

## 1648 RESTART AND RECOVERY PLAN

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

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

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

#### 1. Transportation

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

- (1) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.



- b. The school district shall use best practices for cleaning and disinfecting district-owned school buses and other transportation vehicles in accordance with A.3. below.
- c. District-employed school bus drivers and aides on district-owned school buses shall practice all safety actions and protocols as indicated for other school staff.
- d. If the school district is using contracted transportation services, the contractor shall ensure all Board of Education safety actions and protocols are followed by the contractor and its employees and/or its agents.

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

- 2. Screening, Personal Protective Equipment (PPE), and Response to Students and Staff Presenting Symptoms
  - a. The school district shall screen students and employees upon arrival to a school building or work location for COVID-19 symptoms and a history of exposure.
    - (1) School staff must visually check students and employees for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.



- (2) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
  - (3) Results must be documented when signs/symptoms of COVID-19 are observed.
  - (4) The screening protocol will take into account students and employees with disabilities and accommodations that may be needed in the screening process for those students and employees.
  - (5) Students and employees with symptoms related to COVID-19 must be safely and respectfully isolated from others.
  - (6) If the school district becomes aware that an individual who has spent time in a school district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
- b. School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (1) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to



the individual at the point of entry, the visitor's entry to the school/district facility may be denied.

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

- (1) Accommodations for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.

- d. Exceptions to the Requirement for Face Coverings

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



- (6) During the period a student is eating or drinking.
- (7) Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistance (e.g. face coverings should not be worn by Pre-K students during nap time).
- (8) The student is engaged in high intensity aerobic or anaerobic activities.
- (9) Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart.
- (10) When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.

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

### 3. Facilities Cleaning Practices



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- a. The school district must continue to adhere to existing required facilities cleaning practices and procedures and any new specific requirements of the local health department as they arise.
- b. A procedure manual must be developed to establish cleaning and disinfecting schedules for schools and school equipment, targeted areas to be cleaned, and methods and materials to be used.

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

### 4. Wraparound Supports

- a. Mental Health Supports

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

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

### 5. Contact Tracing



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

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

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



1. Scheduling

- a. The school district's Plan must account for resuming in-person instruction and shall provide steps to shift back to virtual learning models if circumstances change and in-person instruction guidelines can no longer be followed.
- b. The school district's Plan accommodates opportunities for both synchronous and asynchronous instruction, while ensuring requirements for a 180-day school year are met.
- c. The school district recognizes special populations will require unique considerations to ensure the continuity of learning as well as the health and safety of students and staff within the least restrictive environment.

(1) Special Education and English Language Learners (ELL)

- (a) The school district shall provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats in accordance with this Policy.
- (b) The school district shall continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.



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

2. Staffing

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

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

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

1. School Funding

- a. Purchasing



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

b. Use of Reserve Accounts, Transfers, and Cashflow

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

c. Costs and Contracting

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

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

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

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



2. Professional Learning

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

(1) Professional Learning

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

(2) Mentoring and Induction

- (a) The school district shall ensure:
- (i) All novice provisional teachers new to the district be provided induction;
  - (ii) One-to-one mentoring is provided to novice provisional teachers by qualified mentors;
  - (iii) Mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment;



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

(3) Evaluation

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

3. Career and Technical Education (CTE)

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



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

c. Work-Based Learning

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

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

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

## Appendices

The following includes all appendices C, E, F, G, K, N, and O from the district’s Restart and Recovery Plan here as required by this Policy 1648.

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

? Transportation Services are provided through a shared service agreement by the Cinnaminson Township School District.

? The school district will use best practices for cleaning and disinfecting district-owned school buses and other transportation vehicles. Every school bus will be cleaned and disinfected before and after each bus route. All safety protocols will be maintained.



- ? Bus Cleaning Procedures and a Disinfecting Schedule has been established.
- ? Passenger limits will be placed on buses to promote social distancing.
- ? Where weather conditions allow, buses will have open windows to promote ventilation. ? Loading/Unloading Procedure - Buses will be loaded from the back to the front. Buses will be unloaded from the front to the back.
- ? Masks must be worn at all times, by all occupants, while on the bus.
- ? Field trips will be placed on hold through the first half of the school year.
- ? Athletic competition transportation: School bus social distancing guidelines will be followed as established by our transportation company.

**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**

Screening:

- The RTSD is seeking to partner with our families to ensure our schools remain a safe place for everyone. Parents will be required to complete a statement of assurance, through a one-time verification platform (Genesis or Google), they will take their child's temperature and verify they are free of COVID-19 symptoms, as outlined below, before sending them to school each day. In addition, out of an abundance of caution, all students will be screened for temperature (below 100) upon arrival to school. Students will be visually screened for outward signs and symptoms of COVID-19 by school staff as they enter the school building.
- Staff members will be required to verify they have taken their temperature and are not experiencing symptoms of COVID-19 as outlined below before entering the building each day. All staff will be required to complete an online verification (Genesis or Google) of compliance.
- Symptoms of COVID 19 include: A fever of 100° F or greater, Cough, Shortness of breath or difficulty breathing, Chills, Repeated shaking with chills, Muscle pain, Headache, Sore throat, New loss of taste or smell, Fatigue, Congestion or runny nose, Nausea or vomiting and Diarrhea.



- The school district has purchased twenty-five (25) hand held temperature monitors. They will be available for use in each school, Maintenance Department, CST and the Athletic Department.

#### Personal Protective Equipment (PPE):

- Face coverings will be worn by all students and staff members at all times when entering the building, while walking in the hallways, when in close contact with others and at all times.
- Replacement face coverings will be made available for those student or staff members whose mask becomes unusable during the day. Disposable gloves are also available for staff use upon request.
- Nursing staff will be issued face shields, face masks and protective gowns as necessary.
- 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 will be denied.

#### Students/Staff Presenting Symptoms:

- Nursing Staff to monitor those staff or students not feeling well. If symptomatic, the nurse will immediately follow procedure outlined in the **When Illness Occurs (below)** protocol. Any positive COVID-19 test results by student or staff member must be immediately reported to the Burlington County Department of Health. Notification protocols will be strictly followed.
- A staff member shall immediately notify the principal and the school nurse when he/she observes symptoms consistent with COVID-19 or becomes aware that an individual who has spent time in a district building tests positive for COVID-19. The school nurse shall immediately notify the Superintendent of Schools, local health officials and building principal of a confirmed case while maintaining confidentiality when the COVID-19 test is positive. The Superintendent will inform families of a positive COVID-19 case in the district following HIPAA and privacy notification protocols.
- Any staff member or student who was sent home with a fever and symptoms must stay home for ten days and until fever free for 24 hours (per current CDC guidelines) and the majority of the symptoms have resolved. If a COVID-19 test is taken and results are negative they may come back sooner OR if they see their



medical doctor and he/she writes a note stating it is not COVID based on the symptoms (i.e. strep etc.) will be acceptable.

### **When Illness Occurs:**

Children and staff with fever, cough, or difficulty breathing will be placed away from others in an isolation area or designated room and asked to wear a face mask until they can be sent home.

- Whenever possible, cover children's (age 2 and older) noses and mouths with a mask or cloth face covering.
- If a mask is not tolerated by the child, staff should use a face covering and follow social distancing guidelines (6 ft. away).
- Individuals should be sent home and advised to follow What to Do If You Are Sick.
- When an individual tests positive for COVID-19, the school will immediately notify local health officials, staff and families of a possible or confirmed case while maintaining confidentiality.
- Schools will be prepared to provide the following information when consulting public health:
  - o The identity of the person with COVID-19 or probable COVID-19 (i.e. staff, child in care, household contact).
  - o The date the person with COVID-19 or probable COVID-19 was last in the building;
  - o The date the person developed symptoms.
  - o Types of interactions the person may have had with other persons in the building or in other locations.
  - o How long their interactions were with other persons in the building.
  - o If other persons in the classroom or school have developed any symptoms; and
  - o Any other information to assist with the determination of next steps.

The school nurse shall require the certification of a physician that the student is contagion free before readmitting a student to school.



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

The Maintenance Department has established the following cleaning protocols:

- **Cleaning while staff and students are on site:** Custodians will clean office countertops and frequently touched surfaces on a regular basis throughout the school day. Entrance/exit doors, door handles, elevator buttons and light switches will be cleaned on a regular basis throughout the day. A cleaning schedule for bathrooms will be established by the maintenance department in consultation with school Principals to allow for cleaning on an hourly basis.
- Playground equipment will not be available for use at this time. It will be closed off with caution tape.
- **End of day cleaning:** Deep cleaning will take place on a nightly basis. Cleaning procedures as outlined in the Custodial Cleaning Manual will be reviewed and emphasized with custodial staff members.
- Every Wednesday all classrooms, offices and bathrooms will be cleaned per the daily cleaning protocols in addition all areas will be disinfected via electrostatic sprayers.
- All buildings will be cleared of non-essential employees no later than 4:00 PM each day to allow for cleaning and sanitizing by custodial staff.
- All maintenance staff members received summer “best practice” training and will continue to receive training on best practices in cleaning throughout the health crisis.

## **K. Academic, Social, and Behavioral Supports**

- **Social-Emotional Support and School Climate and Culture-** School leaders and colleagues will support staff and all staff will support students during these unique situations by providing regular check-in using, trauma informed strategies and allowing for flexible scheduling (as appropriate) to support individual needs. Student supports will include:
- Activities and communication strategies to build relationships and connectedness by practicing touch-free greetings, student (verbal) sharing opportunities, kind comment “circles”, recognition programs and/or get-to-know-you activities.



- Establishing clear routines and expectations for learning through use of consistent language and practices; repeated routines and predictability; and frequent verbal, written and visual (modeled) communication.
- Provide appropriate measures to assure safety and inclusiveness to provide encouragement and hope by practicing kindness, providing support, soliciting encouraging conversations/ stories of hope and kindness or showing empathy/ understanding for individual situations and needs or practicing reflective practices and self-awareness through mindfulness activities.
- Targeted interventions for identified students that need additional support from the child study team through IEPs, the counselors through 504 plans or strategies provided by other doctors/ caregivers that support the student's needs.
- Assessment of the success of these practices could include small group/ student conferring, morning meetings, emoji mood check-ins, celebrate and support boards or thumbs up checks.
- Staff support includes the use of the “zen zone”, wellness Wednesday Wakelet activity board, recognition programs, flexible afternoon schedules, ongoing professional development opportunities, additional planning and preparation time and wellness resources.
- **MTSS-** All staff will provide multi-tiered RTI services on-site and remotely that include universal support through UDL strategies and instructional practices, targeted small group (live and through zoom) interventions/instruction and intensive support as appropriate to include but not limited to counseling, therapy services and support service programs. These practices will be supported through:
- A positive school culture and climate through implemented SEL strategies, continuation of regular meetings with the school climate and culture teams, continuation of the No Place for Hate program in the high school and through the E3 network cohort and committees.
- District and School Leadership will support staff through district goals and professional development plans that focus around equitable practices and include trauma-informed training, SEL, culturally responsive teaching, SEI support, intervention strategies/support, participation in the E3 Network and additional individualized technology support.



- Family and Community participation will be encouraged through frequent communication by the staff including emails, conferences and reporting of student performance. Students will be invited to meetings, student led conferences and student program planning meetings via Zoom. Parents will be encouraged to attend the district S.E.A.T. meetings and other school related functions that provide information relative to learning. Additionally, a monthly newsletter to parents, Focus on Learning, will provide general program and learning updates. The website will provide parents with translated, updated information.
- Assessment of the success of the supports will include progress monitoring through multiple data points that include screening tools, formative assessment strategies, benchmarks, attendance, standardized test performance and report card grades. Data studies will occur in regular intervals by teacher led PLC groups, intervention teams, I&RS members and the administrative team.
- **Wraparound Supports** - Comprehensive academic, behavioral, and social-emotional support provided by both inside and outside of the school environment may include the following;
- The school district will utilize their partnerships with Riverside Township Police, and our district's SRO to develop comprehensive plans for families that support student's behavioral and social emotional support. Such programs will center around truancy concerns, drug/alcohol rehabilitation, and behavioral concerns that impact school and families.
- Guidance counselors and CST/other related services will be a strong resource in maintaining students' academic, behavioral, and social well-being. Counselors will be made available for academic counseling and to provide resources to families about therapeutic concerns. In the event outside agencies are needed, the district will use or direct families to the appropriate resource. Such resources include but are not limited to: Legacy Treatment Services, DCP&P, mobile response, Burlington County School Crisis Response Team, & Traumatic Loss Coalition. Referrals may be made to local mental health resources if they are not deemed to require the need for emergency response.

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

- The Riverside Township School District is committed to assisting the Burlington County Department of Health in the efforts of contact tracing.
- The Nursing Department has established procedures and created forms for recording health related information to assist the BCHD in the tracing process. All



documentation from our nurses to parents will be shared in multiple languages (English, Spanish and Portuguese).

- Contact tracing is a strategy used to determine the source of an infection and how it is spreading. Finding people who are close contacts to a person who has tested positive for COVID-19, and therefore at higher risk of becoming infected themselves, can help prevent further spread of the virus. A contact tracing team from the local health department or the NJDOH calls anyone who has tested positive for COVID-19. They ask the patient questions about their activities within a certain timeframe, to help identify anyone they have had close contact. Those contacts might include family members, caregivers, co-workers or health care providers.
- All school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school and district, shall be provided information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.
- The school nurse or designee shall make information available to educate the broader school community on the importance of contact tracing.
- The Riverside Township Board of Education anticipates adoption of policy P-1648, on August 13, 2020, with regards to Contact Tracing.
- Robin A. Ehrich, Superintendent and School Safety Specialist, has completed the Johns Hopkins University's COVID-19 Contact Tracing course.

## **N. Scheduling of Students**

### **Learning Plans:**

**Plan #1:** All students and staff return to 100% onsite operation as dictated by the current health crisis data and as directed by the Governor's Office, NJDOE, NJDOH and/or Burlington County Health Department.

### **Plan #2. Weekly Hybrid Learning Schedule: A/B student groupings:**

The Riverside Township School District has voted to open schools on September 3, 2020 under the Hybrid Learning Plan. All onsite learning will take place from 8 am through 12:30 pm. Arrival and dismissal will be the same for all three schools throughout the current health crisis. Our goal is to provide a consistent schedule, routines and structure for all students.



**Monday and Tuesday:** (A) group is onsite for learning, (B) group is home for remote learning. In the first half of the day teachers will provide instructional support to those students onsite, remote learners will be required to complete the remote learning requirements provided by the teacher through their designated learning platform. In the second half of the day teachers will support all learners through remote instruction.

**Wednesday:** All students and staff will operate on a remote learning schedule and will be supported through designated learning platforms. All buildings and offices will be closed to staff and visitors and will be disinfected via electrostatic sprayers.

**Thursday and Friday:** (B) group is onsite for learning, (A) group is home for remote learning.

In the first half of the day teachers will provide instructional support to those students onsite, remote learners will be required to complete the remote learning requirements provided by the teacher through their designated learning platform. In the second half of the day teachers will support all learners through remote instruction.

Students in specialized populations will be offered live learning four days per week to accommodate their learning needs.

**\*\* All Remote Option:** Those parents choosing to keep their children at home for an All Remote option will be taught and supported during the Hybrid remote sections as listed in the above learning framework.

A survey to choose the Remote Only or Hybrid learning option has been sent to all parents in a separate email.

**Plan #3:** All students and teachers operate on a 100 % remote learning model as directed by the Governor's Office, NJDOE, NJDOH and/or Burlington County Health Departmentor if applicable by majority vote of the RTSD BOE.

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.

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.

## O. Staffing



All staff, including newly hired staff, will become familiar with district online protocols and platforms during professional development summer sessions, individualized tutorial sessions (scheduled upon request) and through building level in-service meetings prior to school opening.

All staff, including newly hired staff, will develop 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 through the use of the Remote Learning Resource List documents and professional development opportunities.

All staff, including newly hired staff, will develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities through the use of the Components of Remote Learning and professional development opportunities.

Professional Development Schedule

New Teacher Mentoring Handbook (Supplemental Guide)

New Teacher Orientation

Adopted: 10 September 2020

