

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools



*Burlington County
Special Services School District
(BCSSSD)*

Board of Education
Fall 2020

RESTART & RECOVERY PLAN

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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 district s 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 district s 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 district s 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 district s” or “schools” or “district s” when referring to the completion of tasks. For example, “district s 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.

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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.

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THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

A. Conditions for Learning

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

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

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

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

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

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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.

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

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

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

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

- (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at

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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) When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
 - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks, but should be worn when moving about the classroom.
- (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (5) Use of shared objects should be limited when possible or cleaned between use.
- (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- (7) School district s 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).

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- (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) If the school district is providing transportation services on a school bus and is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.
- (2) Accommodations for students who are unable to wear a face covering 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]

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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.

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- (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.

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- (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (5) Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
 - (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
- (6) Exceptions to requirements for face coverings shall be as follows:
 - (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.

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- (c) The individual is in water.
- (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
- (e) The student is under the age of two and could risk suffocation.

(7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

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

- (1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.

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- (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;

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(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:

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- (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.

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- (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

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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.

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☐ 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]

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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]

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2. Pandemic Response Teams

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

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- 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.

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- (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.

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- (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 district s should also consult with the local bargaining units and legal counsel.

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- 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.

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- (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 district s 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.

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- (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.

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- (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.

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- (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.

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- (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.

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- (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).

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- (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, district s 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.

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- (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 - District s 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) District s 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]

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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]

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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.

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(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.

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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 district s 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 district s 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 district s consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

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

2. Technology and Connectivity

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

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b. District s 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.

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.

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- (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.

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- (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.

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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.

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

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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.

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Appendices

Restart and Recovery Plan to Reopen Schools



*Burlington County
Special Services School District
(BCSSSD)*

**Board of Education
Fall 2020**

RESTART & RECOVERY PLAN

Appendix A

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

Burlington County Special Services School District (BCSSSD)

General Health and Safety Guidelines

With anticipated reopening of schools, BCSSSD has taken extensive steps to ensure the safety and wellness of our school community. Policies and protocols have been established regarding visitors, health screening, quarantine procedures, provision of mental health services, social distancing, hygiene, and cleaning and other areas. These plans are aligned with the recommendations from the Centers for Disease Control and Prevention (CDC) and guidelines from Burlington County Health Department (BCHD). Given two districts, there may be additional steps taken by district outlined in the Appendices.

Protocol for Symptomatic Students and Staff

Personal Illness

All individuals who are sick or show symptoms related to COVID-19 are expected to stay home.

Employees and parents/guardians of students must complete a daily COVID report form in Genesis before entering the building. Employees and students will not be allowed into the building until this form is completed.

Any person (student, staff member, or approved visitor) who becomes sick while in a District building will be sent home immediately. Any two symptoms that mirror COVID-19 must be handled assuming the person is positive. (Please refer to return to work or school guidelines). At the start of the school year, parents/guardians of students will be required to sign the COVID-19 School Health & Safety Agreement that outlines their commitment to keeping their children home when sick and to seeking appropriate medical care.

Pre-Screening/Symptom Monitoring/Mandatory Reporting

Parents/guardians, students, and staff are required to conduct a daily self-screen at home before reporting to school or work. If they answer yes to *any* of the screening questions, they are required to avoid entering a school district building.

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- **Employees or Visitors:** All employees or visitors will be required to affirm they are symptom-free and have not had recent exposure to someone with COVID-19 by completing the online Pre-Entry Screening Form daily and reviewed by the ancillary medical professional brought in to support the school nurse (STATEMENT of ASSURANCE) which inquires about physical symptoms and exposure to COVID-19. Employees are required to report if they test positive for COVID-19, if they develop symptoms consistent therewith, or if they are self-isolating due to suspected or known exposure to COVID-19 by emailing their direct supervisor and copying Personnel. Employees will be required to fill out the COVID-19 screening form once a week unless NJ DOH deems more frequently.
 1. Upon arrival each morning, staff members will have their temperature taken and recorded daily by thermal cameras or by touchless thermometers an appropriate administrator outside of the school entrance.
 2. All staff will maintain social distancing when entering school according to each campus action plan.

If his/her temperature is at or above 100.4, staff are to do the following:

1. Stay in the foyer until administration is notified that they are to be sent home
2. Report the elevated temperature (above 100.4) to the ancillary nurse on campus and administration.
3. The staff member is to wait for clearance to leave the building and will not be permitted to enter the building. The designated administrator and Personnel will be notified and the staff member will be sent home. Administration will notify the staff member of the return-to-work policy.

Students:

1. All students will have their temperature and recorded by appropriate administrator using touchless thermometers by assigned staff outside of school entrance or by thermal cameras. For inclement weather, students will wait on the bus and stagger to control the flow of student traffic.
2. Students will maintain social distancing when entering school according to each campus action plan.
3. If temperature is below 100.4, students may report to the assigned area.
4. If the student's temperature is at or above 100.4, the student reports to a designated area as defined by building administration and their parents will be called to pick up the student to be sent home. The parent/guardian will wait outside the building for the student and they will not be allowed to enter the building. The security staff will escort the student out of the building.
5. Main office secretary will print out the student demographic sheet and send it to the security officer.

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6. Security officer with consultation with administration will escort student out of building and verify parent's/guardian's status
7. If the parents cannot pick the student up, they will designate another person. Parents will send an email to confirm the identity of the person picking up the student.
8. In the event that the parent is unable to arrange transportation, the building administration will arrange transportation for the student with permission from the student's parents.
9. Building administration and the school nurse shall document the reason for sending the student home and record the temperature in the student's medical file.

EMPLOYEE WHO DEVELOPS SYMPTOMS WHILE AT WORK

If an employee develops the following symptoms while at work they will be sent home immediately:

1. Fever of 100.4°F or higher
2. Any two of the following symptoms: Cough or shortness of breath OR sore throat, chills, headache, muscle pain, new loss of taste or smell.
3. Employees to contact the front office to notify the building principal or acting designee and the school nurse.
4. If an employee can drive home or needs to be picked up will be determined by the school nurse as they will wait in a designated area for their designated ride.
5. Their administrator/supervisor will be contacted and coverage for the classes will be secured.

EMPLOYEE WHO TESTS POSITIVE FOR COVID-19 and BCSSSD Personnel office will do the following for staff members who develop symptoms or who test positive for COVID-19 :

An employee who tests positive for COVID-19 must notify BCSSSD Personnel office of the test results on the day of receipt.

BCSSSD Personnel office will:

1. Notify BCDOH and provide the following information: employee's name, contact information, healthcare provider if known, when the individual became symptomatic, and when they were last at the facility.
2. The school nurse will collaborate with BCDOH to identify all employees and students who spent more than 15 minutes within 6 feet of the infected employee during the 48 hours before onset of symptoms and report the information to Building Administration.
3. BCDOH will assist in determining which individuals identified should quarantine at home for 14 days. Anyone who develops symptoms during that time should contact their healthcare provider to request testing.
4. Notify Building and Grounds supervisor to initiate cleaning protocols as per department guidelines.

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RETURN TO WORK GUIDELINES

When tested and determined to be **COVID-19 Positive**, the employee will remain home until all of the following are true:

- At least 10 days since the onset of symptoms AND
- At least 3 days free of fever without the use of fever reducing medication AND
- Improvement in respiratory symptoms (e.g. cough, shortness of breath)

Note: The COVID-19 positive individual does NOT need a repeat COVID test or a doctor's note in order to return to work.

When tested and determined to be **COVID-19 Negative**, the employee will return to work, unless the employee has other medical issues that require staying at home.

When symptomatic but **COVID-19 testing was not completed**, the employee will remain home until all of the following are true:

- At least 10 days since the onset of symptoms AND
- At least 3 days free of fever without the use of fever reducing medication AND
- Improvement in respiratory symptoms (e.g. cough, shortness of breath)
- A clinician has evaluated the employee and documented an alternative diagnosis and that the employee may return to work sooner than ten days.

STUDENT WHO DEVELOPS SYMPTOMS WHILE AT SCHOOL

Students who present with a fever or other COVID-19 symptoms as deemed by the nurse or develop symptoms within the school day:

1. The student will be escorted by security to the Designated Isolation Room supervised by security on campus for further evaluation by the ancillary nurse or medical assistant and until parent/guardian pickup.
2. Designated Isolation Rooms will be determined by administration.
3. Areas are designated in each campus school Emergency Preparedness Plan. Per the CDC, ideally, each isolation room should have a window with airflow. Only 1 student may be in an isolation room at a given time.
4. There should also be at least a 2nd designated isolation room supervised by security in case two cases are suspected in one day.
5. Security will be assigned by administration and approved by the nursing team to monitor students while in the designated isolation room.
6. Non-nursing staff assigned to designated isolation rooms must complete the CPR/AED/COVID-19 SafeSchools Modules. NOTE: Staff assigned to the designated isolation rooms should be younger than age 60, have no medical risk factors, and be willing to accept the assignment.
7. In the event that a staff member is unavailable, administration will need to monitor the room. Each member in the designated isolation room must wear the following disposable PPE and dispose of after each symptom case:

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- Mask
- Face shield
- Gloves
- Gowns

The PPE must be disposed of for each symptom case in biohazard containers according to the CDC/Burlington County Health Department Guidelines. These protocols will be posted in each isolation room.

8. The staff must monitor all students with security personnel present to ensure safety (e.g., behaviors).
9. Staff and service personnel will wear their face coverings.
10. The Isolation rooms will have limited access to include only the school nurse, ill individuals, designated staff, and custodian. Per CDC Guidelines, no one may enter a suspected room for 24 hours post-exposure.
11. The school administration or designee will contact the parent/guardian to pick up the student.
12. If the emergency contact(s) in Genesis does not respond by phone and arrive at the school within one hour DCP&P will be called. The current Standing Orders mandate students with a fever must be picked up within one hour; this policy must be followed to handle picking up students with COVID symptoms.
13. A plan needs to be in place such as an “isolation” bus that will transport students home in an emergency (BCSSSD will make arrangements with parents). Parents will be informed that the student is being transported home in the event they are unable to come to school.
14. Bus drivers will be instructed and given the student's home address.
15. The bus drivers will escort the student home and ensure that the student safely enters their home.

If there is a suspected case in a classroom, the school nurse will notify the BCDOH and follow their guidance regarding contact tracing. When contacting the BCDOH, the district will provide the following information: student’s name, contact information, healthcare provider if known, when the individual became symptomatic, and when they were last at the school.

STUDENT WHO TESTS POSITIVE FOR COVID-19

When a student tests positive for COVID-19, the parent/guardian must notify the school nurse.

The student will remain home until *all* of the following are true:

- a. at least 10 days since the onset of symptoms AND
 - b. until fever free when off anti-fever medications for 3 days AND
 - c. symptoms are improving.
- A plan needs to be in place such as an “isolation” bus that will transport students home in an emergency. Bus drivers will be instructed to take the student back to

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the sending district as arranged by the administration and DCP&P. Staff that are assigned to the isolation room will escort the student home as assistants on the bus.

If there is a suspected case in a classroom we will notify the BCDOH and follow their guidance regarding contact tracing. When contacting the BCDOH, the district will provide the following information: student's name, contact information, healthcare provider if known, when the individual became symptomatic, and when they were last at the school.

VISITOR PROTOCOL

Our students, employees, and visitors deserve a safe learning and work environment. In order to lower the likelihood of exposure to COVID-19; ensure the proper level of safety within our schools and facilities; and best regulate and monitor the flow of guests, the District is implementing the following interim visitor protocols during the COVID-19 pandemic.

We know that this protocol is stringent, but it is developed to ensure the safety of our students and staff remain our priority. These restrictions are based on the most current recommendations from the Center for Disease Control and Prevention (CDC) and the Burlington County Health Department (BCHD).

INTERIM RESTRICTIONS FOR VISITORS

Access to all District facilities will be limited to current students, current staff, approved vendors and contractors, and invited guests with administrative approval. Until further notice, no other visitors will be permitted on District premises.

Definitions

For the purpose of this protocol, the term "visitor" refers to anyone who, at the time of the intended visitation, is not then a currently enrolled BCSSSD student or a currently employed staff member.

Approved visitors are defined as persons performing essential support services, who have scheduled an appointment and received advance permission to enter at specific dates and times and for specific purposes, and include:

- Contractors (which, at the District's discretion, may include Memoranda of Understanding and School Partner Agreements);
- Vendors;
- Person(s) with defined duties as part of volunteer services who are authorized by building principal or program supervisor for entry into a facility, e.g. building entry screeners, greeters or escorts; front desk staffers; and
- Parents/guardians attending pre-scheduled appointments for essential meetings such as IEP, 504, and other student support meetings, when meetings cannot be

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conducted by teleconferences and virtual meetings, which are strongly encouraged as an alternative to in-person meetings.

SCHOOL VISITORS

Visitors who do not fit the criteria above will not be allowed in schools or other District buildings during the day. This prohibition applies broadly to parents, volunteers, mentors, outside speakers, etc. While the District always values and relies on the participation of parents and guardians in our schools, at this time and until further notice, parents and guardians will not be able to participate in classroom activities or programs such as room parents, and back-to-school events, in order to promote the health and safety of students, staff, and their families. All in-person parent meetings including will be scheduled virtually or via teleconference until further notice. All sub-substitute teachers, intervention specialists, program partners, and other specialists who work with students on a regular basis will be required to follow the visitor protocol.

GUIDANCE FOR APPROVED VISITORS

Visitors of the BCSSSD should be aware that the primary mode of transmission of the COVID-19 virus is through respiratory droplets and close contact between people, which increase the risk of exposure to and the possibility of spreading and contracting the COVID-19 virus. While the District is implementing preventative measures in compliance with federal, state, and local laws, orders, directives, and guidelines to reduce the spread of COVID-19, it is not possible for any school district to eliminate all risk of exposure or contracting COVID-19 when in school or administrative facilities or elsewhere. It is because these risks may result from, or be compounded by, intentional or unintentional actions or omissions of any individual that the District is strictly limiting who may be in District facilities.

Visitor Expectations

If any person plans to visit a District school or facility, they will be expected to abide by the following protocols:

The first step is to request and obtain approval for the visit at least 24 hours in advance of when you plan to arrive at a District facility from the identified District employee host. (Rare exceptions to the 24-hour rule may be considered in emergency circumstances.) All visitors to our schools will need to have a confirmed appointment for a specific date, time, and purpose, to enter the building, with directions to tell you which building entrance to use and where you should go in the building.

1. If permission is granted to visit a building, he/she will be required to complete the online COVID-19 Building Pre-Entry Screening Form up to three hours prior to the visit by going to INSERT BCSSSD VISITOR FORM to confirm that you are symptom-free and have not had close physical contact with someone who has tested positive for COVID-19 in the previous 14 days.

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- The website is compatible with all smartphone, tablet and computer operating systems. Individuals without access to an electronic device or experiencing technical difficulties will be required to complete a paper copy of the Building Pre-Entry Screening Form upon arrival to an office/school.
 - You will be asked to provide the following information: 1) your District facility location; 2) first and last name; 3) email address; and 4) your role.
 - The screening form asks the following questions that align with public health guidance:
 - i. In the past 24 hours, have you had ONE of the following symptoms unrelated to a pre-existing medical condition: frequent cough or shortness of breath? (Yes/No)
 - ii. In the past 24 hours, have you had TWO or more of the following symptoms unrelated to a pre-existing medical condition (i.e., like seasonal allergies, migraine, etc.): sore throat, chills, headache, muscle pain, new loss of taste or smell? (Yes/No)
 - iii. In the past 24 hours, have you experienced a fever of 100.4°F or above? (Yes/No)
 - iv. Have you been in close physical contact with someone who tested positive for COVID-19 within the past 14 days? (Yes/No)
 - Once the screening form is completed and submitted, you will receive a date-stamped entry pass. The entry pass shows your name, and the results of your responses.
 - A “**green ✓mark**” designation will permit entry into a school district facility (so long as you have a confirmed appointment for the day and time).
 - A “**red X mark**” designation will result in not being permitted entry into a school district facility.
 - If a visitor does not complete the pre-entry screener, the building host will not permit the visitor entry to the building prior to completion.
- 2. If a visitor arrives to a District facility symptomatic or starts to exhibit symptoms of COVID-19 while on premises:
 - The visitor will be asked to leave the facility and return home;
 - The visitor should contact their healthcare provider; and
 - The visitor is requested to notify their District employee host if they are confirmed to have contracted COVID-19.
- 3. The visitor must be wearing a mask when he/she arrives that covers their nose and mouth, in accordance with the District’s mask protocol. Clothing and household items (like scarfs, t-shirts, sweatshirts, or towels) are not themselves acceptable face coverings for use in District facilities. However, acceptable masks may be factory-made, sewn by hand or machine, or created by using materials cut or constructed from household or clothing items. The District will not provide masks to contractors, vendors, delivery personnel, visitors or others visiting District facilities. You are expected to provide your own mask and wear it at all times in District facilities.

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4. All visitors will be required to show photo identification, temperature checks and display the results of Building Pre-Entry Screening Form either via your smartphone or in printed form at a designated building entrance prior to accessing the building beyond the entry point.
 - **Schools:** At the front door/buzzer, it is expected that all visitors will state the purpose of their visit and/or specify with whom they have the appointment and the confirmed date and time of their appointment. If the appointment is verified, the visitor will be buzzed in and must go to the main office immediately upon entry.
 - **Other District Facilities:** Upon entry into the building, it is expected that the visitor contact their employee host to notify them of arrival, sign in at the designated check in point, display results of entry pass, and proceed to the designated work or meeting location.
5. Comply with the District's COVID-19 prevention protocols, including frequent hand washing; wearing of a mask; proper social distancing of six feet while on premises; and adherence to all signage, notices and other guides regarding spacing and traffic flow.
 - Visitors (including parents/guardians) do not have unrestricted access to school district facilities and must remain in approved areas only.
 - Any visitor who engages in uncooperative or disruptive behavior, or does not adhere to or threatens not to follow the prevention protocols, will be required to leave the premises. Staff will be authorized to seek assistance of Security personnel or law enforcement if a visitor engages in such behavior or objects to leaving the facility as directed, and to exclude such individuals from visiting District facilities for some period of time thereafter
 - The District reserves the right to deny an individual entry to any school building when there is reason to believe that such individual's presence would be detrimental to the operation of the school, the learning environment, or the health and safety of the school community.

General Health and Safety Guidelines for Students and Staff

With anticipated reopening of schools, BCSSSD has taken steps to ensure the safety and wellness of our staff and students. Policies and protocols have been established regarding health screening, quarantine procedures, provision of mental health services, social distancing, hygiene, and cleaning and other areas. These plans are aligned with the recommendations from the Centers for Disease Control and Prevention (CDC) and guidelines from Burlington County Health Department.

- **General Health and Safety Guidelines**
 - The District will continue to maintain proactive communication with staff, students, families and community members
 - Frequent communication will be sent home from each campus regarding any necessary changes

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- Social media posts will include important updates
 - The District Communication Plan will remain updated on the district website
- BCSSSD will continue to consult with the latest guidance from the CDC and Burlington County Health Department
 - A survey was sent to all staff to gather their concerns/questions regarding student and staff safety and wellness.
- The district will provide an option for students to learn in a fully-remote environment as per NJDOE guidance. The district has also developed a schedule that will allow for the in-person return of students that aligns with health and safety guidelines.
 - Campus principals will develop daily schedules that ensure that students' needs are met in both formats
 - The schedule will be posted online and sent out to parent/guardians through Blackboard
 - A survey asking parents/guardians about their preference for returning to school will be sent out
 - Staff and student attendance policies will be developed to reflect the schedule options
- Staff have worked to create social stories and lessons to promote good hygiene practices (hand washing, social distancing, wearing a mask, etc)
 - Committees will meet together to create resources for students
 - Staff will be provided training and resources that they can use when working with students
 - Staff will ensure that students using Augmentative and Alternative Communication will have the access they need to words and phrases related to their physical and mental health, social distancing, etc.
 - Social and emotional learning will be infused throughout the curriculum
- Staff will be provided training on topics related to support students' social and emotional learning, mental health, and the impact of trauma.
 - Administration will send out a schedule of trainings to staff for both Back To School, online required trainings, and trainings offered through the Burlington County Professional Development Institute
- Child Study Team members will review student Individualized Education Plans and other documents to determine whether additional supports or services are needed and to ensure that students receive their required programming.
 - Child Study Team members will consult with the sending district to determine if any changes may need to be made to the child's IEP

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- Child Study Team and Related Services staff will develop schedules that reduce group size and meet IEP requirements
 - Staff will determine the “COVID Recovery Services” based on each student’s needs in collaboration with sending districts
 - Campus administration will determine staffing related to student services (health, safety, psychological, social, emotional, nursing) need to provide a short-term and long-term safety net for students
- The district is developing Professional Learning Communities/ Teams and professional development to focus on age-appropriate responses for COVID-19 related needs
 - These committees will continue to meet monthly to review student data, student/staff needs, and progress
- Staff will receive updated information regarding the School Crisis Prevention and Intervention training as well as Handle with Care
 - District will consult with the trainers for these programs to see what modifications need to be made
 - Parents/guardians will be made aware of any changes that must be made
- The district will provide Parent/Guardian trainings on a variety of topics to help support students both in school and at home
 - Throughout August and the first months of school, online trainings and information sessions will held for parents/guardians
 - Updated information about the trainings will be sent home via electronic communication and posted on the district’s website and social media
- Parents, students, and staff members will be provided with a list of mental health resources in Burlington County
 - District will consult with the Department of Health, Department of Human Services, and the Burlington County School Crisis Response team to gather resources to share
 - Updated information and resources will be sent home via electronic communication and posted on the district’s website and social media
- Campuses will set up protocols to make weekly contact with parents/guardians to check in on student well-being
 - District principals will identify staff members to call home and check on students
 - District will communicate proactively with sending districts regarding any student concerns
- The district administration has reviewed and modified the Multi-Tiered Systems (MTSS) of Support to support students socially, emotionally, behaviorally, and academically.
 - Updated guidance will be sent to all staff members about changes in MTSS programs

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- Campus principals will identify the need for crisis intervention teams to work with students in disadvantaged or challenging home circumstances, especially in light of growing needs extending from the COVID-19 crisis and related school closings
- Campus principals will modify the PBIS program and student celebrations for potential scenarios

Contact Tracing (See Appendix F)

- All protocols follow [CDC](#) and other mandated guidelines.
- The district has worked with multiple stakeholders to establish contact tracing protocols aligned with the CDC and Burlington County Health Department guidelines.
- Regular logs of student and staff contact will be kept to ensure that the information is readily available for the Burlington County Health Department as needed.
- Staff will be required to complete Contact Tracing training through the CDC and Johns Hopkins or equivalent program.

Security

- The security staff will ensure that all rules and regulations regarding wearing masks and social distancing are being followed.
- Security monitors the number of people allowable in the building.
- Security assists staff with the movement of students.
- Security will maintain and order the supply of PPE.
- Security to ensure the safety of the students and staff.
- Security will report any observance of individuals who may be showing symptoms.

Special Considerations for Varying Wellness, Health and Safety Measures for Specialized Populations and Ages

Student Needs and Support

- Child Study Team case managers and school counselors will identify students who are struggling and determine the appropriate supports needed. The Director of Pupil Personnel will process any requests for intervention immediately to ensure students are provided services.
- CST case managers will review student Individualized Education Plans (IEPs) to determine which accommodations and modifications are being followed to ensure that students are progressing toward their goals.
- Students will be identified through a screening tool and provide counseling support.

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- Students will have access to groups to help students develop coping strategies for students with anxiety or who have developed mental health concerns due to COVID-19,
- Establish plans for continuation of services in both a hybrid model or virtual learning for students with mental health concerns.
- Form an interdisciplinary wellness committee to evaluate student physical and emotional needs of students.
- Provided students/parents/staff with a list of mental health resources in Burlington County
- Establish a committee of staff members to assist and be a resource for parents to support student's mental health.
- Identify homeless and transient populations and determine their needs for virtual or hybrid learning.
- Survey parents to determine their concerns and needs for their children.
- For students with anxiety or who have developed mental health concerns due to COVID-19, the district must provide counseling support to help students develop coping strategies.
- For students who are Deaf and/or Hard of Hearing and for students who use communication devices, special accommodations such as clear masks and sanitation procedures for devices must be implemented.
- For students with mental health concerns or medical concerns, establish plans for continuation of services in both a hybrid model or virtual learning

Key Parent and Stakeholder Groups Associated with Special Populations

- Counseling support staff will make weekly contact with parents/guardians to check in on student well-being
- Staff members will support each other and provide avenues to check in with each other.
- Parents, students, and staff members will be provided with a list of mental health resources in Burlington County.
- The committee will familiarize parents with the programs in place at each campus and students will be assessed through pre- and post-surveys.
- Post resources and information on district and school website for parents/guardians about student SEL needs
- School staff will provide parents/guardians with mental health resources. Organizations like Minding Your Mind, the American Foundation for Suicide Prevention, and the Traumatic Loss Coalition provide free resources for students and families. They provide presentations and webinars (if virtual) to support student and staff well-being.
- Staff have been trained in *Trauma Informed Resilient Schools*- to prepare and support staff and students with the range of emotional reactions experienced during a crisis, and the significance of placing social and emotional learning needs ahead of a rush to return to formal academic instruction.

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- A team approach that focuses to integrate social and emotional learning (SEL) strategies and routines into students' daily classroom experience,
- Social and emotional skill development to teach self-advocacy, social skills, self-regulation and problem solving in the workplace and classroom.
- Teachers and aides will jointly provide sessions with strategies to welcome back students and help them to feel safe in the classrooms
- Teachers will integrate social emotional language-related routines, protocols, and modeling such techniques as reflection opportunities, positive affirmations, and reinforcing the components of self soothing strategies.
- Teachers will model positive communication skills and expressing feelings appropriately.
- Teachers will be provided with professional development that reinforces educators' understanding of the importance of SEL in promoting student learning and strategies to reinforce students' SEL development

Emotional Skills and Competencies

- Teachers will Identify how we will support staff with known pre-existing conditions
- Families will be supported and provided with SEL resources.
- Families are provided with community resources to support needs such as mental and behavioral health etc.
- CST, counselors, SACs, teachers and administrators will provide support and resources based upon need.
- All staff will model effective social-emotional learning strategies and behaviors by the instructor, reinforcing and acknowledging students' demonstration of key cognitive skills, social and interpersonal skills, emotional recognition and self-regulation, as well as empathy;
- Staff will be provided with ongoing professional development related to Trauma-Informed and Trauma-Skilled Practices.
- Staff will be trained in the four skills needed to deal with trauma in schools 1) prevention strategies, 2) intervention techniques, 3) supports for the recovery process, 4) understanding of referral services.
- A survey will be conducted to evaluate the school culture and climate.

Resources for Students, Staff, and Families Regarding COVID-19 and Mental Health

Burlington County School Crisis Response Team

Resources during COVID-19

IMPORTANT:

In Crisis? Call 9-1-1 or SCIP 609-835-6180

NATIONAL SUICIDE PREVENTION LIFELINE

1-800-273-TALK (8255)

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Crisis Text Line- 741-741

Resources for Parents

- Parent/Caregiver Guide to Helping Families Cope With the Coronavirus Disease 2019
- Parent Guidelines for Crisis Response
- Helping Children Cope With Loss, Death, and Grief Tips for Teachers and Parents
- CMI COVID-19 and The Journey Ahead
- Burlington County Mental Health Resource Guide- 2015

Resources for Administrators/Staff

- **HELPLINE: 1-866-AID-NJEA (1-866-243-6532)**
- Addressing Grief: Tips for Teachers and Administrators
- Coalition to Support Grieving Students
- Grief Speaks- Traumatic Loss Coalition Listing
- Helping Children Cope With Loss, Death, and Grief Tips for Teachers and Parents
- Talking to Children about Death
- Burlington County Mental Health Resource Guide 2015

Resources for Students

- Second Floor Youth Hotline (call or text) 888-222-2228
- 2nd Floor Website
- Suicide Prevention Lifeline

Important Phone Numbers

Police/ Emergency Services: 911

Non-Emergency Helpline: 211

Crisis Intervention and Emergency Services

- Screening Crisis Intervention Program (SCIP)(Lourdes Hospital): 609-835-6180 or 911
- Children's Crisis Intervention Services (CCIS)(Jefferson Hospital): 856-488-6796
- Crisis Intervention Support Services for adults (CISS): 609-386-7331
- Children's Mobile Response and Stabilization Services: 1-877-652-7624
- Family Crisis Intervention Services (FCIU): 609-261-3330
- Department of Children Protection and Permanency (DCPP) (formerly known as DYFS): 1-877-652-2873

Crisis Hotlines/ Listening Services

- CONTACT: 856-234-8888 or 866-234-5006
- 1-800-SUICIDE: 800-784-2433
- 1-800-273-TALK: 800-273-8255
- 2nd Floor – Youth Helpline: 888-222-2228
- NJHOPELINE: 855-654-6735

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Inpatient Services

- Lourdes Medical Center of Burlington County: 609-835-2900

Private psychiatric hospital

- Hampton Behavioral Health Center (in Burlington County): 609-267-7000 or 800-603-6767
- Princeton House Behavioral Health (Mercer County): 800-242-2550 or 609-497-3300
- Carrier Clinic (in Somerset County): 800-933-3576
- Virtua Memorial Hospital (in Burlington County): 609-267-0700
- **Outpatient Services**
- Hampton Behavioral Health Center: 609-267-7000 or 888-603-6767
- Princeton House Behavioral Health: 888-437-1610
- High Focus Centers: 800-877-3628
- Catholic Charities: 800-360-7711
- Legacy Treatment Services: 609-267-1377
- Oaks Integrated Care: 800-963-3377
- South Jersey Family Medical Center, Inc.: 609-481-3073
- South Jersey Behavioral Health Resources: 856-361-2710 or 800-220-8081
- **Mindfulness Apps**
- <https://www.calm.com/>
- <https://www.headspace.com/>

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Multi-Tiered Systems of Support by Campus/ Social Emotional Learning

BCSSSD SEL PROGRAMS	
SEL Critical Practices	Thoughts, Ideas, Resources
SEL Critical Practice 1- Take time to cultivate and deepen relationships, build partnerships and plan for SEL	<ul style="list-style-type: none"> • Prior to school starting-staff meet with both parents and students via google to provide videos, social stories, information, visuals, etc. This would open lines of communication again, plus assist with easing student/parent concerns • Share a favorite object and ask students to share one of theirs • Read a familiar book or story • Sing a familiar or popular song • Eat a meal (breakfast/lunch/snack) together • Short videos sent from your phone • Tell/show about something you saw on a walk • Show a favorite spot in your home • Introduce students to a pet • Daily email • Provide a daily challenge (count the spoons in your house; draw a picture of the people in your house; find 5 leaves) • Share a photo of your day (doing dishes, working on a puzzle) and tell about what you are doing.
1.1 - Foster new relationships that elevate the voices and perspectives of students and families	<ul style="list-style-type: none"> • Relationship Mapping (Harvard Graduate School of Education) This strategy helps ensure that each student has a relationship with at least one caring adult in school. This can also be done virtually. • Strategies for Equitable Family Engagement (State Support Network) This overview is organized around five categories of equitable family engagement strategies, offering summaries of research and examples of school practices. • Tools for Educators to Listen and Learn From Families During COVID-19 School Closures (Culturally Responsive Education

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	<p>Hub) This tool includes sample emails, call scripts, and post-conversation reflection and action in both English and Spanish.</p> <ul style="list-style-type: none"> • Responsive Circles for COVID-19 (International Institute for Restorative Practices) This practice uses familiar restorative questions tailored to the current moment to build knowledge about the experiences of the community. • Community-Care Strategies for Schools During the Coronavirus Crisis (WestEd) This brief offers guiding questions and specific strategies for building community and connectedness among staff, students, and families. • Key Concepts for Leveraging Chronic Absence During the Coronavirus Pandemic (Attendance Works) This framework and list of strategies supports connecting with students and families to reduce chronic absenteeism. 	
<p>1.2 Use two way communication strategies to inform, engage, and listen to members of the school community</p>	<ul style="list-style-type: none"> • Establish Structures for Two-Way Communication (CASEL Guide to Schoolwide SEL) This webpage includes questions for planning communications about SEL and a tool for identifying stakeholders and developing a communication strategy. • Critical Practices for Anti-Bias Education: Culturally Sensitive Communication (Teaching Tolerance) This selection from the publication Critical Practices for Anti-Bias Education includes concrete strategies for culturally sensitive communication, inclusion, and connection-building among families and engagement with community problems. • Developing Life Skills in Children: A Road Map for Communicating With Parents (Learning Heroes) These slides share research on how families respond to information about SEL and what kind of messaging is most effective. 	

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	<ul style="list-style-type: none"> • Engage all Stakeholders in Foundational Learning (CASEL Guide to Schoolwide SEL) This webpage offers essential questions for planning learning opportunities, sample presentations, articles, videos, and a downloadable planning template. • Impact of SEL (CASEL) This webpage offers a variety of resources for communicating about SEL, including a customizable slide deck on the research supporting SEL.
1.3 Examine where SEL efforts have been impactful and where more support is needed	<ul style="list-style-type: none"> • Interview and Survey Your Community About the Path Forward (CASEL) This process, sample letters, and survey templates can be used to assess current successes and areas for additional support in your school community. • SEL Effort Inventory and Analysis (CASEL) This interview protocol and inventory template can be used to review both schoolwide SEL efforts and efforts used by individuals and school partners to prioritize the most impactful practices for the coming year. • For Educators: Resource Mapping Strategy (Harvard Graduate School of Education) This strategy helps educators identify and analyze existing school resources and programs related to SEL, climate, and well-being to make informed decisions. • Focal Students: Equity in the Classroom (Webinar from the National Equity Project) This approach supports educators to learn deeply from a few students, particularly those who are not well-served by current systems, to change practices to impact a greater number of students. Consider this approach as you identify focal students who are disengaged this fall.
1.4 Build a broad coalition to create and	<ul style="list-style-type: none"> • Build a Transition Coalition (CASEL) This

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<p>maintain a safe, supportive, and equitable environment for all students and adults by integrating SEL and academic supports for reopening schools</p>	<p>worksheet can help you prepare to recruit members of a coalition to help set a schoolwide SEL vision and goals.</p> <ul style="list-style-type: none"> • Develop a Shared Vision and Goals for Social and Emotional Learning (CASEL) This tool provides processes for articulating a vision statement that reflects input from the full school community and using that vision to develop specific, measurable SEL-focused goals to drive transition planning. • Youth-Adult Partnership Roadmap to Agency (Unleashing the Power of Partnership for Learning) This rubric provides a means to understand, assess, and improve youth-adult partnerships to increase agency and situate young people as full partners. • Liberatory Design: Your Toolkit to Design for Equity (National Equity Project and Stanford d.school's K12Lab) This card deck adapts the design thinking process to include steps that center equity and mindsets that should underlie all work. • Pursuing Social and Emotional Development Through a Racial Equity Lens: A Call to Action (Aspen Institute) This publication identifies ways that equity and social, emotional, and academic development can be mutually reinforcing bodies of work.
<p>SEL Critical Practice 2- Design opportunities where adults can connect, heal, and build their capacity to support students</p>	<ul style="list-style-type: none"> • Continue to provide weekly online meets for parent support groups that can initially start with covid support groups and then turn into parent training as the year goes on. Angelia Pressner is doing this as part of the connection series through July and August. • Continue to create flyers that promote online resources and methods to access mental health and trauma supports. Flyers would be sent out via blackboard email blasts. Staff can follow up with communication with families. Be sure to send in various languages (e.g., Spanish).

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<p>2.1 Allow space for connection, listening, and healing among all adults in the school community</p>	<ul style="list-style-type: none"> • Ensure lines of communication are open and there is a protocol in place to communicate significant concerns/issues with counselors, nurses, and administrators. • Email parents via survey with the opportunity to express concerns, current in home assistance • Educator Resilience and Trauma-Informed Self-Care: Self-Assessment and Planning Tool (Center on Great Teachers and Leaders at AIR) This self-care assessment asks teachers to first reflect on their current self-care practices and then helps them build a plan for the future. • Self-Care Circle (Circle Forward, via Greater Good Science Center) This circle protocol can be used with adults or students to center themselves and reflect on and share ways to practice self-care. • Listening as a Leadership Strategy: Getting Started With Constructivist Listening (National Equity Project) These slides introduce constructivist listening and include a practice activity to try with staff. • 5 Minute Chats With the Principal (CASEL with support from NAESP) This sample check-in agenda and questions can be used by school leaders when connecting individually with staff members.
<p>2.2 Ensure access to mental health and trauma supports for adults as needed</p>	<ul style="list-style-type: none"> • Compassion Resilience Toolkit for Schools (Wisconsin Initiative for Stigma Elimination) This toolkit addresses teacher compassion fatigue and how to build resilience. • The Educator Context and Stress Spectrum (Center on Great Teachers and Leaders at AIR) This tool supports educators in gaining a greater awareness of how their current personal and professional context affects their levels of stress in the time of COVID-19.

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	<ul style="list-style-type: none"> • Self-Care Strategies for Educators During the Coronavirus Crisis (WestEd) This brief offers practical guidance for educators who face the stresses of the pandemic, school building closures, online service provision, and quarantine conditions. • Support for Teachers Affected by Trauma (STAT) This online curriculum supports teachers dealing with secondary traumatic stress. • Psychological First Aid (National Child Traumatic Stress Network) This six-hour online learning module features innovative activities, video demonstrations, and mentor tips from the nation's trauma experts.
2.3 Capture this moment to identify opportunities for innovation and anti-racist practices	<ul style="list-style-type: none"> • District wide art/poetry/etc to be shared via youtube to provide unity as a school/district • Futures Protocol (National School Reform Faculty) This protocol harnesses the creative energy of a team for expanding and envisioning opportunities and paths forward, focusing on collective brainstorming on the best possible future scenario. • Avoiding Racial Equity Detours (EdChange) This short article describes four common ways schools and districts attempt to address equity while avoiding the discomfort of directly challenging racism and racist structures and policies, and follows with five principles to guide equity actions. • If We Aren't Addressing Racism, We Aren't Addressing Trauma (Simmons, via ASCD) This blog from Dena Simmons provides critical context to push educators to “interrogate, with an anti-racist lens, the curriculum, learning experiences, and school policies to which our Black students are subject.”
2.4 Provide embedded professional learning to educators' capacity to support students' social, emotional, and academic growth	<ul style="list-style-type: none"> • Building Trauma-Sensitive Schools (NCSSLE) This online module and handouts provide examples of ways to incorporate

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	<p>trauma sensitivity into the classroom.</p> <ul style="list-style-type: none"> • Stress and the Brain (Turnaround for Children) This professional learning packet explains how stress impacts the developing brain and related tools (made to accompany this edition of The 180 Podcast). • Addressing Race and Trauma in the Classroom: A Resource for Educators (The National Child Traumatic Stress Network) This professional learning tool defines key terms, describes developmental differences in how children may be affected by racial trauma, and offers recommendations for creating a more trauma-informed classroom. • Common Beliefs Survey: Teaching Racially and Ethnically Diverse Students (Teaching Tolerance, via Greater Good Science Center) This professional learning activity leads staff to reflect on their beliefs and then critically examine commonly held beliefs about how to meet the learning needs of racially and ethnically diverse students. • Mindful Reflection Process for Developing Culturally Responsive Practices (Dray & Wisneski [2011], via Greater Good Science Center) This independent reflective practice guides educators to process a challenging interaction with a student by examining their own assumptions, prejudices, and biases and consider how they affect their interactions with and expectations of their students to develop more culturally and linguistically responsive approaches.
SEL Critical Practice 3- Create safe, supportive, and equitable learning environments that support all students' social and emotional development	
3.1 Intentionally build structures that promote supportive adult-student and peer relationships	<ul style="list-style-type: none"> • A COVID-19 Check-in Student Survey (Harvard Graduate School of Education) This survey can be shared with students to

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	<p>build connection and understanding.</p> <ul style="list-style-type: none"> • Creating Opportunities Through Relationships (University of Virginia) These free online professional learning modules support educators in developing supportive relationships with students.
3.2 Weave in opportunities for students to develop, practice, and reflect upon social and emotional competencies throughout the day	<ul style="list-style-type: none"> • COVID-19 E-Learning Free Resources (SEL Providers Council) This searchable library links to SEL provider webpages where they offer free resources and curriculum to support SEL virtually and at home. • Strategies for Trauma-Informed Distance Learning (WestEd) This brief offers general strategies and specific examples for how to recognize and respond to students' social and emotional needs as well as build in trauma-informed practices that will support all students. • Tennessee Toolkit for Teachers and Administrators to Incorporate Social and Personal Competencies Into Instruction (Tennessee DOE) This toolkit is designed to increase administrator and teacher awareness of the instructional practices that promote SEL. • This Time, With Feeling: Integrating Social and Emotional Development and College and Career Readiness Standards (Aspen Institute) This publication provides examples of how academic standards call upon students to use social and emotional skills and a rationale for embedding SEL in academic lessons. • Sample Teaching Activities to Support Core Competencies of SEL (CASEL) This document draws from evidence-based programs to identify and describe some of the most common strategies used to promote student SEL. • SEL Reflection Prompts (CASEL) This tool lists prompts that can be used in group or partner discussions, journals, or integrated

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	<p>into assignments to prompt student reflection aligned with the five SEL competency framework.</p> <ul style="list-style-type: none"> • Project Based Learning for Remote Learning (Buck Institute for Education) This webpage provides project ideas, recommended technology, and best practices for facilitating projects remotely.
3.3 Identify and implement a comprehensive system of support for students with additional needs	<ul style="list-style-type: none"> • Guidance for Trauma Screening in Schools (National Center for Mental Health and Juvenile Justice) This guide outlines the role of schools with regards to trauma screening, including key considerations and cautions, different screener options, intervention options, and connections to a whole-school approach. • Why We Need Trauma-Sensitive Schools (Trauma and Learning Policy Initiative) This video stresses the importance of trauma-sensitive learning environments to support students. • Trauma-Informed School Strategies During COVID-19 (The National Child Traumatic Stress Network) This fact sheet offers information on the physical and emotional well-being of staff, creating a trauma-informed learning environment, identifying and assessing traumatic stress, addressing and treating traumatic stress, partnerships with students and families, cultural responsiveness, emergency management and crisis response, and school discipline policies and practices. • Trauma-Informed SEL Toolkit (Transforming Education) This toolkit includes everything needed to deliver a two-hour professional development session designed for educators seeking research-based strategies to create a healthy classroom environment for students who have experienced adversities and trauma. • Teacher Training Modules (National Center for School Crisis and Bereavement) These

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	<p>professional learning modules provide a structure for supporting grieving students.</p> <ul style="list-style-type: none"> • Mental Health Resources for Adolescents and Young Adults (Society for Adolescent Health and Medicine) This list of online resources aimed at adolescents and young adults includes support groups, peer networks, helplines, treatment locators, and advocacy opportunities.
<p>3.4 Engage students in developmentally appropriate conversations and lessons to discuss past, current, and future impacts of the pandemic and racial inequities on themselves, their families, their communities, and the broader world</p>	<ul style="list-style-type: none"> • Strategies for Teaching Fearless SEL for Societal Change (Simmons [2019], via Greater Good Science Center) This SEL integration tool shows how CASEL’s five SEL competencies can create the conditions for youth agency and engagement and social change and can be a key part of classroom-based learning. • COVID-19: How Can We Make Choices that Promote the Common Good? (Facing History and Ourselves) This youth conversation lesson encourages students to share their views, values, and voices to strengthen the community. • Speaking Up Against Racism Around the Coronavirus (Teaching Tolerance) Written for teachers to address stereotypes, xenophobia, and racism in connection with COVID-19, this article contains links to Teaching Tolerance guides for responding to hate or bias incidents and resources for educators to facilitate critical conversations about bias and stereotypes. • Talking to Students About Race and Ethnicity (Teaching Tolerance) Packaged tools, webinar, and publications to support conversations with students about race, the Black Lives Matter movement, and injustice. • Talking About Race (National Museum of African American History & Culture) This online portal is designed to help educators, families, and other individuals talk about racism, racial identity, and the way these forces shape society.

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	<ul style="list-style-type: none"> • Reflecting on George Floyd’s Death and Police Violence Towards Black Americans (Facing History and Ourselves) This teaching guide will help teachers begin conversations with their students about George Floyd’s death and the events that surround it, including reflection activities to prepare for teaching, creating space for emotional processing, and diving deeper with multimedia tools. • Circle Scripts for Black Lives Matter at School (ROCRestorative Team, Rochester City School District) Five sample scripts for facilitating Circle discussions about race and identity, challenging racism, and the Black Lives Matter movement.
3.5 Collaborate with families and community partners to align strategies for supporting students’ SEL at school and at home and during extended learning	<ul style="list-style-type: none"> • Recognizing the Role of Afterschool and Summer Programs in Reopening and Rebuilding (AIR) This document includes recommendations on ways to include afterschool and summer programming to support students’ transition back to school. • Collaboration Tools for Building SEL Across the School Day and Out-of-School Time (CASEL Guide to Schoolwide SEL) This tool includes guidelines and activities for building strong collaborative relationships between schools and community partners to align SEL practices and learn from one another. • Building Positive Conditions for Learning at Home: Strategies and Resources for Families and Caregivers (AIR) Tools in English and Spanish for parents for fostering emotional health and well-being within their home. • Making Families Feel Welcome (Siegel, Esqueda, Berkowitz, Sullivan, Astor, & Benbenishty [2019], via Greater Good Science Center) This brief reflection activity for school staff lists methods for making students’ families feel valued and respected. • SEL Discussion Series for Parents and

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	<p>Caregivers (CASEL) This 10-session discussion series supports schools and community partners that wish to engage parents and caregivers in conversations about the social and emotional growth of their families. Also available in Spanish.</p> <ul style="list-style-type: none"> • PTAs Leading the Way in Transformative Family Engagement (The Center for Family Engagement) This report outlines best practices for a PTA to engage families. • George Floyd, Racism and Law Enforcement (Anti-Defamation League) This Table Talk tool provides a current event summary and discussion questions in English and Spanish for families to use at home.
SEL Critical Practice 4- Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff	
4.1 Elevate student voice in reflecting and acting on data around their learning and engagement	<ul style="list-style-type: none"> • Understand and Improve Students' Learning Experiences (PERTS—Project for Education Research that Scales) Copilot-Elevate helps educators customize a short survey to learn how students are experiencing school, review results to see how experiences are promoting or hindering equitable learning, learn new practices to try with students, and track improvement over time. • Strategies for Gathering Student Feedback (CASEL) Choose from or adapt these methods for hearing from your students about their learning experience in the new school year, whether instruction and learning is taking place at school or elsewhere. • Examining Your School's Climate (Teaching Tolerance) This short school climate questionnaire and social mapping activity can be used to work with students to analyze differing perceptions of school climate.

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	<ul style="list-style-type: none"> • Reflecting on School Discipline and SEL Alignment (CASEL Guide to Schoolwide SEL) This organizer and checklist can be used to review and update policies and procedures to better align with your school's SEL vision and promote skill-building. • YPAR Hub (Berkeley University) This website provides resources that help schools set up structures for Youth Participatory Action Research, which supports young people in conducting research to improve their lives, communities, and institutions.
4.2 Support educators in reflecting on data around their own instructional practices and learning environment, especially when trying out new strategies or modes of teaching	<ul style="list-style-type: none"> • SEL Through Distance Learning: Teacher Self-Assessment (CASEL Guide to Schoolwide SEL) This self-assessment provides insight into strengths and areas to develop as educators promote SEL through distance learning and at-home assignments. • PIRL: Preparation, Interaction, Reflection and Logistics Tool (Denver Afterschool Alliance) This 24-item rubric can help you improve online, live sessions on platforms where youth are engaging with an instructor and their peers. • SEL Look-Fors in Blended Learning (CASEL) Use this tool to reflect on a learning activity you have designed or led after it has taken place, or ask a colleague to use it as they observe you. • SEL Teacher Self-Check Tool (Transforming Education) This tool encourages educators to reflect on their own progress toward cultivating positive environments and integrating SEL in a way that is responsive to students' needs and aligned with academic instruction. • Problem of Practice Protocol: Teaching During a Pandemic (CASEL, adapted from School Reform Initiative) Use this protocol with a small group of colleagues to share, process, and collectively problem-solve around challenges of the moment. • How Can Educators Tap Into Research to

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	<p>Increase Engagement During Remote Learning? (Rice & Kipp, EdSurge) This article provides ideas for measuring behavioral, cognitive, and emotional engagement in virtual settings and concrete ways that teachers can boost engagement through their own practices by engaging families, and facilitating connections between students.</p>
<p>4.3 Partner with families and community members to continuously improve experiences and outcomes</p>	<ul style="list-style-type: none"> • Examining Transition Data With an Equity Lens (CASEL) This data reflection protocol and key questions can be used as part of a data review routine, with an eye toward how decisions impact equity and outcomes. • Why Am I Always Being Researched? (Chicago Beyond) This guidebook was made to help shift the power dynamic between those doing the research and the communities who are the subjects of research to address unintended bias and restore communities as authors and owners. • School Climate Survey Compendium (National Center on Safe Supportive Learning Environments) This webpage gathers valid and reliable surveys, assessments, and scales of school climate to help educators identify and assess their conditions for learning. • ED School Climate Surveys (U.S. Department of Education) These adaptable school climate surveys and web-based platform are free to download and administer and provide user-friendly reports in real-time; they also include a subscale on the experience of cultural responsiveness. • SEL Assessment Guide (Assessment Work Group) This interactive tool helps educators select and effectively use currently available assessments of students' SEL competencies. • Tracking Your School's Progress Towards Implementing Schoolwide SEL (CASEL Guide to Schoolwide SEL) Use the implementation rubric and planner to engage

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	in a full review of your current SEL implementation and establish goals; then use the walkthrough protocol to look for signs of high-quality SEL implementation by observing for the indicators of schoolwide SEL.
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1a. Student At Risk Process

- Step 1: “At Risk” identification can be made by any person in the building. The initial paperwork will be completed and submitted to the Director of Pupil Personnel Services. The Director reviews the request and consults the I&RS team to communicate the structure of the next steps.
- Step 2: Data Collection- Utilize district resources and record prior interventions provided to the student and document the interventions and review all data. The interventions incorporate strategies from the “teacher tool kit”, student learning styles, consultation with the school’s SAC (student assistance counselor, consultation with school psychologist, the school’s LDTC or school social worker/school counselor.
- Implement the interventions and record the student's progress.
- Communicate the plan to the student’s teachers and building administration. Continue to utilize supports within the school and refer students to the community partners when appropriate. Secure a records release to have school staff stay in contact with the outside provider. Document all steps taken and communicate with parents/guardian of the plan and resources.
- If the supports are not working or the student continues to decline, refer the student to I&RS via to conceptualize a written plan to continue to collect data regarding the student’s progress. For BCSSSD, refer the student to Case managers and principal. *See Appendix K for additional information for BCSSSD.*

1b. Staff Members At Risk

For staff who are seeking reasonable accommodations pursuant to individuals that the Centers for Disease Control (CDC) guidelines identifies as high 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:

- Chronic lung disease or asthma (moderate to severe)
- Serious heart conditions
- Immunocompromised
- Severe obesity (body mass index, or BMI of 40 or higher)

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- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease
- Medically fragile

1.b.1. Procedures

If the staff member is seeking an accommodation under COVID-19, as part of the interactive process the staff member is to notify the Personnel office in writing.

The Personnel office will notify the district 504 Coordinator to review the request for reasonable accommodations who will respond back to the appropriate employee with a determination.

- Where appropriate, the staff member will be asked to complete a 504 Accommodations Request form. Relevant questions will include:
 - The nature of the disability and the precise job-related limitations resulting from the disability
 - The problems posed by the workplace barrier at issue
 - What type of reasonable accommodation is needed
 - The employee's qualifications

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Appendix B

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

Burlington County Special Services School District (BCSSSD)

Social Distancing in Instructional and Non-Instructional Rooms

- All classrooms and therapy rooms will practice social distancing guidelines.
 - Building and Grounds will move all furniture to follow social distancing
 - Signage will be posted around the areas to remind students and staff of protocols
- Students will be grouped in ways to allow for smaller class sizes and social distancing
 - Campus administration will develop schedules that create smaller group sizes based on students' needs in accordance with CDC guidelines.
- The district has opened up additional classrooms to create more spaces for learning and social distancing
 - District will ensure that these new classrooms have all of the required social distancing protocols, hand sanitizer, etc.
- The district plan includes ways to reduce the sharing of resources such as student supplies and shared materials
 - District will provide training to staff members on how to reduce sharing
 - District will order additional supplies if needed
- Cafeterias and common areas will also be scheduled to reduce the number of students in each area.
 - Campus principals will establish schedules and protocols for each common area
 - Staff will receive training in these new protocols
- Classrooms will be sanitized daily.

Social Distancing

All staff and students will maintain at least six feet of social distance to the extent possible and in accordance with CDC and BCDOH guidelines. Visual cues such as signs, stickers and other markings on the floor, furniture and walls as well as other wall signage have been placed to indicate social distancing parameters per CDC/BCDOH

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guidelines. When factors such as student safety, behavioral or academic supports mitigate the need to be within six feet apart other factors will be considered such as additional protective equipment, face shields or clear dividers when possible. Additional parameters in place include:

- Layouts for desks, tables, chairs, computer stations and other items have been implemented to promote social distancing in classrooms and commons areas to maintain six feet of social distancing or class size reduced to be able to social distance.
- Clear plexi-glass barriers have been installed in the school's main offices and workspaces where face-to-face interaction with the school personnel, students and the public occur.
- In-person meetings will continue to take place in a virtual setting.
- Encourage social greetings and avoid handshaking, hugs, high fives.
- Reinforce social distancing measures to include cancelling assemblies, field trips and community based WBL until further notice.

Practicing Good Hygiene - Procedures for Hand Sanitizing/Washing

Our staff and students will work together to reduce the spread of the COVID-19 by regularly practicing specific hygiene measures and teaching and reinforcing each of those measures through class discussions, social stories, visual reminders etc. The following measures will be in place to reduce risk of transmission:

- Wash hands frequently--using soap and water-- for at least 20 seconds or an alcohol-based hand sanitizer with at least 60% alcohol if hand washing is not feasible. Hand sanitizer will be provided in all classrooms and in designated locations throughout the school building.
 - Prompt use of hand sanitizer every time entering and exiting the classroom.
- Cough/sneeze into sleeves, preferably into the elbow. When using a tissue, discard it properly and clean/sanitize hands immediately and surface areas as necessary.
- Avoid touching the face, particularly eyes, nose, and mouth.
- Reduce using others' desks, computers, or other instructional tools and equipment. If needed, proper sanitizing will occur prior to the next person's use.
 - Wear a face covering
 - Utilize a common bin in each classroom that any shared items can be dropped into and cleaned prior to the next person using them.
 - Utilize signage for larger items as to not to utilize until cleaned.
 - Encourage families to provide a set of personal belonging items that only their child would use at school.
 - Place school supplies in ziplock bags labeled for each student for sole use of that student.
 - Wear a face covering at all times unless specified under CDC guidelines or for documented medical conditions.

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Face Masks

COVID-19 is transmitted primarily through respiratory droplets, therefore masks are a key to reducing the possible spread of the virus. All staff, students, visitors and contractors, with limited exceptions, are required to wear a face mask covering their mouth and nose while on the campus. Other requirements are as follows:

Our district will be providing five complimentary cloth masks to each student and staff member. These cloth masks are clear at the mouth to better facilitate interactions amongst our school community who rely on visual and facial cues. Everyone is highly encouraged to use the district provided masks for these reasons.

Students will be supported in taking “mask breaks” i.e., removing their masks during mealtimes, and when outdoors and more than six feet apart from other people.

Students who have documented medical needs may have an accommodation for this mask provision.

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Appendix C

Critical Area of Operation #3 – Transportation

Burlington County Special Services School District (BCSSSD)

1. Student Transportation

- All students will receive a bus pass letter informing them of all the rules, changes and their stop location and times. Information will also be posted on the district website.
- All bus drivers and aides will receive additional training on COVID-19 procedures and understanding the range of psychological, social and emotional issues and how to properly report them to the school personnel.
- District will prepare videos and other training modules that all staff will take regarding boarding and disembarking from the bus
- All students will be required to sit in a designated area of the bus.
- Buses will have clear markings indicating where students may sit
- All bus staff and students must wear a mask for the entire duration of the trip. The bus driver will properly sanitize the bus and then resume the route until all students are in school.
- Designated areas have been assigned for student drop-off and pick-up on each campus

2. Bus Sanitizing Process and Requirements

Immediate implementation of the following bus sanitizing process and procedures are required of all Burlington County Special Services School District bus drivers and aides.

All Burlington County Special Services School bus drivers and aides will receive additional *Communicable Disease Training* before the start of the school year.

Face coverings must be worn at all times by all staff and students. Every student will be assigned a seat.

Face masks will be provided by the district if needed. If a student is unable to wear a mask on the bus, they will be assigned a seat and will be separated by 6ft from all other staff and students on the bus.

All district vehicles shall be sanitized after every use. Staff will use pump spray bottles containing Buckeye Terminator (Diakyl dimethyl ammonium chloride) which is a safe and school approved disinfectant against the spread of communicable disease including COVID -19.

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AM Run - Spray after AM run once students are off the bus. If the route is tiered, vehicle must be sanitized again after each tier before going out on the next route.

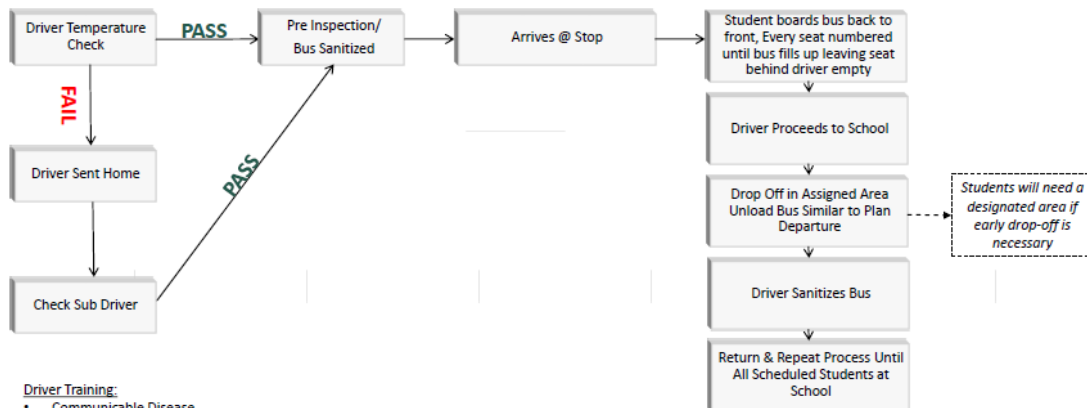
PM Run - Spray after PM run once students are off the bus and bus returns to the yard.

CBI - Spray after CBI students are dropped off at their work sites and then again after students are dropped back off at school.

Late Runs/ Field Trips/Sports Trips - Spray bus after the students are off the bus and bus returns to the yard.

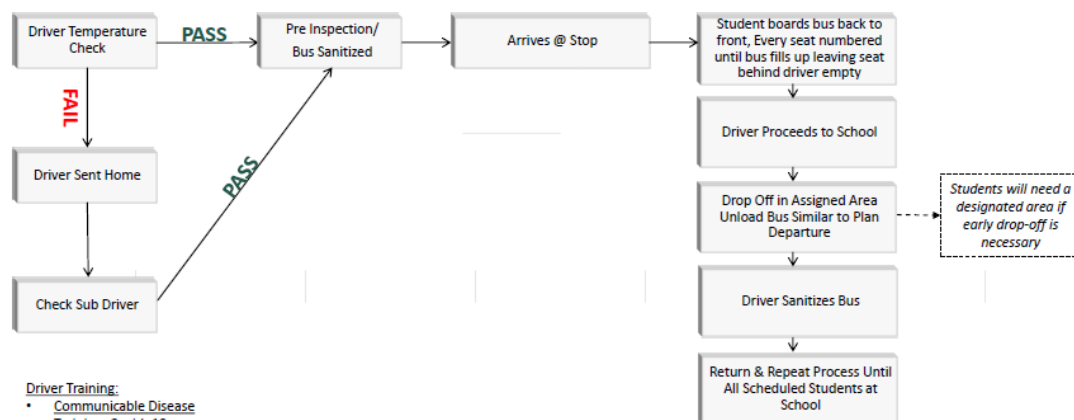
3. Burlington County Special Services School District (BCSSSD) Transportation Scenarios

STUDENT TRANSPORTATION - SCENARIO 1: BCSSSD (100% of students)



Driver Training:

- Communicable Disease Training- Covid -19
- Review Sanitizing Process
- Max Capacity of 20/ 54 pass. Students –Window seating only– Maximizing distance but not 6ft Apart



Driver Training:

- Communicable Disease Training- Covid -19
- Review Sanitizing Process
- Max Capacity of 20/ 54 pass. Students –Window seating only– Maximizing Distance but not 6ft Apart

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Appendix D

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

Burlington County Special Services School District (BCSSSD)

The Burlington County Special Services School District (BCSSSD) has reviewed school operations comprehensively across four areas: going to school, entering school, being in school, leaving school and subsequently has developed the below guidance and protocols for schools. BCSSSD has developed its own specific plan across these four areas and include specific systems, processes and procedures so that school leaders can provide conditions for students' academic success while adhering to the District's rules based on federal, state and local guidelines.

1. Student Flow, Entry, Exit, and Common Areas

- Cafeterias and common areas will be closely scheduled to reduce the number of students in each area.
- The schedule has been developed that students will have limited movement between areas.
- The hallways and bathrooms will be monitored and procedures will be in place to reduce student traffic.
- Staff will be trained in these protocols
- All students will enter/exit through the same locations and social distancing guidelines and signage will be followed.
- Signage has been posted and will be continue to be updated to ensure social distancing, mask wearing, hand-washing, and other best hygiene practices
- Markings will be placed around the school, including on the floors, to ensure social distancing especially in common areas and classrooms. Markings will also indicate the flow of traffic in hallways and common areas
- Visitor policies have been revised to reflect health screenings and notification procedures. These policies significantly limit the number of people allowed to enter the buildings.
- The visitor policy will be posted on the website and sent to parent/guardians as well as sending district s and outside service providers

2. Social Distancing in Entrances, Exits and Common Areas

a. Social Distancing in Instructional and Non-Instructional Rooms

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- All classrooms and therapy rooms will practice social distancing guidelines.
 - Building and Grounds will move all furniture to follow social distancing
 - Signage will be posted around the areas to remind students and staff of protocols
- Students will be grouped in ways to allow for smaller class sizes and social distancing
 - Campus administration will develop schedules that create smaller group sizes based on students' needs in accordance with CDC guidelines.
- The district has opened up additional classrooms to create more spaces for learning and social distancing
 - District will ensure that these new classrooms have all of the required social distancing protocols, hand sanitizer, etc.
- The district plan includes ways to reduce the sharing of resources such as student supplies and shared materials
 - District will provide training to staff members on how to reduce sharing
 - District will order additional supplies if needed
- Cafeterias and common areas will also be scheduled to reduce the number of students in each area.
 - Campus principals will establish schedules and protocols for each common area
 - Staff will receive training in these new protocols
- Classrooms will be sanitized daily.

a. **Social Distancing**

All staff and students will maintain at least six feet of social distance to the extent possible and in accordance with CDC and BCDOH guidelines. Visual cues such as signs, stickers and other markings on the floor, furniture and walls as well as other wall signage have been placed to indicate social distancing parameters per CDC/BCDOH guidelines. When factors such as student safety, behavioral or academic supports mitigate the need to be within six feet apart other factors will be considered such as additional protective equipment, face shields or clear dividers when possible. Additional parameters in place include:

- Layouts for desks, tables, chairs, computer stations and other items have been implemented to promote social distancing in classrooms and commons areas to maintain six feet of social distancing or class size reduced to be able to social distance.

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- Clear plexiglass barriers have been installed in the school's main offices and workspaces where face-to-face interaction with the school personnel, students and the public occur.
- In-person meetings will continue to take place in a virtual setting.
- Encourage social greetings and avoid handshaking, hugs, high fives.
- Reinforce social distancing measures to include cancelling assemblies, field trips and community based WBL until further notice.

b. Classroom, School or Building Closure

Guidance regarding the closure or dismissal of a classroom, school and/or other District facility due to COVID-19 will be provided by BCSSSD. The decision to close or dismiss students and/or staff from any facility does not rest with the District. BCSSSD will work closely with the District's appointed designee(s) to make the determination that best addresses the specific circumstances. Decisions about closures will be made carefully, and with the health, safety and needs of our students and families in mind. As a situation evolves and decisions are made, communications will be sent out to all necessary stakeholders

c. Going to School

Students who are provided transportation through the district's Department of Transportation Services will be following specific rules as follows:

- Families conduct a daily screening of their children at home, before their children leave for school
- Masks are required to be worn while riding a school bus, van or sedan/cab
- Hand sanitizer will be applied to children's hands before boarding the vehicle
- There will be assigned seats, and social distancing will be implemented
- Revised procedures for loading and unloading will be implemented
- Enhanced cleaning protocols will be followed

For example, all children are required to wear an approved face covering while riding a school bus, van or sedan/cab.

Parents will also receive their bell schedule with arrival and dismissal times from their school in advance of the start of the school year. Bell schedules will be informed by transportation times and state guidelines for instructional hours, and will be staggered to adhere to public health guidance.

d. Entering School

Though each school campus approach may look different, on arrival at school, there will be predetermined drop off points for school vehicles and personal car transports. Schools will prepare for an increased number of cars dropping off students.

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Arrival of students will be staggered to promote social distancing and safe management of walkers and school and personal vehicles. Procedures will be in place for students to line up by a specific cohort while maintaining social distancing as they arrive, with pre-assigned doors and pathways to follow within school building and between buildings and transportation. Contingency plans are also being developed in case of inclement weather. Staff will be assigned to ensure students enter and exit the school adhering to safety guidelines. As students enter school, there will be processes and procedures in place to ensure hands are cleaned prior to reporting directly to their classrooms. This will include students going to handwashing stations or the use of hand sanitizer at the entrance ways.

e. Inside the School

Students and staff will follow visual cues including signage, floor and wall decals, and colored tape and other signage indicating social distancing parameters and directing traffic flow through building entrances, exits and other common areas. In addition, various health and safety protocols for classrooms, lunchrooms and common areas will provide guidance to students and staff.

a. Movement in and Use of Common Areas

- Signage, floor and wall decals and colored tape will be installed in school buildings to remind students and staff of the requirement to maintain six feet of social distancing, with cues for traffic flow through building entrances, exits, and other common areas.
- Students and staff who require the use of an elevator will adhere to capacity rules with a maximum of four people. Stairs should be used wherever possible.
- Staggered times should be in place for hallway use.
- Timing of use of restrooms and other facilities will be monitored to minimize the number of students or staff in restrooms and hallways at any given time.
- Larger spaces for instruction, such as auditoriums, libraries, conference rooms or other communal spaces, will be used to help maintain social distancing and minimize the number of students in a classroom.

b. Classroom Design and Safety Measures

- Each classroom will be provided with hand sanitizer and cleaning supplies.
- Schools will use a combination of some or all of the following measures to maximize distance between students and staff during face-to-face instruction:
 - Assigning seats

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- Spacing desks six (6) feet apart
 - Removing desks where possible; or placing an “X” visibly on desks where needed
 - Using visual aids on floors and walls to illustrate movement and spacing within classrooms
 - Arranging all desks to face in the same direction
 - Using large tables with children assigned seats at the ends
- To limit students from sharing materials, strategies included:
 - Keeping each student’s belongings separate from other students (on buses and in the building)
 - Labelling belongings (with cooperation of families), cubbies, lockers, or other areas where students leave items
 - Cleaning and disinfecting items on a daily basis
 - Ensuring adequate supplies to minimize sharing of high-touch material to the maximum extent possible or limiting to one group of students at a time with cleaning between uses
 - Limiting use and types of lab equipment, musical instruments, art supplies, physical education supplies
- Staff should avoid using other employees’ cell phones, desks, offices, or other work tools and equipment.
- The district is removing or minimizing the use of soft surfaces in classrooms, such as rugs, curtains and other fabric materials due to disinfecting challenges.
- Staff and students should minimize clutter in the classroom and on desktops to allow facilities the ability to achieve maximum cleaning and disinfecting
- If outside temperature permits, windows should be opened to increase air circulation and maximize airflow.
- Specialist teachers will rotate to individual classrooms instead of students traveling to specialist teachers’ classrooms for instruction. Physical education and classes should be held outside of the school building when possible while practicing social distancing. This will also allow schools to use the specialist classrooms (Music, Art, Physical Education) as additional space for instruction.

f. Schoolyards and Use of Outdoor Spaces

School leaders and teachers will:

- Delineate distance parameters and flow paths in outdoor spaces that could be used by students.
- Create a recess schedule that provides for social distancing in the outdoor space and ensures students remain with their classroom (homeroom/cohort) of students.

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- Implement games and activities which promote physical exercise and do not use shared equipment while social distancing
- Assure that equipment is not used unless sanitized between uses.

g. **Food Service and Cafeteria**

Continuing to provide all students with access to healthy meals remains a high priority for the District . We are making adjustments to how and where meals will be served throughout the school year across all learning models

- Breakfast and lunch for students will be served in the student homeroom.
- Students will be required to clean their hands with soap and water or an alcohol-based hand sanitizer prior to and immediately after eating.

h. **Restroom Protocol**

- The number of people permitted in a restroom will be determined by the size of space and layout of restroom partitions to ensure at least six feet of distance between individuals.
- Restroom toilet partitions provide appropriate separation for individuals. In cases where partitions are not currently in place, and do not extend above the individual's head, signage will indicate the use of every other toilet stall, (i.e. every other urinal in the men's/boy's restrooms) will be closed off to keep individuals six feet apart. The same approach will be applied to restroom sinks that don't allow for appropriate distancing.

i. **Leaving School**

Similar to arrival, there will be predetermined pick up points for school vehicles and personal car transports. Schools will prepare for an increased number of cars picking up students. Dismissal of students will be staggered to promote social distancing and safe management of walkers and school and personal vehicles.

j. **Attendance**

All students are expected to attend school five days per week, whether face-to-face or remote digital learning, in alignment with State and School District regulations and requirements. During both face-to face and remote digital learning, teachers will mark student attendance. 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.

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Appendix E

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

Burlington County Special Services School District (BCSSSD)

Screening, PPE, and Response to Students and Staff Presenting Symptoms

- The district has established protocols for health screenings that included daily temperature checks for staff and students
 - The health screenings will occur as students get off the bus and as staff arrive to campus. Staff and students will not be allowed to enter the building if their temperature is above 100.4 F.
 - These health screenings will also include a district - developed questionnaire regarding the symptoms and exposure risks as outlined by the CDC
 - Staff will receive training and copies of SOPs regarding these policies and procedures
 - The district will ensure that all emergency contact information is updated in Genesis should the student need to be picked up due to fever or other symptoms
- All students and staff members will be provided five clear masks to reduce spread while promoting communication
 - The district has ordered these masks and will distribute them to families prior to school so that students may adjust to using them
 - Masks must be worn by students and staff at all times unless medically excused **or if directive by Governor indicates otherwise**
 - Face shields were ordered and will be distributed to staff requiring close contact with students
- Isolation rooms for students and staff with presumptive symptoms of COVID-19 have been identified and procedures are in place to remove that student/staff member from the population to reduce exposure.
 - District will provide specialized PPE to all identified staff assigned to the isolation rooms
 - District will determine the protocols for entering and leaving the isolation room, including protocols for parents/guardians to pick up their student that has suspected symptoms
 - Staff will receive training and copies of SOPs regarding these policies and procedures

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GENERAL GUIDANCE

Personal Illness

All individuals who are sick or show symptoms related to COVID-19 are expected to stay home. Any person (student, staff member, or approved visitor) who becomes sick while in a District building will be sent home immediately. Any two symptoms that mirror COVID-19 must be handled assuming the person is positive. (Please refer to return to work or school guidelines). At the start of the school year, parents/guardians of students will be required to sign the COVID-19 School Health & Safety Agreement that outlines their commitment to keeping their children home when sick and to seeking appropriate medical care.

Pre-Screening/Symptom Monitoring/Mandatory Reporting

Parents/guardians, students, and staff are required to conduct a daily self-screen at home before reporting to school or work.

Employees and parents/guardians of students must complete a daily COVID report form before entering the building. Employees and students will not be allowed into the building until this form is completed.

If they answer yes to *any* of the screening questions, they are required to avoid entering a school district building.

Employees or Visitors

All employees or visitors will be required to affirm they are symptom-free and have not had recent exposure to someone with COVID-19 by completing the online Pre-Entry Screening Form daily and reviewed by the ancillary medical professional brought in to support the school nurse (STATEMENT of ASSURANCE) which inquires about physical symptoms and exposure to COVID-19. Employees are required to report if they test positive for COVID-19, if they develop symptoms consistent therewith, or if they are self-isolating due to suspected or known exposure to COVID-19 by emailing their direct supervisor and copying Personnel.

1. Upon arrival each morning, staff members will have their temperature taken and recorded daily by touchless thermometers by authorized school personnel outside of the school entrance.
2. All staff will maintain social distancing when entering school according to each campus action plan.

If his/her temperature is at or above 100.4, staff are to do the following:

1. Stay in the foyer until administration is notified that they are to be sent home
2. Report the elevated temperature (above 100.4) to the authorized school personnel on campus and administration.

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3. The staff member is to wait for clearance to leave the building and will not be permitted to enter the building. The designated administrator and Personnel will be notified and the staff member will be sent home. Administration will notify the staff member of the return-to-work policy.

Students

1. All students will have their temperature and recorded by authorized school personnel with touchless thermometers by assigned staff outside of school entrance. For inclement weather, students will wait on the bus and stagger to control the flow of student traffic.
2. Students will maintain social distancing when entering school according to each campus action plan.
3. If temperature is below 100.4, students may report to the assigned area.
4. If the student's temperature is at or above 100.4, the student reports to a designated area as defined by building administration and their parents will be called to pick up the student to be sent home. The parent/guardian will wait outside the building for the student and they will not be allowed to enter the building. The security staff will escort the student out of the building.
5. Main office secretary will print out the student demographic sheet and send it to the security officer.
6. Security officer with consultation with administration will escort student out of building and verify parent's/guardian's status
7. If the parents cannot pick the student up, they will designate another person. Parents will send an email to confirm the identity of the person picking up the student.
8. In the event that the parent is unable to arrange transportation, the building administration will arrange transportation for the student with permission from the student's parents.
9. Building administration and the school nurse shall document the reason for sending the student home and record the temperature in the student's medical file.

Face Covering Protocol

When worn properly, wearing a mask helps reduce the spread of the coronavirus by reducing droplet transmission between people. As a reminder, face masks do not replace the need to maintain social distancing, frequent hand washing, and our rigorous cleaning and disinfecting routines.

In accordance with Center for Disease Control and Prevention (CDC) guidelines and the Burlington County Health Department, all students should wear a face mask that covers the mouth and nose at all times while in a District space (buildings, grounds, security desks, conference rooms, elevators, etc.). All students will be provided five face masks from the District.

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APPROVED FACE COVERINGS

A mask is defined as a covering of the nose and mouth that is secured with straps that loop over the ears or tie around the back of the head. Acceptable masks may be factory-made, sewn by hand or machine, or created by using materials cut or constructed from household or clothing items like scarves, t-shirts, sweatshirts, or towels. These clothing items in their original forms are not themselves acceptable face coverings for use in District facilities and are not acceptable substitutes for the four types of face coverings approved for use on school district premises.

Please follow the guidance below for applying, removing, and cleaning the five types of masks approved for wear by school district students. Hand washing hygiene protocols should be performed before and after applying and removing a mask.

Type and Intended Use of Masks				
Approved Masks	Disposable Surgical Mask	Cloth Mask	Neck Gaiters	Face Shields
Mask Application (i.e. putting on your mask)	Hook loops snugly around ears. Ensure that mask covers nose and mouth at all times and is secured under the chin.	Secure ties to head or hook loops snugly around ears. Ensure that mask covers nose and mouth at all times and is secured under the chin.	Start with the gaiter on your neck, then pull it up to just below your eyes. Cover from nose to chin. Ensure that it fits snugly, especially around your cheeks and the bridge of your nose, not to leave gaps.	Bending forward, hold face shield with both hands, expand the elastic with thumbs and place the elastic behind head, so that the foam rests on forehead. Ensure the shield covers the front and sides of the face and no areas are left uncovered.
Mask Removal	Unhook from ears and pull away from face without	Untie or unhook from ears and pull away from face without	Remove from the back of your head, by putting your (clean)	Remove and pull up and away from face without touching the front

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	touching the inside of the mask. Fold so the inner part of the mask faces inward. Dispose immediately into trash can.	touching the inside of the mask. Fold so the inner part of the mask faces inward.	fingers under the neckline and lifting up from the bottom to top over your head.	of the mask. Check for cracks in the mask and discard if cracked or damaged.
Mask Cleaning	Dispose immediately into trash can.	Wash after daily use in washing machine with other laundry OR by hand soaking in a solution of 1/3rd cup of household bleach per gallon of room temperature water. Rinse clear. Place in the dryer or hang dry.	Wash after daily use in washing machine with other laundry OR by hand soaking in a solution of 1/3rd cup of household bleach per gallon of room temperature water. Rinse clear. Place in the dryer or hang dry.	Carefully wipe the inside, followed by the outside of the face shield with a disinfectant wipe.

GENERAL GUIDANCE

- Students may wear personal, clean, well-maintained masks appropriate for the school environment that meet one of the approved face masks types identified in the chart above.
- Students must wear a face mask at all times in hallways, classrooms, public spaces and other common areas across district spaces. Refusal to wear a mask may result in disciplinary action.
- Students should remain mindful not to unnecessarily touch masks except for removal for meals and breaks.

Students may remove face masks (take a “mask break”) when:

- Eating or drinking if seated six feet away from others.
- Seated at desks or assigned work spaces at least 6 feet apart
- Engaged in any activity for which maintaining at least 6 feet apart is assured (e.g. face mask breaks, recess, outdoor P.E.etc.)

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- When masks are removed, they must be placed below the chin, in a pocket or on the lap. Masks should not be placed on tabletops or other communal surfaces.
- Students will be instructed when they may take “mask breaks” and remove their masks, such as during mealtimes, and when outdoors and more than six feet apart from other people. Mask breaks will be 15 minutes maximum.

DISTRIBUTION OF MASKS

Specific types of masks will be provided to students based on their grade and/or other factors. Disposable surgical masks will be available for students whose mask becomes damaged or lost or forgotten.

Role	Type	Rationale
Students (Pre-K-Grade 5)	Approved face type/ District Provided	Wearing a face mask may affect teaching and learning, especially for younger students who benefit from having their faces fully visible to the teachers. Students in lower grades will be provided face shields to wear throughout the day so that teachers can see their faces to facilitate learning of topics like phonics, assess behavioral moods, avoid barriers to instruction, and assist with classroom management.
Students (Grade 6-12)	Approved face mask/shield type/ District Provided	Wearing a mask is the optimal choice to reduce the spread of the coronavirus by reducing droplet transmission between people. Wearing a face shield instead of a mask may increase compliance for students with medical conditions and behavioral challenges while still providing protection against virus transmission.
Sp Students	Face Shield	Wearing a face shield instead of a mask may increase compliance for students with medical conditions and behavioral challenges while still providing protection against virus transmission.

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Appendix F

Critical Area of Operation #6 - Contact Tracing

Burlington County Special Services School District (BCSSSD)

Contact Tracing

The Burlington County Special Services School District (BCSSSD) has worked with multiple stakeholders to establish contact tracing protocols aligned with the CDC and Burlington County Health Department guidelines. These protocols include determining the symptoms needed for presumptive and positive cases, who must be contacted, etc. Regular logs of student and staff contact will be kept to ensure that the information is readily available for the Burlington County Health Department as needed. These logs will be kept by students and staff and will include all contacts within a 48 hour period that lasted longer than 15 minutes as per CDC guidelines. The district will create and distribute these logs at the beginning of the school year. Staff members will be required to complete Contact Tracing training. Training will be provided through the CDC and Johns Hopkins or equivalent program.

BCSSSD in consultation with the Burlington County Health Department (BCHD) has established protocols to respond to suspected and positive cases of COVID-19 to maintain the health and safety of the school community.

All staff and parents/guardians of students are required to notify the appropriate district designee assigned by administration (as outlined in the Pre-screening/Symptom Monitoring/Mandatory Reporting section below) immediately if a school employee or student experiences symptoms of COVID-19, has a positive COVID-19 test, or has been exposed to an individual with a confirmed COVID-19 diagnosis.

GENERAL GUIDANCE

EMPLOYEE WHO DEVELOPS SYMPTOMS WHILE AT WORK

If an employee develops the following symptoms while at work they will be sent home immediately:

1. Fever of 100.4°F or higher
2. Any two of the following symptoms: Cough or shortness of breath OR sore throat, chills, headache, muscle pain,,new loss of taste or smell.
3. Employees to contact the front office to notify the building principal or acting designee and the school nurse.
4. If an employee can drive home or needs to be picked up will be determined by the school nurse as they will wait in a designated area for their designated ride.

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5. Their administrator/supervisor will be contacted and coverage for the classes will be secured.

EMPLOYEE WHO TESTS POSITIVE FOR COVID-19 and BCSSSD Personnel office will do the following for staff members who develop symptoms or who test positive for COVID-19:

An employee who tests positive for COVID-19 must notify BCSSSD personnel office of the test results on the day of receipt.

BCSSSD Personnel office will:

5. Notify BCDOH and provide the following information: employee's name, contact information, healthcare provider if known, when the individual became symptomatic, and when they were last at the facility.
6. The school nurse will collaborate with BCDOH to identify all employees and students who spent more than 15 minutes within 6 feet of the infected employee during the 48 hours before onset of symptoms and report the information to Building Administration.
7. BCDOH will assist in determining which individuals identified should quarantine at home for 14 days. Anyone who develops symptoms during that time should contact their healthcare provider to request testing.
8. Notify Building and Grounds supervisor to initiate cleaning protocols as per department guidelines.

RETURN TO WORK GUIDELINES

When tested and determined to be **COVID-19 Positive**, the employee will remain home until all of the following are true:

- At least 10 days since the onset of symptoms AND
- At least 3 days free of fever without the use of fever reducing medication AND
- Improvement in respiratory symptoms (e.g. cough, shortness of breath)

Note: The COVID-19 positive individual does NOT need a repeat COVID test or a doctor's note in order to return to work.

When tested and determined to be **COVID-19 Negative**, the employee will return to work, unless the employee has other medical issues that require staying at home.

When symptomatic but **COVID-19 testing was not completed**, the employee will remain home until all of the following are true:

- At least 10 days since the onset of symptoms AND
- At least 3 days free of fever without the use of fever reducing medication AND
- Improvement in respiratory symptoms (e.g. cough, shortness of breath)

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- A clinician has evaluated the employee and documented an alternative diagnosis and that the employee may return to work before the initial quarantine has ended.

STUDENT WHO DEVELOPS SYMPTOMS WHILE AT SCHOOL

Students who present with a fever or other COVID symptoms as deemed by the nurse or develop symptoms within the school day:

16. The student will be escorted by security to the Designated Isolation Room supervised by security on campus for further evaluation by the ancillary nurse or medical assistant and until parent/guardian pickup.
17. Designated Isolation Rooms will be determined by administration.
18. Areas are designated in each campus school Emergency Preparedness Plan. Per the CDC, ideally each isolation room should have a window with airflow. Only one student may be in an isolation room at a given time.
19. There should also be at least a second designated isolation room supervised by security in case two cases are suspected in one day.
20. Security will be assigned by administration and approved by the nursing team to monitor students while in the designated isolation room.
21. Non-nursing staff assigned to designated isolation rooms must complete the CPR/AED/COVID-19 SafeSchools Modules. NOTE: Staff assigned to the designated isolation rooms should be younger than age 60, have no medical risk factors, and be willing to accept the assignment.
22. In the event that a staff member is unavailable, administration will need to monitor the room. Each member in the designated isolation room must wear the following disposable PPE and dispose of after each symptom case:
 - Mask
 - Face shield
 - Gloves
 - Gowns

The PPE must be disposed of for each symptom case in biohazard containers according to the CDC/Burlington County Health Department Guidelines. These protocols will be posted in each isolation room.

1. The staff must monitor all students with security personnel present to ensure safety (e.g., behaviors).
2. Staff and service personnel will wear their face coverings.
3. The Isolation rooms will have limited access to include only the school nurse, ill individuals, designated staff, and custodian. Per CDC Guidelines, no one may enter a suspected room for 24 hours post-exposure.
4. The school administration or designee will contact the parent/guardian to pick up the student.
5. If the emergency contact(s) in Genesis does not respond by phone and arrive at the school within one hour DCP&P will be called. The current Standing Orders mandate students with a fever must be picked up within

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one hour; this policy must be followed to handle picking up students with COVID symptoms.

6. A plan needs to be in place such as an “isolation” bus that will transport students home in an emergency (BCSSSD will make arrangements with parents). Parents will be informed that the student is being transported home in the event they are unable to come to school.
7. Bus drivers will be instructed and given the student's home address.
8. The bus drivers will escort the student home and ensure that the student safely enters their home.

If there is a suspected case in a classroom, the school nurse will notify the BCHD and follow their guidance regarding contact tracing. When contacting the BCHD, the district will provide the following information: student's name, contact information, healthcare provider if known, when the individual became symptomatic, and when they were last at the school.

STUDENT WHO TESTS POSITIVE FOR COVID-19

When a student tests positive for COVID-19, the parent/guardian must notify the school nurse. The student will remain home until *all* of the following are true:

- a) at least 10 days since the onset of symptoms AND
- b) until fever free when off anti-fever medications for 3 days AND
- c) symptoms are improving.

STUDENT WHO DEVELOPS SYMPTOMS WHILE AT SCHOOL

Students who present with a fever or other COVID-19 symptoms as deemed by the nurse or develop symptoms within the school day will be escorted by a staff member to the Designated Isolation Room on campus for further evaluation by a nurse and until parent/guardian pickup. Designated Isolation Rooms will be determined by administration. Weather permitting, the student may be isolated in a safe alcove. Areas are designated in each campus school Emergency Preparedness Plan. Per the CDC, ideally each isolation room should have a window with airflow. Ideally only one student may be in an isolation room at a given time. We do not know if a student is positive. There should also be at least a second designated isolation room in case two cases are suspected in one day.

Non-nursing staff may be assigned by administration and to monitor students while in the designated isolation room. Another staff member is recommended to be in the hallway. Non-nursing staff assigned to designated isolation rooms must complete the CPR/AED/COVID-19 SafeSchools Modules. NOTE: Staff assigned to the designated isolation rooms should be younger than age 60, have no medical risk factors, and be willing to accept the assignment. In the event that a staff member is unavailable, administration will need to monitor the room. Per Burlington County Health Department, each member in the designated isolation room must wear the following disposable PPE and dispose of after each symptom case or leaving the room:

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- Mask
- Face shield
- Gown
- Gloves
- Hat
- Booties

The PPE must be disposed of for each symptom case in biohazard containers according to the CDC/Burlington County Health Department Guidelines. These protocols will be posted in each designated isolation room.

The staff must monitor all students with security personnel present to ensure safety (e.g., behaviors). Staff and service personnel will wear their face coverings. The Isolation rooms will have limited access to include only the school nurse, ill individuals, designated staff, and custodian. Per CDC Guidelines, no one may enter a suspected room for 24 hours post-exposure.

The school nurse will contact the parent/guardian to pick up the student. If the emergency contact(s) in Genesis does not respond by phone and arrive at the school within one hour DCP&P will be called. The current Standing Orders mandate students with a fever must be picked up within one hour; this policy must be followed to handle picking up students with COVID symptoms.

- A plan needs to be in place such as an “isolation” bus that will transport students home in an emergency. Bus drivers will be instructed to take the student back to the sending district as arranged by the administration and DCP&P. Staff that are assigned to the isolation room will escort the student home as assistants on the bus.

If there is a suspected case in a classroom we will notify the BCHD and follow their guidance regarding contact tracing. When contacting the BCHD, the district will provide the following information: student’s name, contact information, healthcare provider if known, when the individual became symptomatic, and when they were last at the school.

STUDENT WHO TESTS POSITIVE FOR COVID-19

When a student tests positive for COVID-19, the parent/guardian must notify the school nurse. The student will:

- remain home until *all* of the following are true:
 - at least 10 days since the onset of symptoms AND
 - until fever free when off anti-fever medications for 3 days AND
 - symptoms are improving.

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CONTACT TRACING PROTOCOLS

BCSSSD Health Personnel will do the following for staff members who test positive for COVID-19:

- Notify BCBOH and provide the following information: student's name, contact information, healthcare provider if known, when the individual became symptomatic, and when they were last at the facility.
- Collaborate with BCBH to identify all students, teachers and other contacts who spent more than 10 minutes within 6 feet of the infected student during the 48 hours before onset of symptoms and report the information to Student Health Services. BCDOH will assist in determining which individuals identified should quarantine at home for 14 days. Anyone who develops symptoms during that time should contact their healthcare provider to request testing.
- Notify Buildings and Grounds to initiate cleaning protocols as per department guidelines.

Additionally, consistent with both notification requirements for other communicable diseases and legal confidentiality the school district will follow BCDOH regulations for exposure to a communicable disease.

BCSSSD Staff Member – COVID-19 Exposure: Household vs Non-Household Contact

- All close contacts (10 minutes closer than 6 feet) of a case, have to quarantine for 14 days. If they are a non-household contact, it is 14 days from the last day they had contact. If it is a household contact, it would be actually 24 days, the household contact of a positive does not begin their 14 days until the positive case has ended their 10 day quarantine (theory is if they are living together, the contact could be infected by the case up to and including day 10).
- They should get tested, but not as a mechanism to be allowed back into school. The testing is done to identify if they are positive to do further contact tracing. A negative test will not release them from quarantine since the test only reflects active infection status at that moment and they could the next day start symptoms and test positive.
- If a student or staff is in school and find out they are a close contact, they need to leave school and quarantine per the guidelines above. However, the people in class and around the contacts would be contacts of contact and not have to do anything unless the contact becomes positive and then we would revisit the exposures.

COVID-19 Exposure Notification

Should a positive COVID-19 case occur at a school or in an office building, consistent with both notification requirements for other communicable diseases and legal confidentiality the school district will follow BCDOH regulations for exposure to a

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communicable disease; the school nurse, the office of student health services or employee health services will notify the BCDOH. All district students, staff, and families who have been potentially exposed to a positive COVID-19 case will be notified. These notifications will be completed by administration, in consultation with the school nurse (for students) and employee health services (for staff), by phone with follow-up written correspondence which will include:

- If known, date of potential exposure
- Information on self-monitor for symptoms, and safety protocols that help to limit exposure (hand washing, face coverings, physical distancing.
- NJ Residents with a Positive COVID-19 Test: Instructions & Next Steps
- NJ Residents who Tested Negative for COVID-19: Instructions & Next Steps
- Local testing site information to schedule an appointment for testing.

The following information will be given out by BCSSSD Administration:

Students:

- Contact information for the school nurse
- Return to school protocols when applicable

Staff:

- Contact information for Employee Health Services
- Employee leave information – Families First Coronavirus Response Act.

RETURN TO SCHOOL GUIDELINES

When tested and determined to be COVID-19 positive, the student will remain home until all of the following are true:

- at least 10 days since the onset of symptoms AND
- at least 3 days free of fever without the use of fever reducing medication AND
- improvement in respiratory symptoms (e.g. cough, shortness of breath)

Note: *The COVID-19 positive individual does NOT need a repeat COVID test or a doctor's note in order to return to school.*

When symptomatic, tested and determined to be **COVID-19 negative**, the student will remain home until:

- The student meets the school's normal criteria for return after an illness which includes fever free, vomiting and diarrhea free for greater than 24 hours without medication OR
- A clinician has evaluated the child and documented an alternative diagnosis and that the student may return to school

When symptomatic, but **COVID-19 testing was not completed**, the student will remain home until all of the following are true:

- at least 10 days since the onset of symptoms AND

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- fever free without the use of anti-fever medications for three days AND
- symptoms are improving
- A clinician has evaluated the child and documented an alternative diagnosis and that the student may return to school.

COVID-19 TESTING

BCDOH recommends testing in the presence of symptoms, and/or when an individual has been exposed to someone with COVID-19. The School District will not conduct any on-site COVID-19 testing for those with symptoms or exposure to COVID-19. Staff and students' families should consult with health care providers concerning further details on testing.

The District will focus its efforts on a comprehensive strategy to reduce the spread of COVID-19 that includes promoting good hygiene practices, maintaining healthy environments and operations, and providing and activating a plan when someone gets sick.

SCHOOL CLOSURE AND SCHOOL DISMISSAL

Guidance regarding the closure or dismissal of a classroom, school and/or other district facility due to COVID-19 will be provided by BCDOH. The decision to close or dismiss students and/or staff from any district facility does not rest with the district only. BCDOH will work closely with the district's appointed designee(s) to make the determination that best addresses the specific circumstances. Decisions about closures will be made carefully, and with the health, safety and needs of our students and families in mind. As a situation evolves and decisions are made, communications will be sent out to all necessary stakeholders.

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

Facilities Cleaning Practices

The BCSSSD district has obtained all required and recommended cleaning supplies to ensure that rooms are disinfected properly and often. District administration has reviewed “The Road Back” and other updated regarding cleaning including best practices and minimum requirements and has ordered (wipes, disinfectant cleaners, portable plexi-glass shields; gowns, booties, gloves, and masks for staff and student use). The use of a disinfectant mister will continue as well as the other outlined cleaning protocols.

This Appendix also provides custodial staff a guideline for cleaning and disinfecting the school campuses. The use of multiple cleaning products are needed to target the specific outcome we are trying to achieve. Some products and methods aim towards cleaning, while other products primary focus is disinfection.

Cleaning- Removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.

Disinfecting - Kills germs on surfaces or objects. Disinfecting works by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

Though proper cleaning and disinfecting practices, our staff can ensure the highest level of safety for our students, staff, and visitors.

Chemicals:

- **Straight Up** is a pH neutral cleaner ideal for floor care maintenance and general cleaning assignments.
- **Terminator** is a quaternary-based disinfectant, cleaner, sanitizer and deodorizer for use to sanitize non-food, nonporous contact surfaces.

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- **Workout** is a cleaner that lifts your tough soils for easy removal. It is used to clean walls, restroom fixtures, desktops, lockers, chairs, plastic, vinyl, and any nonporous surface
- **Star Spray** is a ready-to-use glass cleaner for use on glass, windows, mirrors, plastic, glossy paint, stainless steel and countertops
- **Ram** is a cleaner/degreaser that effectively removes animal and petroleum greases, fats, and oils from hard surfaces
- **Champion Spray-on** is an aerosol quaternary hospital-type formula disinfectant
- **Blot-out** is a granulated material that absorbs moisture, waste & unpleasant odors used for any bodily discharge on floors
- **Bru Tabs** is a hospital-grade disinfectant with a bleach-free formula which is effective against a broad range of microorganisms
- **Gojo Foam Handwash** is a sanitary sealed refill soap
- **Symmetry Foaming Hand Sanitizer** is a refill foaming waterless hand sanitizer that contains 62% ethyl alcohol and aloe and vitamin E
- **Natures Solution** is an enzyme which destroys odors, removes organic stains and liquefies grease
- **E14 Muscle Cleaner** removes graffiti, ball-point ink, permanent marker, crayon, pencil, black heel marks, food soils, grease, oil, dyes and most stains
- **E16 Acid Cleaner** is an acid cleaner designed to remove hard water deposits, standing water rings, and soap scum buildup

Additional chemicals may be used if more efficient products are available, or if the inventory is low or backordered.

Equipment

The equipment used is to help apply cleaners and disinfectant product to surfaces, and in some cases, remove applied cleaners in order to clean carpets, flooring, mats, etc. The equipment used are:

Microfiber towels, spray bottles, brushes, mops, buckets, floor scrubbers, carpet extractors, a fogger/mister, etc. There may be additional equipment needed, not listed, that is needed to ensure proper cleaning and disinfecting.

Target Areas

Areas in need of routine cleaning include, but not limited to:

Public/Staff/Student entrances, exits, hallways, water fountains, classrooms, faculty lounges, cafeteria/dining areas, kitchen areas, gymnasium, bathrooms, administrative offices, fitness rooms, nurse's office, and locker rooms.

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High Target Areas identified may need more routine cleaning. These areas are identified as:

Public/Staff/Student entrances, exits, doorway handles, door knobs, panic bars, and railings. Hallway trash cans, water fountains, and vending machines. Classroom door handles, desk tops, chairs, light switches, and pencil sharpeners. De-escalation room floor, walls, and handles. Gang bathroom sinks, toilets, urinals, door handles, and soap dispensers. Cafeteria tables tops, door handles, railings, etc. Faculty lounge tables, door handles, microwaves, refrigerator handles, and vending machines. Visitor interaction areas such as main office, guidance counselor office, ESU office, CST office, and the Board office.

Schedule

The following schedule is a guideline on the frequency of certain locations need to be addressed throughout the day while students/staff/visitors are in the building. Custodians will rotate as necessary to ensure these areas are being cleaned and disinfected.

Areas that need attention 4 times a day:

Entrances and exit doors, nurse's office, visitor interaction areas, locker rooms, and gang bathrooms.

Areas that need attention 2 times a day:

Cafeteria, kitchen, and gymnasium.

Areas in need of attention regularly, that will be in rotation to be cleaned and disinfected as often as possible. Supervisors will delegate custodians accordingly based on need: Classrooms, fitness rooms, hallways, media centers, physical therapy rooms, de-escalation rooms, multi-purpose rooms, and any other area deemed necessary.

Disinfecting and sanitizing will need to occur with dwell times followed after any cleanup of bodily fluids and in areas of dining. Social Distancing will also need to be followed when buildings and grounds staff need to enter a room or area that is occupied. This will need to be communicated to the educational staff as buildings and grounds staff are not permitted to instruct students in any setting or direction. Product used by any individual who is not in buildings and grounds and not trained must be discussed as a potential hazard. Procedures will need to be fluid and visited often as to ensure cleaning and sanitizing are up to standards.

Methods of Cleaning and Disinfecting

The manager/supervisor will ensure the custodial staff is trained on all cleaners and disinfectants being used. Supervisors will train employees on how to use/operate equipment that is necessary to complete their tasks. The custodial staff is to follow

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standardized cleaning and disinfection procedures as per manufacturer's instructions, or program specific procedures for the specific device/equipment. Supervisors will delegate the custodial staff how to clean and disinfect a designated area based on staff levels, need, and access to the area. Below is the methods we apply in using our products and equipment to clean and disinfect the campuses:

- These methods apply to all rooms including but not limited to classrooms, offices, work shops, cafeteria, lounges, gymnasiums
- Most surfaces are sprayed down with spray bottles and/or wiped down with microfiber rags with Terminator and E14/Workout
- Empty all trash cans and replace trash bags.
- Dry mop floors and wet mop with Straight-up as needed.
- Vacuum carpeted rooms daily.
- Clean windows using glass cleaner and wipe with a microfiber rag.
- Clean the hand sanitizer daily and refill as needed.
- Spray each room with Bru Tab solution using the fogger/mister to cover the entire room.
- Bathrooms and locker rooms will have the toilets and urinals cleaned with E16 acid cleaner.
- Sinks and mirrors are cleaned with glass cleaner.
- Floors will be cleaned with Straight-up.
- All other surfaces are cleaned and disinfected with Terminator.
- Spray each bathroom with Bru Tab solution using the fogger/mister to cover the entire room.
- Supplies will be refilled as needed.
- All microfiber rags will be washed at the end of the night.

Burlington County Special Services School District HVAC System and Maintenance Plan

This document serves as a general overview of the HVAC system at Burlington County Special Services School District. This plan includes the Main Campus, Transition Campus, and the Lumberton Campus. It will cover the main components of the HVAC system, work performed on them, and a process if the HVAC goes down. A properly functioning HVAC system provides a better quality of air indoors and involves the removal of moisture, odors, heat, dust, airborne bacteria, and carbon dioxide as well

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as temperature control and oxygen replenishment. Any and all information included herein is subject to modification by the Business Administrator (BA) and/or his designee.

The HVAC system on the Westampton campus is powered by a main chiller, two cooling towers (Main and Transition), various air handling units, and five boilers (3 in Main, 2 in Transition). The HVAC system utilizes pneumatic and direct digital controls (DDC) amongst its Main campus. Transition campus uses direct digital controls on its campus. The pneumatic controls require more hands-on control while the DDC is used to remotely review, troubleshoot, and adjust equipment on the network. BCSSSD Main and Transition campus use Metasys Building Automation System by Johnson Controls as the platform for DDC. The chiller, cooling towers, and Main boilers are serviced under contract with Touzer-Trane. Touzer-Trane performs the OEM-recommended system maintenance which includes, but not limited to:

Annual and quarterly inspections, seasonal start-up maintenance inspections, condenser cleaning, tower cleaning, oil sampling, winter inspection, and pressure tests.

The HVAC system on the Lumberton campus is powered by an air-cooled chiller, four chilled water pumps, various air handling units, and six boilers (2 in the Main building, 1 in the Dining Hall, and 3 in the outbuildings). The HVAC utilizes direct digital controls (DDC) to remotely review, troubleshoot, and adjust equipment on the network. BCSSSD Lumberton uses Metasys Building Automation System by Johnson Controls as the platform for DDC. The chiller, chilled water pumps, and air handling units are serviced under contract with Touzer-Trane. The six boilers are serviced under contract by Mack Industries, Inc. Touzer-Trane and Mack Industries, Inc. perform the OEM-recommended system maintenance which includes, but not limited to:

Quarterly inspections, seasonal start-up maintenance inspections, air-cooled condenser cleaning, winter inspection, pump inspections, fireside inspections, limit switches, and combustion efficiency tests.

The Trane air handling units in Westampton Main and Transition campus are inspected, maintained, and serviced by BCSSSD HVAC licensed staff. The scope of work performed is routine inspections, preventative maintenance, investigating HVAC complaints, and repairing units. An outside vendor may be required to inspect a unit or make repairs if the scope of work requires specialized technician to perform the work. The HVAC licensed staff will make recommendations for upgrades and/or improvements where seem necessary. The work performed by BSSSD licensed staff includes, but not limited to:

- Power to the unit

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- Check ducts, filters, blower, and outdoor coil for dirt and other obstructions
- Limit switch operation
- Intake air damper operation
- Check for duct leakage.
- Confirm adequate airflow
- Correct refrigerant charge
- Repair any refrigerant leaks
- Check electric terminals. If necessary, clean and tighten connections, and apply non-conductive coating
- Lubricate motors and inspect belts for tightness and wear
- Correct electric control, making sure that heating is locked out when the thermostat calls for cooling and vice versa
- Correct thermostat operation
- Replacement of motors, compressors, piping, or any other parts that are not functioning as properly as they should.
- Routine inspections every 6 months that include air filter changes, belt inspections/changes, psi readings, and greasing of bearings.
- Complete a checklist (see below) and record any deficiencies for proper record keeping.

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HVAC Checklist

Date: _____
Location: _____

Unit: _____
Inspected by: _____

Reason for inspection: _____ Routine or Repair: _____ W/O #: _____

Is the unit operating properly?	Yes	No
Does the unit have power?	Yes	No
Is the blower running?	Yes	No
Is the air filter clean?	Yes	No
Correct reversing valve operation?	Yes	No
Check refrigeration side pressures, high/low limit switches. Are they in range?	Yes	No
Check room parameters on Johnson Metasys program. Are they in range?	Yes	No
Are any leaks detected?	Yes	No
Is the heat pump loop water flow ok?	Yes	No
Properly working chilled water valves?	Yes	No
What is the boiler psi?	_____	
What is the boiler temperature?	_____	
Did you blowdown the boiler?	Yes	No
Is a repair needed	Yes	No

Scope of work: (please include parts needed):

Is this unit working properly after inspection/repair? Yes No
If no, explain:

Is a follow up needed? Yes No
If yes, when/why?

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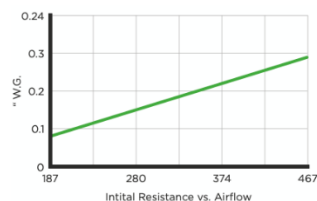
The air handling units are currently using TRI-DEK 3/67 2-ply air filters by TRIDIM. These filters are MERV 6 rated and changed twice per year, or more if it is necessary.

TRI DEK® 3/67 Technical Data

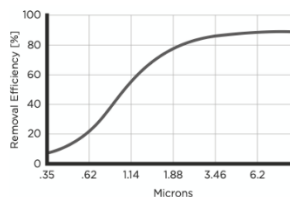
SPECIFICATIONS

Media	Synthetic, dual denier
Frame	Galvanized Wire
Recommended Final Resistance	1.0" WG
Seal	Thermally generated (Standard sizes)
Meets Requirements	ANSI/UL-900

RESISTANCE VS AIRFLOW



EFFICIENCY



The boilers located on Westampton Main, Transition, and Lumberton campuses are maintained daily by licensed Black Seal BCSSSD staff. Checks are completed every two hours and logged in a Boiler Log that is located in the boiler room. The Boiler Log should consist of, but not limited to:

Boiler operator making the inspection, date and time, boilers in service, operating time, boiler water level, boiler water temperature, psi, and outdoor air temperature. Any repairs made, deficiencies, or preventative maintenance shall also be logged.

All HVAC issues are investigated immediately when an issue arise, and a work order is created. These issues include but are not limited to power outages, breakers tripping, motor failures, chiller shut down, or a control issue. The priority is to continue blower operation to produce proper air flow and ventilation. Repairs will be made when parts are available, and/or when a specialized technician is available to inspect/repair it. If there is a unit down for an extended period of time due to repair, accommodations will be made for staff and students to provide adequate ventilation. This includes the opening of windows and/or the use of portable air purifiers with HEPA filters to keep air circulation.

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Appendix H

Critical Area of Operation #8 – Meals

Burlington County Special Services School District (BCSSSD)

Meals

The BCSSSD district will maintain a communication plan for all families who qualify for meals, including provisions for non-English speaking families and will include:

- A food service survey will be sent to those families who participated in food pick-up delivery in order to solicit insight on what modifications are needed and to ensure that protocols are in place should there be a closure
- During periods of remote learning or hybrid learning the school district has a plan for bi-weekly food stations at the campuses to ensure students are receiving proper nutrition etc. For families who experience transportation difficulties the district must deliver meals directly to the home
- District is working closely with Sodexo to ensure the safe and healthy distribution of meals both in-school and during remote times
- Food will be prepackaged to ensure the safety and health of all students.
- Student meal times will practice social distancing guidelines
- District will plan scenarios that may take place based on student needs and health practices including but not limited to: breakfast/ lunch delivered to the classrooms in sealed bags, desks will be cleaned before/after lunch, students washing their hands before meals, etc.

The BCSSSD Food Service Department will continue to provide nutritionally balanced, low-cost or free lunches to children each school day in order to promote sound eating habits, foster good health and academic achievement, and reinforce the nutrition education taught in the classroom. BCSSSD is planning on having students return full time in September, meaning five days a week every week, unless a student wishes to stay home for remote learning. Due to this there will be an estimated ~300 students. All meals will be pre-packaged and sealed, there will be no open buffets style meals for the time being. It is important to note that we will be following all CDC, Department of Health, County, State, & Federal Guidelines pertaining to Food Service Operations.

Special Services will report to Homeroom at 8:30 and students will have breakfast delivered to their homeroom. Also while in Homeroom, their teacher will take lunch orders and put them into the Food Service Departments Software System. Once the

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lunch orders are entered into the system the Food Service Staff will start to prepare lunches for that day. Lunch will be delivered to their classrooms.

Due to BCAHS & Lumberton Alternative School's low student populations and staggered meal times BCSSSD be able to provide breakfast & lunch in the cafeteria while still maintaining social distancing.

If students wish to do solely remote learning or are unable to pick up meals at school there will be a designated pickup site at each campus open from 9:00 am – 10:00 am on Mondays and Thursdays. Students/Parents/Guardians can come to the Campus to pick up their meals. If Students/Parents/Guardians do not send their child/children to school and they are unable to pick up meals we may be able to deliver meals depending on the demand.

All plans are subject to change based on the efficiency and effectiveness of the operation. We are confident that we will be able to provide safe nutritious meals to all students who wish to participate in the school food service program.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

Burlington County Special Services School District (BCSSSD)

Recess/Physical Education

In lieu of recess, club times have been designated at the end of each day to engage students in social interaction and interests. Precautions have been taken to run physical education classes that will allow for social distancing and safe physical activity. This includes reduced class sizes, utilizing more multi-purpose rooms and providing outside activities (weather permitting).

BCSSSD shall complete an inventory of outdoor and indoor spaces. Areas must be marked to indicate measurements of social distancing and the appropriate separation between students. All gymnasium and playground equipment must be disinfected before, between, and after each use. Class schedules and location of activities shall incorporate social distancing and related CDC guidelines as well as Department of Health.

School locker rooms will be closed to students and will participate in physical education without a required change of clothes. Appropriate attire for participation in health and physical education activities shall be in compliance with the policies and procedures set forth by the BCSSSD Board of Education and as determined by BCSSSD school administration.

Sanitation and handwashing stations shall be available for student use prior and during activity periods. All students will be required to wash their hands at the end of physical education activity periods. Students will be required to wear a mask traveling to and from the gymnasium, playground, or field area.

BCSSSD shall complete an inventory of outdoor and indoor spaces. Areas must be marked to indicate measurements of social distancing and the appropriate separation between students. All gymnasium and playground equipment must be disinfected before, between, and after each use. Class schedules and location of activities shall incorporate social distancing and related CDC guidelines as well as Department of Health.

School locker rooms will be closed to students and will participate in physical education without a required change of clothes. Appropriate attire for participation in health and physical education activities shall be in compliance with the policies and procedures set forth by the BCSSSD Board of Education and as determined by BCSSSD school administration.

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Sanitization and handwashing stations shall be available for student use prior and during activity periods. All students will be required to wash their hands at the end of physical education activity periods. Students will be required to wear a mask traveling to and from the gymnasium, playground, or field area.

Therapy rooms and pool areas will be utilized in compliance with the laws and guidelines set forth for COVID-19 health and safety protocols, and the requirements for student learning identified in IEPs. District administration will monitor therapy and pool areas to ensure social distancing guidelines are identified, followed, and well visible to accommodate the diverse needs of special education students. Disinfection and cleaning protocols will be aligned to CDC, local health department and COVID-19 guidelines.

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Appendix J

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

Burlington County Special Services School District (BCSSSD)

BCSSSD shall only allow extracurricular activities and use of facilities outside of school hours as approved by the Chief school Administrator or designee. Areas in use must be marked to indicate measurements of social distancing and the appropriate separation between students, and all participants. All gymnasium, auditorium, and common areas must be disinfected before, between, and after each use. Students and other participants must adhere to all applicable social distancing and hygiene protocols during extra-curricular activities and events. Furthermore, protocols for visitors who would enter the building shall be followed which includes screening questionnaires, temperature taken and monitoring of traffic flow.

The maximum number of participants for events facilitated within common areas such as in the gymnasium, auditorium, and multi-purpose rooms must be determined as per the guidelines set forth by the CDC, DOE, DOH and Office of the Governor of the State of New Jersey, and the policies and procedures set forth by the BCSSSD Board of Education. The maximum number of participants per event shall be determined according to total square footage of the utilized space and not to exceed over 25 percent of the maximum allowed capacity or following the most updated guidance from the Governor.

External community organizations shall not be approved for building or district use unless otherwise determined feasible and compliant by the BCSSSD Board of Education. There is a process for outside organizations for building or facilities usage and can be found on the BCSSSD website, but currently no outside community usage of the district facilities is being granted under the COVID-19 environment.

Field Trips, Extra-curricular Activities & Use of Facilities Outside of School Hours

- All field trips and work experience will be virtual and changes will be evaluated as further guidance is given
- Programs like the Special Olympics will follow protocols given by the organization and consistent with district policy

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Appendix K

Academic, Social, and Behavioral Supports

Burlington County Special Services School District (BCSSSD)

BCSSSD will continue to consult with the latest guidance from the CDC and Burlington County Health Department. The district will provide an option for students to learn in a fully-remote environment as per NJDOE guidance. The district has also developed a revolving schedule that will allow students access to in-person learning for academics and CTE experiences, which aligns with health and safety guidelines. Staff are trained to integrate into their lessons the promotion of good hygiene practices (hand washing, social distancing, wearing a mask, etc.) that aligns with the CDC recommendations. Staff will be provided training on topics related to support students' social and emotional learning, mental health, and the impact of trauma. Procedures are in place to include temperature checks (currently screening for temperatures 100.4 degrees or higher) and other assurances that staff and students who exhibit COVID-19 symptoms do not enter the building. The district has an extensive communication plan in multiple languages that ensures all staff, families, and community members are informed of closures and quarantines.

The BCSSSD district will do the following:

- Establish contingency plans using school committee members for closing classrooms or school building.
- There is a communication plan in multiple languages and a current process to update student demographic information.
- A designated area for staff and students with symptoms.
- Enhanced social distancing measures to increase physical distance between individuals, while allowing students to engage in extracurricular activities in a virtual setting.
- Teachers have increased availability to assist students that need additional individualized instruction.
- Child Study Team members will continue to revise Individualized Education Plans to ensure that students are being given the appropriate supports or services needed to ensure progress.
- School counselors will continue to follow the student's 504 Plans to ensure that students are being given the appropriate accommodations to ensure progress.
- The district will utilize Professional Learning Teams and professional development to focus on guiding students and staff through the various responses to COVID-19 and lifestyle changes.

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- Staff will receive updated information regarding Crisis Prevention and Effective Intervention training.
- The district will provide Parent/Guardian trainings on a variety of topics to help support students both in school and at home
- Parents, students, and staff members will be provided with a list of mental health resources in Burlington County
- Campuses will set up protocols to make weekly contact with parents/guardians to check in on student well-being
- The district administration has reviewed and modified the Multi-Tiered Systems of Support to support students socially, emotionally, behaviorally, and academically.

Special Considerations for Varying Wellness, Health and Safety Measures for Specialized Populations and Ages

Student Needs and Support

- Child Study Team case managers and school counselors will identify students who are struggling and determine the appropriate supports needed. The Director of Pupil Personnel Services will process any requests for intervention immediately to ensure students are provided services.
- CST case managers will review student Individualized Education Plans (IEPs) to determine which accommodations and modifications are being followed to ensure that students are progressing toward their goals.
- Students will be identified through a screening tool and provide counseling support.
- Students will have access to groups to help students develop coping strategies for students with anxiety or who have developed mental health concerns due to COVID-19,
- Establish plans for continuation of services in both a hybrid model or virtual learning for students with mental health concerns.
- Form an interdisciplinary wellness committee to evaluate student physical and emotional needs of students.
- Provided students/parents/staff with a list of mental health resources in Burlington County
- Establish a committee of staff members to assist and be a resource for parents to support student's mental health.
- Identify homeless and transient populations and determine their needs for virtual or hybrid learning.
- Survey parents to determine their concerns and needs for their children.
- For students with anxiety or who have developed mental health concerns due to COVID-19, the district must provide counseling support to help students develop coping strategies.

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- For students who are Deaf and/or Hard of Hearing and for students who use communication devices, special accommodations such as clear masks and sanitation procedures for devices must be implemented.
- For students with mental health concerns or medical concerns, establish plans for continuation of services in both a hybrid model or virtual learning

Key Parent and Stakeholder Groups Associated with Special Populations

- Counseling support staff will make weekly contact with parents/guardians to check in on student well-being
- Staff members will support each other and provide avenues to check in with each other.
- Parents, students, and staff members will be provided with a list of mental health resources in Burlington County.
- The committee will familiarize parents with the programs in place at each campus and students will be assessed through pre- and post-surveys.
- Post resources and information on district and school website for parents/guardians about student SEL needs
- School staff will provide parents/guardians with mental health resources. Organizations like Minding Your Mind, the American Foundation for Suicide Prevention, and the Traumatic Loss Coalition provide free resources for students and families. They provide presentations and webinars (if virtual) to support student and staff well-being.
- Staff have been trained in *Trauma Informed Resilient Schools*- to prepare and support staff and students with the range of emotional reactions experienced during a crisis, and the significance of placing social and emotional learning needs ahead of a rush to return to formal academic instruction.
- A team approach that focuses to integrate social and emotional learning (SEL) strategies and routines into students' daily classroom experience,
- Social and emotional skill development to teach self-advocacy, social skills, self-regulation and problem solving in the workplace and classroom.
- Teachers and aides will jointly provide sessions with strategies to welcome back students and help them to feel safe in the classrooms
- Teachers will integrate social emotional language-related routines, protocols, and modeling such techniques as reflection opportunities, positive affirmations, and reinforcing the components of self-soothing strategies.
- Teachers will model positive communication skills and expressing feelings appropriately.
- Teachers will be provided with professional development that reinforces educators' understanding of the importance of SEL in promoting student learning and strategies to reinforce students' SEL development

Emotional Skills and Competencies

- Teachers will Identify how we will support staff with known pre-existing conditions

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- Families will be supported and provided with SEL resources.
- Families are provided with community resources to support needs such as mental and behavioral health etc.
- CST, counselors, SACs, teachers and administrators will provide support and resources based upon need.
- All staff will model effective social-emotional learning strategies and behaviors by the instructor, reinforcing and acknowledging students' demonstration of key cognitive skills, social and interpersonal skills, emotional recognition and self-regulation, as well as empathy;
- Staff will be provided with ongoing professional development related to Trauma-Informed and Trauma-Skilled Practices.
- Staff will be trained in the four skills needed to deal with trauma in schools 1) prevention strategies, 2) intervention techniques, 3) supports for the recovery process, 4) understanding of referral services.
- A survey will be conducted to evaluate the school culture and climate.

Resources for Students, Staff, and Families Regarding COVID-19 and Mental Health

Burlington County School Crisis Response Team Resources during COVID-19 IMPORTANT:

**In Crisis? Call 9-1-1 or SCIP 609-835-6180
NATIONAL SUICIDE PREVENTION LIFELINE
1-800-273-TALK (8255)
Crisis Text Line- 741-741**

Resources for Parents:

- Parent/Caregiver Guide to Helping Families Cope With the Coronavirus Disease 2019
- Parent Guidelines for Crisis Response
- Helping Children Cope With Loss, Death, and Grief Tips for Teachers and Parents
- CMI COVID-19 and The Journey Ahead
- Burlington County Mental Health Resource Guide- 2015

Resources for Administrators/Staff:

- **HELPLINE: 1-866-AID-NJEA (1-866-243-6532)**
- Addressing Grief: Tips for Teachers and Administrators
- Coalition to Support Grieving Students
- Grief Speaks- Traumatic Loss Coalition Listing
- Helping Children Cope With Loss, Death, and Grief Tips for Teachers and Parents
- Talking to Children about Death

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- Burlington County Mental Health Resource Guide 2015

Resources for Students:

- Second Floor Youth Hotline (call or text) 888-222-2228
- 2nd Floor Website
- Suicide Prevention Lifeline

Important Phone Numbers

Police/ Emergency Services: 911

Non-Emergency Helpline: 211

Crisis Intervention and Emergency Services

- Screening Crisis Intervention Program (SCIP)(Lourdes Hospital): 609-835-6180 or 911
- Children's Crisis Intervention Services (CCIS)(Jefferson Hospital): 856-488-6796
- Crisis Intervention Support Services for adults (CISS): 609-386-7331
- Children's Mobile Response and Stabilization Services: 1-877-652-7624
- Family Crisis Intervention Services (FCIU): 609-261-3330
- Department of Children Protection and Permanency (DCPP) (formerly known as DYFS): 1-877-652-2873

Crisis Hotlines/ Listening Services

- CONTACT: 856-234-8888 or 866-234-5006
- 1-800-SUICIDE: 800-784-2433
- 1-800-273-TALK: 800-273-8255
- 2nd Floor – Youth Helpline: 888-222-2228
- NJHOPELINE: 855-654-6735

Inpatient Services

- Lourdes Medical Center of Burlington County: 609-835-2900

Private psychiatric hospital

- Hampton Behavioral Health Center (in Burlington County): 609-267-7000 or 800-603-6767
- Princeton House Behavioral Health (Mercer County): 800-242-2550 or 609-497-3300
- Carrier Clinic (in Somerset County): 800-933-3576
- Virtua Memorial Hospital (in Burlington County): 609-267-0700
- **Outpatient Services**
- Hampton Behavioral Health Center: 609-267-7000 or 888-603-6767
- Princeton House Behavioral Health: 888-437-1610
- High Focus Centers: 800-877-3628
- Catholic Charities: 800-360-7711
- Legacy Treatment Services: 609-267-1377
- Oaks Integrated Care: 800-963-3377

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- South Jersey Family Medical Center, Inc.: 609-481-3073
- South Jersey Behavioral Health Resources: 856-361-2710 or 800-220-8081
- **Mindfulness Apps**
- <https://www.calm.com/>
- <https://www.headspace.com/>

Multi-Tiered Systems of Support by Campus/ Social Emotional Learning Programs

BCSSSD SEL PROGRAMS	
SEL Critical Practices	Thoughts, Ideas, Resources
SEL Critical Practice 1- Take time to cultivate and deepen relationships, build partnerships and plan for SEL	<ul style="list-style-type: none"> • Prior to school starting-staff meet with both parents and students via google to provide videos, social stories, information, visuals, etc. This would open lines of communication again, plus assist with easing student/parent concerns • Share a favorite object and ask students to share one of theirs • Read a familiar book or story • Sing a familiar or popular song • Eat a meal (breakfast/lunch/snack) together • Short videos sent from your phone • Tell/show about something you saw on a walk • Show a favorite spot in your home • Introduce students to a pet • Daily email • Provide a daily challenge (count the spoons in your house; draw a picture of the people in your house; find 5 leaves)

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	<ul style="list-style-type: none"> • Share a photo of your day (doing dishes, working on a puzzle) and tell about what you are doing.
<p>1.1 - Foster new relationships that elevate the voices and perspectives of students and families</p>	<ul style="list-style-type: none"> • Relationship Mapping (Harvard Graduate School of Education) This strategy helps ensure that each student has a relationship with at least one caring adult in school. This can also be done virtually. • Strategies for Equitable Family Engagement (State Support Network) This overview is organized around five categories of equitable family engagement strategies, offering summaries of research and examples of school practices. • Tools for Educators to Listen and Learn From Families During COVID-19 School Closures (Culturally Responsive Education Hub) This tool includes sample emails, call scripts, and post-conversation reflection and action in both English and Spanish. • Responsive Circles for COVID-19 (International Institute for Restorative Practices) This practice uses familiar restorative questions tailored to the current moment to build knowledge about the experiences of the community. • Community-Care Strategies for Schools During the Coronavirus Crisis (WestEd) This brief offers guiding

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	<p>questions and specific strategies for building community and connectedness among staff, students, and families.</p> <ul style="list-style-type: none"> • Key Concepts for Leveraging Chronic Absence During the Coronavirus Pandemic (Attendance Works) This framework and list of strategies supports connecting with students and families to reduce chronic absenteeism.
1.2 Use two way communication strategies to inform, engage, and listen to members of the school community	<ul style="list-style-type: none"> • Establish Structures for Two-Way Communication (CASEL Guide to Schoolwide SEL) This webpage includes questions for planning communications about SEL and a tool for identifying stakeholders and developing a communication strategy. • Critical Practices for Anti-Bias Education: Culturally Sensitive Communication (Teaching Tolerance) This selection from the publication Critical Practices for Anti-Bias Education includes concrete strategies for culturally sensitive communication, inclusion, and connection-building among families and engagement with community problems. • Developing Life Skills in Children: A Road Map for Communicating With Parents (Learning Heroes) These slides share research on how

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	<p>families respond to information about SEL and what kind of messaging is most effective.</p> <ul style="list-style-type: none"> • Engage all Stakeholders in Foundational Learning (CASEL Guide to Schoolwide SEL) This webpage offers essential questions for planning learning opportunities, sample presentations, articles, videos, and a downloadable planning template. • Impact of SEL (CASEL) This webpage offers a variety of resources for communicating about SEL, including a customizable slide deck on the research supporting SEL.
<p>1.3 Examine where SEL efforts have been impactful and where more support is needed</p>	<ul style="list-style-type: none"> • Interview and Survey Your Community About the Path Forward (CASEL) This process, sample letters, and survey templates can be used to assess current successes and areas for additional support in your school community. • SEL Effort Inventory and Analysis (CASEL) This interview protocol and inventory template can be used to review both schoolwide SEL efforts and efforts used by individuals and school partners to prioritize the most impactful practices for the coming year. • For Educators: Resource Mapping Strategy (Harvard Graduate School of

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	<p>Education) This strategy helps educators identify and analyze existing school resources and programs related to SEL, climate, and well-being to make informed decisions.</p> <ul style="list-style-type: none"> • Focal Students: Equity in the Classroom (Webinar from the National Equity Project) This approach supports educators to learn deeply from a few students, particularly those who are not well-served by current systems, to change practices to impact a greater number of students. Consider this approach as you identify focal students who are disengaged this fall.
<p>1.4 Build a broad coalition to create and maintain a safe, supportive, and equitable environment for all students and adults by integrating SEL and academic supports for reopening schools</p>	<ul style="list-style-type: none"> • Build a Transition Coalition (CASEL) This worksheet can help you prepare to recruit members of a coalition to help set a schoolwide SEL vision and goals. • Develop a Shared Vision and Goals for Social and Emotional Learning (CASEL) This tool provides processes for articulating a vision statement that reflects input from the full school community and using that vision to develop specific, measurable SEL-focused goals to drive transition planning. • Youth-Adult Partnership Roadmap to Agency (Unleashing the Power of Partnership for Learning) This rubric provides a means to understand, assess,

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	<p>and improve youth-adult partnerships to increase agency and situate young people as full partners.</p> <ul style="list-style-type: none"> • Liberatory Design: Your Toolkit to Design for Equity (National Equity Project and Stanford d.school's K12Lab) This card deck adapts the design thinking process to include steps that center equity and mindsets that should underlie all work. • Pursuing Social and Emotional Development Through a Racial Equity Lens: A Call to Action (Aspen Institute) This publication identifies ways that equity and social, emotional, and academic development can be mutually reinforcing bodies of work. 	
<p>SEL Critical Practice 2- Design opportunities where adults can connect, heal, and build their capacity to support students</p>	<ul style="list-style-type: none"> • Continue to provide weekly online meets for parent support groups that can initially start with covid support groups and then turn into parent training as the year goes on. Angelia Pressner is doing this as part of the connection series through July and August. • Continue to create flyers that promote online resources and methods to access mental health and trauma supports. Flyers would be sent out via blackboard email blasts. Staff can follow up with communication with families. Be sure to send in various languages (e.g., Spanish). 	

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2.1 Allow space for connection, listening, and healing among all adults in the school community

- Ensure lines of communication are open and there is a protocol in place to communicate significant concerns/issues with counselors, nurses, and administrators.
- Email parents via survey with the opportunity to express concerns, current in home assistance
- [Educator Resilience and Trauma-Informed Self-Care: Self-Assessment and Planning Tool](#) (Center on Great Teachers and Leaders at AIR) This self-care assessment asks teachers to first reflect on their current self-care practices and then helps them build a plan for the future.
- [Self-Care Circle](#) (Circle Forward, via Greater Good Science Center) This circle protocol can be used with adults or students to center themselves and reflect on and share ways to practice self-care.
- [Listening as a Leadership Strategy: Getting Started With Constructivist Listening](#) (National Equity Project) These slides introduce constructivist listening and include a practice activity to try with staff.
- [5 Minute Chats With the Principal](#) (CASEL with support from NAESP) This sample check-in agenda and questions can be used by

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	<p>school leaders when connecting individually with staff members.</p>
<p>2.2 Ensure access to mental health and trauma supports for adults as needed</p>	<ul style="list-style-type: none"> • Compassion Resilience Toolkit for Schools (Wisconsin Initiative for Stigma Elimination) This toolkit addresses teacher compassion fatigue and how to build resilience. • The Educator Context and Stress Spectrum (Center on Great Teachers and Leaders at AIR) This tool supports educators in gaining a greater awareness of how their current personal and professional context affects their levels of stress in the time of COVID-19. • Self-Care Strategies for Educators During the Coronavirus Crisis (WestEd) This brief offers practical guidance for educators who face the stresses of the pandemic, school building closures, online service provision, and quarantine conditions. • Support for Teachers Affected by Trauma (STAT) This online curriculum supports teachers dealing with secondary traumatic stress. • Psychological First Aid (National Child Traumatic Stress Network) This six-hour online learning module features innovative activities, video demonstrations, and mentor tips from the nation's trauma

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	experts.
2.3 Capture this moment to identify opportunities for innovation and anti-racist practices	<ul style="list-style-type: none"> • District wide art/poetry/etc to be shared via youtube to provide unity as a school/district • Futures Protocol (National School Reform Faculty) This protocol harnesses the creative energy of a team for expanding and envisioning opportunities and paths forward, focusing on collective brainstorming on the best possible future scenario. • Avoiding Racial Equity Detours (EdChange) This short article describes four common ways schools and districts attempt to address equity while avoiding the discomfort of directly challenging racism and racist structures and policies, and follows with five principles to guide equity actions. • If We Aren't Addressing Racism, We Aren't Addressing Trauma (Simmons, via ASCD) This blog from Dena Simmons provides critical context to push educators to “interrogate, with an anti-racist lens, the curriculum, learning experiences, and school policies to which our Black students are subject.”
2.4 Provide embedded professional learning to educators’ capacity to support students’ social, emotional, and academic growth	<ul style="list-style-type: none"> • Building Trauma-Sensitive Schools (NCSSLE) This online module and handouts

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provide examples of ways to incorporate trauma sensitivity into the classroom.

- [Stress and the Brain](#)

(Turnaround for Children)

This professional learning packet explains how stress impacts the developing brain and related tools (made to accompany this edition of The 180 Podcast).

- [Addressing Race and Trauma in the Classroom: A Resource for Educators](#) (The National Child Traumatic Stress Network) This professional learning tool defines key terms, describes developmental differences in how children may be affected by racial trauma, and offers recommendations for creating a more trauma-informed classroom.

- [Common Beliefs Survey: Teaching Racially and Ethnically Diverse Students](#) (Teaching Tolerance, via Greater Good Science Center) This professional learning activity leads staff to reflect on their beliefs and then critically examine commonly held beliefs about how to meet the learning needs of racially and ethnically diverse students.

- [Mindful Reflection Process for Developing Culturally Responsive Practices](#) (Dray & Wisneski [2011], via Greater Good Science Center) This independent reflective

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	practice guides educators to process a challenging interaction with a student by examining their own assumptions, prejudices, and biases and consider how they affect their interactions with and expectations of their students to develop more culturally and linguistically responsive approaches.
SEL Critical Practice 3- Create safe, supportive, and equitable learning environments that support all students' social and emotional development	
3.1 Intentionally build structures that promote supportive adult-student and peer relationships	<ul style="list-style-type: none"> • A COVID-19 Check-in Student Survey (Harvard Graduate School of Education) This survey can be shared with students to build connection and understanding. • Creating Opportunities Through Relationships (University of Virginia) These free online professional learning modules support educators in developing supportive relationships with students.
3.2 Weave in opportunities for students to develop, practice, and reflect upon social and emotional competencies throughout the day	<ul style="list-style-type: none"> • COVID-19 E-Learning Free Resources (SEL Providers Council) This searchable library links to SEL provider webpages where they offer free resources and curriculum to support SEL virtually and at home. • Strategies for Trauma-Informed Distance Learning (WestEd) This brief offers general strategies and specific

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examples for how to recognize and respond to students' social and emotional needs as well as build in trauma-informed practices that will support all students.

- [Tennessee Toolkit for Teachers and Administrators to Incorporate Social and Personal Competencies Into Instruction](#) (Tennessee DOE)

This toolkit is designed to increase administrator and teacher awareness of the instructional practices that promote SEL.

- [This Time, With Feeling: Integrating Social and Emotional Development and College and Career Readiness Standards](#) (Aspen Institute)

This publication provides examples of how academic standards call upon students to use social and emotional skills and a rationale for embedding SEL in academic lessons.

- [Sample Teaching Activities to Support Core Competencies of SEL](#) (CASEL)

This document draws from evidence-based programs to identify and describe some of the most common strategies used to promote student SEL.

- [SEL Reflection Prompts](#) (CASEL)

This tool lists prompts that can be used in group or partner discussions, journals, or integrated into assignments to prompt student reflection aligned with the five SEL competency

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	<p>framework.</p> <ul style="list-style-type: none"> • Project Based Learning for Remote Learning (Buck Institute for Education) This webpage provides project ideas, recommended technology, and best practices for facilitating projects remotely.
3.3 Identify and implement a comprehensive system of support for students with additional needs	<ul style="list-style-type: none"> • Guidance for Trauma Screening in Schools (National Center for Mental Health and Juvenile Justice) This guide outlines the role of schools with regards to trauma screening, including key considerations and cautions, different screener options, intervention options, and connections to a whole-school approach. • Why We Need Trauma-Sensitive Schools (Trauma and Learning Policy Initiative) This video stresses the importance of trauma-sensitive learning environments to support students. • Trauma-Informed School Strategies During COVID-19 (The National Child Traumatic Stress Network) This fact sheet offers information on the physical and emotional well-being of staff, creating a trauma-informed learning environment, identifying and assessing traumatic stress, addressing and treating traumatic stress, partnerships with students and families,

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	<p>cultural responsiveness, emergency management and crisis response, and school discipline policies and practices.</p> <ul style="list-style-type: none"> • Trauma-Informed SEL Toolkit (Transforming Education) This toolkit includes everything needed to deliver a two-hour professional development session designed for educators seeking research-based strategies to create a healthy classroom environment for students who have experienced adversities and trauma. • Teacher Training Modules (National Center for School Crisis and Bereavement) These professional learning modules provide a structure for supporting grieving students. • Mental Health Resources for Adolescents and Young Adults (Society for Adolescent Health and Medicine) This list of online resources aimed at adolescents and young adults includes support groups, peer networks, helplines, treatment locators, and advocacy opportunities.
<p>3.4 Engage students in developmentally appropriate conversations and lessons to discuss past, current, and future impacts of the pandemic and racial inequities on themselves, their families, their communities, and the broader world</p>	<ul style="list-style-type: none"> • Strategies for Teaching Fearless SEL for Societal Change (Simmons [2019], via Greater Good Science Center) This SEL integration tool shows how CASEL’s five SEL competencies can create

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the conditions for youth agency and engagement and social change and can be a key part of classroom-based learning.

- [COVID-19: How Can We Make Choices that Promote the Common Good?](#) (Facing History and Ourselves) This youth conversation lesson encourages students to share their views, values, and voices to strengthen the community.

- [Speaking Up Against Racism Around the Coronavirus](#) (Teaching Tolerance) Written for teachers to address stereotypes, xenophobia, and racism in connection with COVID-19, this article contains links to Teaching Tolerance guides for responding to hate or bias incidents and resources for educators to facilitate critical conversations about bias and stereotypes.

- [Talking to Students About Race and Ethnicity](#) (Teaching Tolerance) Packaged tools, webinar, and publications to support conversations with students about race, the Black Lives Matter movement, and injustice.

- [Talking About Race](#) (National Museum of African American History & Culture) This online portal is designed to help educators, families, and other individuals talk about racism, racial identity,

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	<p>and the way these forces shape society.</p> <ul style="list-style-type: none"> • Reflecting on George Floyd’s Death and Police Violence Towards Black Americans (Facing History and Ourselves) This teaching guide will help teachers begin conversations with their students about George Floyd’s death and the events that surround it, including reflection activities to prepare for teaching, creating space for emotional processing, and diving deeper with multimedia tools. • Circle Scripts for Black Lives Matter at School (ROC Restorative Team, Rochester City School District) Five sample scripts for facilitating Circle discussions about race and identity, challenging racism, and the Black Lives Matter movement.
3.5 Collaborate with families and community partners to align strategies for supporting students’ SEL at school and at home and during extended learning	<ul style="list-style-type: none"> • Recognizing the Role of Afterschool and Summer Programs in Reopening and Rebuilding (AIR) This document includes recommendations on ways to include afterschool and summer programming to support students’ transition back to school. • Collaboration Tools for Building SEL Across the School Day and Out-of-School Time (CASEL Guide to Schoolwide SEL) This tool includes guidelines and

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activities for building strong collaborative relationships between schools and community partners to align SEL practices and learn from one another.

- [Building Positive Conditions for Learning at Home: Strategies and Resources for Families and Caregivers](#)

(AIR) Tools in English and Spanish for parents for fostering emotional health and well-being within their home.

- [Making Families Feel Welcome](#) (Siegel, Esqueda, Berkowitz, Sullivan, Astor, & Benbenishty [2019], via Greater Good Science Center)

This brief reflection activity for school staff lists methods for making students' families feel valued and respected.

- [SEL Discussion Series for Parents and Caregivers](#)

(CASEL) This 10-session discussion series supports schools and community partners that wish to engage parents and caregivers in conversations about the social and emotional growth of their families. Also available in Spanish.

- [PTAs Leading the Way in Transformative Family Engagement](#)

(The Center for Family Engagement) This report outlines best practices for a PTA to engage families.

- [George Floyd, Racism and Law Enforcement](#) (Anti-Defamation League) This

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	Table Talk tool provides a current event summary and discussion questions in English and Spanish for families to use at home.
SEL Critical Practice 4- Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff	
4.1 Elevate student voice in reflecting and acting on data around their learning and engagement	<ul style="list-style-type: none"> • Understand and Improve Students' Learning Experiences (PERTS—Project for Education Research that Scales) Copilot-Elevate helps educators customize a short survey to learn how students are experiencing school, review results to see how experiences are promoting or hindering equitable learning, learn new practices to try with students, and track improvement over time. • Strategies for Gathering Student Feedback (CASEL) Choose from or adapt these methods for hearing from your students about their learning experience in the new school year, whether instruction and learning is taking place at school or elsewhere. • Examining Your School's Climate (Teaching Tolerance) This short school climate questionnaire and social mapping activity can be used to work with students to analyze differing perceptions of school climate.

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	<ul style="list-style-type: none"> • Reflecting on School Discipline and SEL Alignment (CASEL Guide to Schoolwide SEL) This organizer and checklist can be used to review and update policies and procedures to better align with your school's SEL vision and promote skill-building. • YPAR Hub (Berkeley University) This website provides resources that help schools set up structures for Youth Participatory Action Research, which supports young people in conducting research to improve their lives, communities, and institutions.
4.2 Support educators in reflecting on data around their own instructional practices and learning environment, especially when trying out new strategies or modes of teaching	<ul style="list-style-type: none"> • SEL Through Distance Learning: Teacher Self-Assessment (CASEL Guide to Schoolwide SEL) This self-assessment provides insight into strengths and areas to develop as educators promote SEL through distance learning and at-home assignments. • PIRL: Preparation, Interaction, Reflection and Logistics Tool (Denver Afterschool Alliance) This 24-item rubric can help you improve online, live sessions on platforms where youth are engaging with an instructor and their peers. • SEL Look-Fors in Blended Learning (CASEL) Use this tool to reflect on a learning activity you have designed or led after it has taken place, or

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	<p>ask a colleague to use it as they observe you.</p> <ul style="list-style-type: none">• SEL Teacher Self-Check Tool (Transforming Education) This tool encourages educators to reflect on their own progress toward cultivating positive environments and integrating SEL in a way that is responsive to students' needs and aligned with academic instruction.• Problem of Practice Protocol: Teaching During a Pandemic (CASEL, adapted from School Reform Initiative) Use this protocol with a small group of colleagues to share, process, and collectively problem-solve around challenges of the moment.• How Can Educators Tap Into Research to Increase Engagement During Remote Learning? (Rice & Kipp, EdSurge) This article provides ideas for measuring behavioral, cognitive, and emotional engagement in virtual settings and concrete ways that teachers can boost engagement through their own practices by engaging families, and facilitating connections between students.
4.3 Partner with families and community members to continuously improve experiences and outcomes	<ul style="list-style-type: none">• Examining Transition Data With an Equity Lens (CASEL) This data reflection protocol and key questions can be used as part of a data review routine, with an eye

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toward how decisions impact equity and outcomes.

- [Why Am I Always Being Researched?](#) (Chicago Beyond) This guidebook was made to help shift the power dynamic between those doing the research and the communities who are the subjects of research to address unintended bias and restore communities as authors and owners.

- [School Climate Survey Compendium](#) (National Center on Safe Supportive Learning Environments) This webpage gathers valid and reliable surveys, assessments, and scales of school climate to help educators identify and assess their conditions for learning.

- [ED School Climate Surveys](#) (U.S. Department of Education) These adaptable school climate surveys and web-based platform are free to download and administer and provide user-friendly reports in real-time; they also include a subscale on the experience of cultural responsiveness.

- [SEL Assessment Guide](#) (Assessment Work Group) This interactive tool helps educators select and effectively use currently available assessments of students' SEL competencies.

- [Tracking Your School's Progress Towards](#)

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Implementing Schoolwide SEL (CASEL Guide to Schoolwide SEL) Use the implementation rubric and planner to engage in a full review of your current SEL implementation and establish goals; then use the walkthrough protocol to look for signs of high-quality SEL implementation by observing for the indicators of schoolwide SEL.

1a. Student At Risk Process

- Step 1: “At Risk” identification can be made by any person in the building. The initial paperwork will be completed and submitted to the Director of Pupil Personnel Services. The Director reviews the request and consults the I&RS team to communicate the structure of the next steps.
- Step 2: Data Collection- Utilize district resources and record prior interventions provided to the student and document the interventions and review all data. The interventions incorporate strategies from the “teacher tool kit”, student learning styles, consultation with the school’s SAC (student assistance counselor, consultation with school psychologist, the school’s LDTC or school social worker/school counselor.
- Implement the interventions and record the student's progress.
- Communicate the plan to the student’s teachers and building administration. Continue to utilize supports within the school and refer students to the community partners when appropriate. Secure a records release to have school staff stay in contact with the outside provider. Document all steps taken and communicate with parents/guardian of the plan and resources.
- If the supports are not working or the student continues to decline, refer the student to I&RS via to conceptualize a written plan to continue to collect data regarding the student’s progress. For BCSSSD, refer the student to Case managers and principal.

1b. I&RS Referral Responsibilities

- I&RS Student Referral (Where applicable)
 - The form highlights the concern of the student's needs, prior interventions, additional information on the student and analyzes the information for the Case Advocate more efficiently.

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- Referral Form
- Prior interventions Check-list
- Asset Check-list
- Teacher Data Form

2. **Meeting/Action Plan**

At the table with the Multi-disciplinary I&RS Team

- Discuss the concerns of the student
 - Discuss student strengths
 - Brainstorm interventions as a team
 - Teacher chooses 2-3 interventions
- Action Plan is created as a team- share with ALL teachers, Administration, Guidance, Mentors, and all professionals currently working with the student-
 - Parent Follow-up Letter with Action Plan interventions as well as questionnaire (if parent isn't present)

3. **Case Advocate Responsibilities**

- Completes Data Collection Form
- Observes the student in at least two settings
- School Nurse Form
- Guidance Form
- Administration Form
- Sends out follow-ups with staff through email for feedback on student success
- Maintains regular contact with student- Documents notes
- Maintains regular contact with parent in order to update on progress

4. **Team Meeting Follow-up**

- Teacher will provide results within the form of measurable data to show if the student was successful with interventions
- Team discussion and review of information on student
- Reassess plan if it is not proving to be beneficial!
- Continue to utilize interventions and the collaboration of the team.
- The team may refer the child for a Child Study Team initial evaluation planning meeting.

Teacher(s)

- contact with parent in order to update on student Carries out "Action Plan" with fidelity
- Responds to Case Advocate with follow-ups honestly and consistently
- Maintains regular contact with student
- Maintains progress

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Team Members

Building Administrator, Teacher, Student, LDTC, Reading Specialist, Math Specialist, SAC, Parents/Guardian of the student, school counselor

Faculty, Staff and Instructional Technology Support at Campus

- a. Screening tools
- b. School Counseling
- c. Behavioral Assessments
- d. Dyslexic screener
- e. Technology supports
- f. Supplemental support instruction
- g. Community partners with SCIP, Family Resource Center, Legacy,
- h. After school assistance
- i. Virtual assistance
- j. Enrichment opportunities

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Appendix L

Restart Committee (Reopening Task Force)

Burlington County Special Services School District (BCSSSD)

1) Introduction to Scope of Task Force

- a) The Task Force was created by Superintendent Dr. Christopher Nagy in May 2020 to take into account the guidance on school operations related to the impact of COVID-19, school closures and reopening plans for school systems across the country and the world. Dr. Ashanti Holley was asked to be the Co-chair of the Task Force. As part of the research the Task Force included the review of other State Reopening Plans, the Return to School Roadmap Template by Opportunity Labs used by Superintendents across the country, AASA COVID-19 Recovery Task Force Guidelines for Reopening Schools, The New Jersey School Boards Association's May/June 2020 School Leader Magazine and the NJDOE Road Back Document released on June 26, 2020.
- b) The Reopening School Task Force Committee is composed of various stakeholders in the District and community and was formed to address three potential scenarios as it pertains to the return to school in September and to assure workflows would be followed in key areas once all are back to school:

2) Reopening of School in September

- a) Reopening of School in September and then must close because of a COVID-19 case on part of a student or staff member
- b) If a determination is made that School in September must begin virtually.

In addition, Task Force Subcommittees were established to include all administrators and key stakeholders in the district in addition to the Reopening School Task Force Committee. Union officers were included.

3) Seven Subcommittees of Task Force Created

Chairs and Co-chairs were established for the following subcommittees:

- a. Governance
- b. Safety-Wellness-Security
- c. Instruction

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- d. Facilities
- e. Operations
- f. Technology
- g. Post-secondary

Each was tasked with a review of the Road to Recovery Roadmap template as it pertains to their specific subcommittee and were then tasked with following the roadmap, identifying key issues and plans to address the issues based on the guidance available and presuming that at any given time there would be a minimum of a 50% reduction in footprint in our buildings.

4. Next Steps

- a. An initial Master Plan was created for each district that identified key issues to address and included executive summary reports from each of the Subcommittee Chairs. The subcommittees meet weekly or bi-weekly and throughout the summer.
- b. After creating an initial Master Plan to identify key areas, an action plan was prepared for each of the subcommittees as they relate to addressing the 10 Critical Areas of Operation in the New Jersey DoE Road Back document.
- c. Subsequent to the action plans, subcommittees were asked to identify key contingencies needed in the event of the interruption of operations or unforeseen issues that would necessitate immediate attention. By identifying the contingencies, the disruption of operations would be minimized.
- d. Based on guidance by the NJDoE and Strauss Esmay, a COVID-19 Policy and accompanying appendices were written to respond to a Reopening Master Plan to be placed on the website. The Reopening Master Plan addresses the key 10 Critical Areas of Operations and corresponding standards and addresses the conditions for learning, leadership and planning, policy and funding and continuity of learning.
- e. Communications with staff and students have been ongoing since the March 2020 school closures and updates provided on district progress based on ongoing guidance provided by the NJDoE and Governor. Surveys of parents throughout the last few months have served to inform the scheduling of students and staff.
- f. During the month of July, financial models, policies, procedures, student and district schedules, ongoing support of the wellbeing of students, staff and families, ordering of PPE and other equipment, busing and determination of organized sports among a plethora of other issues were considered and addressed in the planning. In addition, make-up services, enrichment were arranged for identified students and where appropriate, compensatory services arranged.
- g. Based on the work of the Reopening Task Force, key schedules were selected. The BCSSSD district will follow a regular schedule and every day. By selecting the schedule, this allowed all other planning work to be finalized.

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- h. During the month of August, the Board will approve financial plans to address cuts in state funding as well as approval of the COVID-19 policy and Reopening Plans.
- i. A Pandemic Response Team for each District and school with a cross section of administrators, teachers, staff and parents and representative of gender and racial diversity.
- j. The administrative district retreat from August 4-6, 2020 will address the review the reopening plans and seek to make sure all details are covered at the building levels and all items ordered and schools configured according to plans.

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Appendix M

Pandemic Response Teams

Burlington County Special Services School District (BCSSSD)

In an effort for BCSSSD to help centralize, expedite and implement COVID-19 related decision making based on the Master Re-opening Plans, action plans and contingency plans, each school shall have a cross sectional committee of administrators, teachers, staff and parents of various gender and race to support all planning, management and decision making as it relates to the COVID-19 response actions upon the start of the school year whether in person, hybrid or virtual.

Each Building Pandemic Response Team shall be comprised of the following positions:

- School principal or assistant principal
- Teachers representing various grades or CTE areas
- Child Study Team Member
- School counselor or mental health expert
- Subject Area Supervisor or Director
- School Nurse
- School safety personnel
- Member of the school safety team
- Director of Buildings and Grounds and/or custodian
- Parents

The Building Pandemic Response Teams have the following responsibilities:

- a) Oversight of each school's implementation of the District's Reopening Plan
- b) Based on oversight, adjust or amend school health and safety protocols
- c) Provide needed training and support to staff
- d) Review ongoing building level data as it pertains to health, wellbeing and safety of students and staff under the COVID-19 environment
- e) Oversight and implementation of procedures to support, nurture and maintain safe and supportive school climates under COVID-19 environment
- f) Provide ongoing and necessary communication with school community and District administration
- g) Maintain avenues to capture the voice of the community, families and students to inform the decision-making process of the building pandemic response teams

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The Building Pandemic Response Teams are critical to the operationalization of District Reopening Plans. They shall meet a few times a month and provide the community with timely updates as well as changes to protocols. Each community is different and it is important to respect how communities evolve under the COVID-19 environment. It is important to listen to the community, families and student concerns on an ongoing basis to inform the decision-making process. The nature of schools under COVID-19 must be fluid and the committees play an important role to address concerns or contingencies as they arise. The actions of the committee must be timely, accurate and transparent within the school community.

RESTART & RECOVERY PLAN

Appendix N

Scheduling of Students

Burlington County Special Services School District (BCSSSD)

Learning and instruction will be aligned to P.L. 2020, c. 27 and the district's emergency closure preparedness plan written to provide in-person, and fully virtual instruction during periods of closure during district and statewide health emergencies. Hours of instructional time are not only defined as in front of a teacher or technology supported devices and may include but are not limited to only direct standards-based learning. All systems for learning shall include fully virtual and hybrid experiences which consider all aspects of the laws and guidelines set forth for compliance aligned to the COVID-19 policies and procedures set forth by the New Jersey Department of Health, the New Jersey Office of the Governor, CDC Guidelines, and the Department of Education.

The district will provide full day sessions starting at 8:15 am through 2:15 pm on Tuesdays and Thursdays and Mondays, Wednesdays and Fridays at 12:50 pm on the West, Lumberton and Transition campuses and 12:00 pm at the Alternative School in Mt. Laurel with all students attending instructional activities as assigned excluding those students who have elected for 100% remote learning. Support services and IEP accommodations will be delivered in-person and will in conjunction with the BCSSSD Board of Education policies and procedures as assigned.

Boxed meals will be provided to students and will be delivered to each class for consumption.

Student drop off locations at each campus will be assigned as needed and will include limited access to multiple entrances to guarantee consistent disinfection protocols.

The district will provide social distancing guidelines, floor markings, and signage. Room locations and social distancing measurements will be evaluated and provided in all COVID-19 plans.

Remote learning options will be available based on medical needs, emergency closures, and specific parent or guardian requests.

Student travel to and from assigned areas will be limited and will correspond with COVID-19 district policies, procedures, and guidelines. Staggered bell time schedules and modified learning schedules will be activated as necessary.

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Addressing the Digital Divide

Pursuant to Appendix L, a Technology Task Force Subcommittee was created to address the digital divide, access and equity for students and staff. We have surveyed parents and have hotspots or other technologies in place for students who have connectivity needs. The situations are being addressed on a case by case basis with necessary supports provided. The Task Force Subcommittee for Technology identified key areas for technology supports, curriculum and instruction and created accompanying action plans and contingency plans to address student and staff technology needs.

Dedicated Restart and Recovery Master Websites

Please see the BCSSSD [Master Website](#) and [Remote Learning Highlights](#) which addresses both in-person and virtual resources to support student learning.

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Appendix O

Staffing

Burlington County Special Services School District (BCSSSD)

The BCSSSD school district shall accommodate educators teaching both in-person, remotely, and via the use of a hybrid model. The district must provide learning that meets the needs of all students within the instructional hours for a scheduled school day. The district shall provide all educators with a safe and secure working environment aligned to the policies and procedures set forth- by the BCSSSD Board of Education, the New Jersey Department of Education, and the State of New Jersey Office of the Governor, and in correlation with the guidelines set forth by the CDC.

Scheduling for educators must include a plan to provide a blended model of synchronous and asynchronous instruction which allows collaboration between educators and their assigned students, and between educators and their peers. Instructional activities provided by all educators will be aligned to what is appropriate for each grade level as determined by the New Jersey Department of Education:

- BCSSSD Grades PK-5 Learners will require more structure and levels shall be established for pacing for all learning activities
- BCSSSD Grades 6-8 Transition to more independent learning and gradually phase asynchronous activities.
- BCSSSD Grades 9-12 Blended Model: Synchronous and Asynchronous learning activities

Under COVID-19, accommodations for medically fragile circumstances as outlined by the CDC, Department of Health and NJDOE, will address the health and safety needs when applicable. Use of technology and flexibility of schedules will be addressed on an as needed basis.

Contingency plans for alternate scheduling to address potential staffing needs and shortages will provide both virtual and face to face learning aligned to student-centered, standards based instruction for a diverse population of learners, and programmatic, content rich learning experiences.

RESTART & RECOVERY PLAN

Appendix P

Athletics

Burlington County Special Services School District (BCSSSD)

BCSSSD believes that participation in athletics enhances the educational experience of all students and the return to athletics is based on the following principles:

- Ensure the health and safety of all student-athletes.
- Re-engage all student-athletes as soon as possible for their social, emotional and mental well-being.
- Maximize participation across all sports and all student-athletes.
- Keep competition as local as possible and for as long as possible.

BCSSSD will continue to monitor health-related circumstances throughout the summer and upcoming school year and will continue following the guidance of the NJSIAA or Special Olympics and the Department of Education. BCSSSD will also continue to track the Governor's directives regarding sports activities and will consult with the necessary governmental agencies. If there is a change in the Governor's Road Back, Restart and Recovery Plan for Education regarding in-person schooling in the fall, BCSSSD will follow the NJSIAA contingency plans if adopted by the district. This is subject to change by the Board of Education as a local decision or at the NJSIAA level or for BCSSSD Special Olympics Intramurals.

BCSSSD recognizes the fluidity of the COVID-19 pandemic and realizes that conditions are changing regularly. BCSSSD will continue to provide updates based on local and state guidance and NJSIAA to ensure our schools have the ability to adapt. BCSSSD will monitor Special Olympics notifications and consult with District administration.

BCSSSD COMPETITIONS

For the 2020-21 school year, regular season practices will commence when the district deems it safe for athletics to participate and in accordance with BCDOH, CDC and Board of Education. Competitions must take place within Burlington County to alleviate contact tracing overlap with multiple counties. Special Olympics will need to have protocol in place to address crossover of County lines.

Requirements for Student-Athletes to participate in Athletics

- 1. Pre-Participation Examination (PPE)** - Pending approval by the State of NJ, BCSSSD will not require a new PPE for student-athletes if their PPE expires prior

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to the beginning of the 2020-21 fall season. This will be in effect for the 2020-21 fall season only. Student-athletes must have a new PPE for the 2020-21 winter and spring seasons.

2. **Health History Update** - All student-athletes must complete the updated
 - a. NJSIAA Health History Update prior to each season for the 2020-21 school year.
3. **COVID-19 Questionnaire** - Before returning to sports participation for the 2020-21 school year, all student-athletes must complete a COVID-19 questionnaire prior to each season. Any positive response will trigger an evaluation by a medical provider.

Protocols & Procedures

1. The proper disinfecting/cleaning recommendations for Athletic Facilities (weight rooms, locker rooms, gym area, etc.) and the enforcement of proper student hygiene to reduce possible transmission of COVID-19 include the following protocols:
 - a. Coaches will remind/require athletes to take home and wash athletic clothing on a daily basis. Locker-rooms and bleachers will not be utilized during summer practices/work-outs. No athlete should be permitted to practice/play in the same outfit on back to back days without proper washing of their athletic gear.
 - b. Coaches will remind student athletes of the importance of washing their hands with soap/water for at least 20 seconds at the beginning and end of each practice/game. Coaches will allow athletes to wash their hands and/or use hand sanitizer whenever requested during practice/game.
 - c. Athletic facilities shall be cleaned and disinfected on a daily basis. This task can be accomplished through the combined efforts of the student athlete, coach, and the custodial staff. Student athletes should wipe down weight-room equipment after each use. Custodial staff should assist with the proper cleaning and disinfecting of athletic facilities.
Note: Coaches should monitor athletes and facilities to ensure that all health/cleaning protocols are being completed.
2. Social distancing guidelines for athletes and spectators include the possible reduction of the total number of people allowed in sporting events.
 - a. The school administrator, with the assistance of the Athletic Director, will ensure that the appropriate level of social distancing is being enforced for both athletes and spectators.
 - b. Spectators should adhere to social distancing guidelines in all sporting venues including in the bleachers and concession stand area.

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- c. When at practice or in competition, any unnecessary contact should be avoided such as handshakes, high fives, fist bumps, or elbow bumps.
- d. Coaches should wear masks at all times.
- e. Student athletes should sit every other seat on a bench and should avoid using a dugout when possible. They should consciously stand six feet apart when not participating in a drill or activity that requires closer contact.
- f. The number of spectators allowed into athletic events will be determined by guidelines established by the NFHS/NJSIAA/CDC/NJDOH. Guidelines may change depending on the sport and athletic venue. The possibility of eliminating spectators altogether may be necessary under certain circumstances.
- g. Social distancing during practice should be encouraged when practical.
- h. The number of athletic participants in a practice/game should follow current NFHS/CDC/NJDOH Guidelines depending on the sport and location of the venue (indoor/outdoor).
- i. Traveling on buses to competitions will follow NJDOE social distancing guidelines.

3. Proper health screening procedures for student athletes

- a. Coaches are responsible for the daily health screening of student athletes. At the beginning of each practice or game, coaches will ask their athletes if anyone is feeling sick/unwell which includes having symptoms such as a fever, coughing or difficulty breathing. Additionally, coaches will temperature check all athletes. Students reporting any health issues will be referred to the athletic trainer (the athletic director/site supervisor is the back-up). If the Athletic Trainer is not present, the coach will follow guidelines outlined in the next subset.
- b. Students referred to the athletic trainer will be re-screened, which includes a mandatory temperature check. At a minimum, any athlete with active cold/flu like symptoms and a fever over 100.4 will not be permitted to participate. Athletes exhibiting COVID-19 symptoms should contact their primary care provider.
- c. Students diagnosed with COVID-19 will be excluded from school until they meet the CDC/NJDOH requirements necessary to return to school (and consequently sports). The Athletic Trainer will work with the school nurse and athletic director to officially clear COVID-19 positive athletes to return to daily sports. Athletes will need to provide the Athletic Trainer with medical documentation from their Healthcare Provider clearing them to return to practice/game.

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- d. If an athlete has tested positive for COVID-19, the coach should immediately contact the Athletic Director. The coach should NOT share the sick athletes name with the other athletes and parents to ensure they do not violate privacy laws.
 - e. The school nurse will provide the Athletic Trainer (with the Athletic Director as the back-up) with a confidential list of students who may need to be medically withheld from athletics. This includes but is not limited to athletes who are either COVID-19 positive, exhibiting flu-like symptoms, or are suspected to have a different communicable disease. The Athletic Trainer will share this information with the Athletic Director and the appropriate coaches to ensure that student athletes are safely cleared to return to athletics. The Athletic Trainer should communicate with the athletic director and school nurse on a daily basis.
 - f. Coaches should understand the need to refrain from impressing upon student athletes to “suck it up and practice” instead of referring the student athlete to the athletic trainer. Student athletes who are sick need to stay home and not worry about losing their position or playing time.
 - g. Coaches will self-screen their temperature before all practices/games and follow CDC Guidelines for self-quarantine. Coach will notify the Athletic Director with any issues or concerns.
4. Hydration Recommendations:
- a. Student athletes should bring their own water bottles to practice/game. Water bottles must not be shared. Hydration stations should not be utilized until restrictions are loosened based on current recommendations/guidelines from the Health Department.

Note: The protocols listed above are not all inclusive, situations that are unique in nature should be steered towards the Athletic Trainer, School Nurse, and Athletic Director/Site Supervisor.

Procedure for student-athletes/coaches that are symptomatic or have tested positive for COVID-19

- 1. **A student-athlete has signs or symptoms of COVID-19**
 - a. Student-athlete must self-quarantine and contact their doctor for further instructions.
 - b. A return-to-play note from a DO or MO must be completed before the student-athlete may return to workouts.
 - c. The related pod will be permitted to continue until results are known of the symptomatic student-athlete.

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- d. All members of the related pod must be extremely vigilant in checking for signs or symptoms multiple times a day.
2. **A student-athlete has tested positive for COVID-19**
 - a. Student-athlete must self-quarantine for 14 days from the date of the positive test and follow their doctors' orders.
 - b. all members of the related pod must self-quarantine for 14 days from the date of the last exposure and follow their doctors' orders.
 - c. A return-to-play note from a DO or MO must be completed before all student-athletes of the related pod may return to workouts.
3. **A Coach has signs or symptoms of COVID-19**
 - a. The coach must self-quarantine and contact their doctor for further instructions.
 - b. A return-to-play note from a DO or MO must be completed before the coach may return to workouts.
 - c. The related pod will be permitted to continue until results are known of the symptomatic coach.
 - d. All members of the related team/pod must be extremely vigilant in checking for signs or symptoms multiple times a day.
4. **A Coach has tested positive for COVID-19**
 - a. The coach must self-quarantine for 14 days from the date of the positive test and follow their doctors' orders.
 - b. If the coach was not directly engaged in a particular pod, and just supervised workouts while maintaining proper social distances and wearing a mask, then the team and pod may continue if other coaches are available.
 - c. If the coach was directly engaged in a particular pod, then all members of the related pod must self-quarantine for 14 days from the date of the last exposure and follow their doctors' orders.
 - d. A return-to-play note from a DO or MO must be completed for all coaches and student athletes that were forced to quarantine before they may return to workouts.
5. Only a Doctor of Osteopathic Medicine (DO) or a Doctor of Medicine (MD) can clear athletes or coaches for summer workouts concerning COVID-19 signs, symptoms, and history.
6. It is the responsibility of the testing facility to notify the local agency of a positive test. The local agency will begin the contact tracing procedure in coordination with the designated BCSSSD contact tracer.

In the cases of student-athletes who have had a previous COVID-19 related illness

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- Student-athletes with a prior confirmed COVID-19 diagnosis should undergo an evaluation by their medical provider. Written medical clearance is recommended prior to participation.
- Student-athletes who had mild COVID-19 symptoms that were managed at home should be seen by their medical provider for any persisting symptoms. An electrocardiogram (ECG) may be considered prior to sports participation.
- Student-athletes who were hospitalized with severe illness from COVID-19 have a higher risk for heart or lung complications. A comprehensive cardiac evaluation is recommended in consultation with a cardiology specialist.
- Student-athletes with ongoing symptoms from diagnosed COVID-19 illness require a comprehensive evaluation to exclude heart and lung disorders that carry a risk of arrhythmia, respiratory compromise, sudden cardiac arrest (SCA) or sudden death. These individuals should not return to sports until medically cleared by a physician.
- In addition, student-athletes should be evaluated by their medical provider if they have had close contact with family members with confirmed COVID-19 cases, if they have underlying medical conditions that place them at a higher risk of COVID-19 or if they had previous symptoms suggestive of COVID-19.

In addition, student-athletes cannot attend school, practices, or competitions if they feel ill and have been referred to their medical provider if they have any COVID-19 symptoms. Any athletes who test positive with or without symptoms should be isolated per public health guidelines. No exercise is recommended for at least 14 days from diagnosis and seven days after symptoms are resolved.

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Appendix Q

Remote Learning Options for Families

Burlington County Special Services School District (BCSSSD)

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 plan 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).

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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 30 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 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.
4. 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. 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 30 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.

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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 plan, and upon satisfaction of the procedures in this plan, 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 plan, 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 plan.

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CHART OF USEFUL LINKS

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

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Operation #5		
Section	Title	Link
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/COVID2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TB_P.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-COVID-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-COVID-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/

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Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/COVID19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/COVID19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/COVID19/teacherresources/eevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/COVID19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/COVID19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-COVID-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/COVID19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm

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Section	Title	Link
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bsol/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfnr/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfnr/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/COVID19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naaccpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/COVID19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional	https://www.nj.gov/education/COVID

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	Learning	19/teacherresources/virtualproflearning.shtml
Section	Title	Link
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/COVID2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html