489
Student Chromebooks	0	317	504	268	482	604	1349	38	175
Student iPads	75	60	32	8	94	120	42	10	42
Student Other	17	1	26	1	17	8	65	78	126

Connectivity									
Demographic Group	Child Family Center	R M Bacon	Holly Heights	Mt Pleasant	Rieck Avenue	Silver Run	Lakeside	Memorial HS	Millville Sr High
<b>Grade Configuration</b>	<b>PK3 &amp; PK4</b>	<b>K-5</b>	<b>K-5</b>	<b>K-5</b>	<b>K-5</b>	<b>K-5</b>	<b>6 to 8</b>	<b>9 to 10</b>	<b>11 to 12</b>

Percent Connectivity at Home		94	92	87	91	86	90	90	85
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## Technology Deployment Plan

### 1. Devices

- a. Students in grades PK - 2 will be issued a touchscreen Chromebook
- b. Students in grades 3 - 8 will be issued a standard screen Chromebook
- c. Students in grades 9 - 12 will be issued a Microsoft Windows Laptop

### 2. Distribution of Devices

- a. Devices will be distributed prior to the start of the School Year.
- b. Devices will be distributed from each School Building location with the assistance of the building administration.

### 3. Insurance

- a. Parents will be offered the option to buy Insurance on the devices that are issued to the students.
- b. Cost of the Insurance will be \$25.
- c. When a claim is made there will be a deductible of \$25 on Chromebooks and \$75 on Microsoft Windows Laptops.

### 4. Connectivity

- a. Building Principals will be communicating with families to identify those families without Internet connectivity.
- b. Qualifying families in Comcast coverage areas will be supplied with District sponsored Comcast Internet Essentials service.
- c. Qualifying families in areas outside of Comcast coverage will be supplied with cellular hotspots.

### 5. Support

- a. Service Desk Support will be available from Monday through Friday from 7:30am to 3:30pm. The Service Desk can be reached by calling 856-293-2020 or by emailing [support@millville.org](mailto:support@millville.org).
- b. The primary means of support will be remote assistance where a Technician will be able to connect to the device and provide assistance regardless of whether the student is in class or working remotely from home.
- c. In person support will be provided in classrooms when remote assistance is not possible.

## Appendix S - Demographics

### **Demographic** Data of students Enrollment numbers

The numbers below are based on the first day of the 20-21 school year. The numbers only include those students that were physically assigned to be in a Millville Public School building. The numbers also include sending district students that would have been attending in a Millville Public School building. It does not include Miscellaneous Non-Attending, Out of District Classified, Out of District Non-classified and Millville Daycare Center.

Out of District Classified are the Special Ed students attending schools outside the district that can better serve their needs.

Out of District Non-classified are the students that are attending CCTEC, Charter, Choice, Non-Public, Out of County Vo-Tech and those placed by DCPD.

Demographic Group	Child Family Center	R M Bacon	Holly Heights	Mt Pleasant	Rieck Avenue	Silver Run	Lakeside	Memorial HS	Millville Sr High	Thunderbolt Academy	District Total
Grade Configuration 9/3/2020	PK3 & PK4	K-5	K-5	K-5	K-5	K-5	6 to 8	9 to 10	11 to 12	3 to 12	PK-12
Total Enrolled Students	377	295	509	196	426	451	1040	723	766	93	4876
Female	166	162	251	96	204	225	486	367	366	19	2342
Male	211	133	258	100	222	226	554	356	399	74	2533
X - NonBinary	0	0	0	0	0	0	0	0	1	0	1
White	216	130	211	132	238	180	493	373	396	20	2389
Hispanic	110	74	125	50	134	123	268	166	184	17	1251
Black or African American	164	160	284	47	153	243	432	252	248	66	2049
Asian	4	2	2	2	10	1	16	8	8	0	53
Native Hawaiian or Pacific Islander	3	2	0	1	4	2	0	1	2	0	15
American Indian or Alaska Native	3	2	3	0	6	6	5	6	5	0	36
Economically Disadvantaged Students	206	245	409	127	280	402	758	444	472	87	3430
Students with Disabilities	49	35	75	26	111	109	245	167	232	39	1088
English Learners	0	1	4	0	46	1	9	7	14	0	82
Homeless Students	1	5	3	3	3	15	17	15	9	1	72

**Appendix T – Appendix S - Ensuring the Delivery of Special Education and Related Services to Students with Disabilities**

1. The child study team has identified and created medically fragile action plans for twenty-eight students that attend school in and out of the district. The child study team will review the plans and make recommendations for any necessary adjustments to the plans by meeting with teachers, parents/guardians, support staff, and building administrators. At the start of the year the CST will review their caseloads to determine if additional medical action plans are necessary for any additional students with disabilities or 504 plans.
2. The child student team will complete a Compensatory Services Review for each student on their caseload to determine what services are needed for each student. These services include educational

support both inside and outside of school, counseling, and related services. The review will be conducted in collaboration with teachers, support staff, and parents and guardians. Benchmark data will be reviewed along with other informal assessments such as classroom observations or medical documentation. When necessary, IEP meetings will be held to make the proper adjustments in an IEP.

3. The District held “in person” initial and re-evaluations this summer for 100 students. We will review which students need evaluations and plan accordingly to have the evaluations conducted and the reports written in accordance with IDEA guidelines.
4. The Department of Special Education will hold an event for students who graduated with disabilities to provide the additional support and services to help with all post graduation plans. The event will be advertised to the public and shared with all of the graduates with disabilities or 504 plans. We will include guidance counselors, the child study team, state, and local community organizations.
5. Clear guidelines for parent/ guardian referrals are available on the special services web page and a Special Education Parent Advocacy Group (SEPAG) meetings are planned for both August and September with the Director of Special Services, the child study team, our BCBA, and local community organizations. The Director has also worked with SPAN to help explain the process throughout the region.



## CHART OF USEFUL LINKS

Conditions for Learning		
Section	Title	Link
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	<a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46">https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46</a>
	Childcare, Schools, and Youth Programs	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html</a>
	People Who Are at Increased Risk for Severe Illness	<a href="https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html">https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html</a>
	Considerations for Schools	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a>
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	<a href="https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief">https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief</a>
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	<a href="https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance">https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance</a>
	When and How to Wash Your Hands	<a href="https://www.cdc.gov/handwashing/when-how-handwashing.html">https://www.cdc.gov/handwashing/when-how-handwashing.html</a>
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	<a href="https://nbcmontana.com/news/coronavirus/bullock-">https://nbcmontana.com/news/coronavirus/bullock-</a>

		<a href="#">announces-phased-approach-to-reopen-montana</a>
	What Bus Transit Operators Need to Know About COVID-19	<a href="https://www.cdc.gov/coronaviruses/2019-ncov/community/organizations/bus-transit-operator.html">https://www.cdc.gov/coronaviruses/2019-ncov/community/organizations/bus-transit-operator.html</a>
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	<a href="https://www.cdc.gov/coronaviruses/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf">https://www.cdc.gov/coronaviruses/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf</a>
	Handwashing (Printable Posters)	<a href="https://www.cdc.gov/handwashing/posters.html">https://www.cdc.gov/handwashing/posters.html</a>
Critical Area of Operation #5	Communicable Disease Service	<a href="https://www.nj.gov/health/cd/">https://www.nj.gov/health/cd/</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
	COVID-19: Information for Schools	<a href="https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml">https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml</a>
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	<a href="https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf">https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf</a>
	Guidance for Child Care Programs that Remain Open	<a href="https://www.cdc.gov/coronaviruses/2019-ncov/community/schools-childcare/guidance-for-childcare.html">https://www.cdc.gov/coronaviruses/2019-ncov/community/schools-childcare/guidance-for-childcare.html</a>
	General Business Frequently Asked Questions	<a href="https://www.cdc.gov/coronaviruses/2019-ncov/community/general-business-faq.html">https://www.cdc.gov/coronaviruses/2019-ncov/community/general-business-faq.html</a>
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	<a href="https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf">https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf</a>
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	<a href="https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19">https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19</a>
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	<a href="https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19">https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19</a>

Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	<a href="https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus">https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus</a>
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	<a href="https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf">https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf</a>
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	<a href="https://www.nj.gov/education/njtss/guidelines.pdf">https://www.nj.gov/education/njtss/guidelines.pdf</a>
	RTI Action Network	<a href="http://www.rtinetwork.org/">http://www.rtinetwork.org/</a>
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	<a href="https://challengingbehavior.cbc.s.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf">https://challengingbehavior.cbc.s.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf</a>
Wraparound Supports	SHAPE	<a href="http://www.schoolmentalhealth.org/SHAPE/">http://www.schoolmentalhealth.org/SHAPE/</a>
	Child Care Resource and Referral Agencies	<a href="https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx">https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx</a>
	Coronavirus Resources for Mentoring	<a href="https://nationalmentoringresourcecenter.org/">https://nationalmentoringresourcecenter.org/</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
Food Service and Distribution	Benefits of School Lunch	<a href="https://frac.org/programs/national-school-lunch-program/benefits-school-lunch">https://frac.org/programs/national-school-lunch-program/benefits-school-lunch</a>
Quality Child Care	Child Care Resource and Referral Agencies	<a href="https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx">https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx</a>
	Division of Early Childhood Education	<a href="https://www.nj.gov/education/education/hs/agencies.htm">https://www.nj.gov/education/education/hs/agencies.htm</a>
<b>Leadership and Planning</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Scheduling	New Jersey Specific Guidance for Schools and Districts	<a href="https://www.nj.gov/education/education/covid19/sped/guidance.shtml">https://www.nj.gov/education/education/covid19/sped/guidance.shtml</a>
Staffing	Mentoring Guidance for COVID-19 Closures	<a href="https://www.nj.gov/education/education/covid19/teacherresources/mentguidance.shtml">https://www.nj.gov/education/education/covid19/teacherresources/mentguidance.shtml</a>

	Educator Evaluation During Extended School Closure as a Result of COVID-19	<a href="https://www.nj.gov/education/covid19/teacherresources/evaluation.shtml">https://www.nj.gov/education/covid19/teacherresources/evaluation.shtml</a>
	Performance Assessment Requirement for Certification COVID-19 Guidance	<a href="https://www.nj.gov/education/covid19/teacherresources/edtpa_guidance.shtml">https://www.nj.gov/education/covid19/teacherresources/edtpa_guidance.shtml</a>
	Educator Preparation Programs and Certification	<a href="https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml">https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml</a>
Athletics	Executive Order No. 149	<a href="http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf">http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf</a>
	NJSIAA COVID-19 Updates	<a href="https://www.njsiaa.org/njsiaa-covid-19-updates">https://www.njsiaa.org/njsiaa-covid-19-updates</a>
	NJSIAA provides return-to-play guidelines – Phase 1	<a href="https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1">https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1</a>
	Guidance for Opening up High School Athletics and Activities	<a href="https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf">https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf</a>
<b>Policy and Funding</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	<a href="https://www.nj.gov/education/covid19/boardops/caresact.shtml">https://www.nj.gov/education/covid19/boardops/caresact.shtml</a>
	NJDOE EWEG	<a href="https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx">https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx</a>
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	<a href="https://njemgrants.org/site/rpasubmission.cfm">https://njemgrants.org/site/rpasubmission.cfm</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
Purchasing	New Jersey School Directory	<a href="https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission">https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission</a>
	NJSTART	<a href="https://www.njstart.gov/bsol/">https://www.njstart.gov/bsol/</a>
	Division of Local Government Services	<a href="https://www.nj.gov/dca/divisions/dlgs/">https://www.nj.gov/dca/divisions/dlgs/</a>
	Local Finance Notice – Coronavirus Response:	<a href="https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf">https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf</a>

	Emergency Procurement and Use of Storm Recovery Reserves	
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	<a href="https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf">https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf</a>
Costs and Contracting	E-rate	<a href="https://www.usac.org/e-rate/">https://www.usac.org/e-rate/</a>
	Technology for Education and Career (NJSBA TEC)	<a href="https://www.njsba.org/services/school-technology/">https://www.njsba.org/services/school-technology/</a>
<b>Continuity of Learning</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	<a href="https://sites.ed.gov/idea/">https://sites.ed.gov/idea/</a>
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	<a href="https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml">https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml</a>
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	<a href="https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf">https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf</a>
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	<a href="https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf">https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf</a>
	Mathematics: Focus by Grade Level	<a href="https://achievethecore.org/category/774/mathematics-focus-by-grade-level">https://achievethecore.org/category/774/mathematics-focus-by-grade-level</a>
	Teacher Resources for Remote Instruction	<a href="https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml">https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml</a>
	NJDOE Virtual Professional Learning	<a href="https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml">https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>

Professional Learning	Distance Learning Resource Center	<a href="https://education-reimagined.org/distance-learning-resource-center/">https://education-reimagined.org/distance-learning-resource-center/</a>
Career and Technical Education (CTE)	Communicable Disease Service	<a href="https://www.nj.gov/health/cd/topics/covid2019_schools.shtml">https://www.nj.gov/health/cd/topics/covid2019_schools.shtml</a>
	Considerations for Schools	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a>