Restart and Recovery Plan to Reopen Schools

Ewing Township 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 districts to develop, in collaboration with community stakeholders, a Restart and Recovery Plan (Plan) to reopen schools in September 2020 that best fits the school district’s local needs. The NJDOE Guidance presents information for New Jersey public school districts related to four key subject areas: Conditions for Learning; Leadership and Planning; Policy and Funding; and Continuity of Learning.

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

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

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

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

The NJDOE Guidance uses the term “school districts” or “schools” or “districts” when referring to the completion of tasks. For example, “districts must develop a schedule for increased routine cleaning and disinfection.” This Plan assigns the responsibility for completing tasks to “school officials” which would be the Superintendent of Schools or a designee of the Superintendent of Schools.
The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. The Board of Education has adopted Board Policy 1648 – Restart and Recovery Plan that includes the policies required in the NJDOE Guidance.

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of this Plan include the school district’s unique and locally developed protocols to ensure school(s) in the district reopen safely and are prepared to accommodate staff and students’ unique needs during this unprecedented time. Also included in the Appendices section is a chart that includes all websites and outside guidance information that are listed in the NJDOE Guidance.

The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by Executive Order of the Governor of New Jersey and are subject to change.
The Board of Education’s Restart and Recovery Plan addresses four key subject areas:

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

A. Conditions for Learning

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

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

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

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

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

Ten Critical Areas of Operation

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

(1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:

(a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.

(b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.

(c) The CDC’s Guidance for Schools and Childcare Programs, if applicable, will be followed.

(d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.
Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:

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

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

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

(1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at
least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

(2) 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 are required while students are seated at desks, and 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 districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:

(a) In each classroom (for staff and older children who can safely use hand sanitizer).
(b) At entrances and exits of buildings.

(c) Near lunchrooms and toilets.

(d) Children ages five and younger should be supervised when using hand sanitizer.

(e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

(8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.

(a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

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

(1) If the school district is providing transportation services on a school bus 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]
d. Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas – Anticipated Minimum Standards Incorporated into the Plan

(1) The Board’s Plan should establish the process and location for student and staff health screenings.

(2) If physical distancing (six feet apart) cannot be maintained for individuals in line waiting to enter or exit a building, face coverings shall be worn while in the line.

(3) Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

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

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

(1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:

(a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.

(b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.

(c) Results must be documented when signs/symptoms of COVID-19 are observed.
(d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.

(2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:

(a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.

(b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

(c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:

(i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.

(ii) Following current Communicable Disease Service guidance for illness reporting.

(iii) An adequate amount of PPE shall be available, accessible, and provided for use.
RESTART & RECOVERY PLAN

(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 required to wear face coverings indoors, and face coverings can only be taken off outdoors under strict supervision.

(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.

(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.
(2) The Board’s Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:

(a) A schedule for increased routine cleaning and disinfection.

(b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).

(c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.

(d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:

(i) Classroom desks and chairs;

(ii) Lunchroom tables and chairs;

(iii) Door handles and push plates;

(iv) Handrails;

(v) Kitchens and bathrooms;

(vi) Light switches;

(vii) Handles on equipment (e.g. athletic equipment);

(viii) Buttons on vending machines and elevators;

(ix) Shared telephones;
(x) Shared desktops;

(xi) Shared computer keyboards and mice;

(xii) Drinking fountains; and

(xiii) School bus seats and windows.

(e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

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

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

(1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board’s Plan, if applicable:

(a) Stagger times to allow for social distancing and clean and disinfect between groups.

(b) Discontinue family style, self-service, and buffet.

(c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.

(d) Space students at least six feet apart.

(e) Require individuals must wash their hands after removing their gloves or after directly handling used food service items.

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

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

(1) The Board’s Plan regarding recess and physical education should include protocols to address the following:
(a) Stagger recess, if necessary.

(b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.

(c) The use of cones, flags, tape, or other signs to create boundaries between groups.

(d) A requirement that all individuals always wash hands immediately after outdoor playtime.

(e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.

(f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).

(g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.

(i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.

(ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.

(2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.
(3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

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

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

(1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.

(2) The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

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

2. Academic, Social, and Behavioral Supports

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

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

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

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

X Currently Being Utilized

The district’s counseling department has continued supporting the social emotional needs of students through the spring school closure.

When schools reopen, the social emotional needs of students will be addressed throughout the day during morning meetings (K-5), mini homeroom (grades 6-8), small social skills based groups, counselor delivered lessons and the health curriculum K-12. Our students social-emotional needs will also be emphasized in our professional development programming.

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

X Currently Being Utilized

The district provides I&RS teams in all buildings. Through I&RS, staff collaborates with parents to meet the academic and behavioral needs of students. Annually, student assessment data is reviewed to
establish students who are not meeting expectations and provide additional support through, Early Intervention Services (EIS) at the elementary level and Tiered Support services at the middle school level, full year instead of semester based math courses at the high school and a Real World Writing course for high school freshman. The district also has a Behavior Specialist on staff to support teachers and students with concerns in this area.

c. Wraparound Supports

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

___ Not Being Utilized

___ Being Developed by School Officials

X   Currently Being Utilized

Each building has a mental health support team school counselors plus Child Study Team members (Psychologist, Learning Consultants and Social Work) to assist teachers, students and parents with academic and social emotional services. At the district level, we have two Student Assistance Counselors (SAC) and a Behavior Specialist who also provide inside interventions to identified students.

Through the I&RS process, our mental health support professionals engage with check in/check out support for identified students. All mental health support professionals will assist families coordinating with outside resources when appropriate.

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
X Currently Being Utilized

The Elementary Schools will be providing students lunch during the school day. Ewing High School and Fisher Middle School families eligible for the Federal Lunch Program will receive food in a process similar to the one instituted during the public health closure with families picking up food for the week in a safe and socially distanced process at the school.

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

X Currently Being Utilized

The Ewing Schools had traditionally offered, and plans to offer, a before and after school child care program, called EDP, at the elementary level.

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

B. Leadership and Planning

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

The provisions marked "anticipated minimum standards" as outlined in the Guidance have been incorporated into the Board’s Plan and corresponding protocols, as applicable.
The Leadership and Planning section of the Guidance also provided "additional considerations" that assisted school officials in considering ways to adhere to the “anticipated minimum standards”.

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

[See Appendix L – Restart Committee]

2. Pandemic Response Teams
   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.

g. The Pandemic Response Team is responsible for:

   (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
   (2) Adjusting or amending school health and safety protocols as needed.
(3) Providing staff with needed support and training.

(4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.

(5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.

(6) Providing necessary communications to the school community and to the school district.

(7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3. Scheduling

a. The Board’s Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.

b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.

(1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.

(2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while
ensuring the requirements for a 180-day school year are met.

c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.

(1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

(2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:

(1) Provide teachers common planning time.

(2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.

(a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.

(b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.

(3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
(4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.

(5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.

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

[See Appendix N – Scheduling of Students]

4. Staffing

a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board’s Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.

b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.

c. The Board’s Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:

(1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.

(2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).

(3) Certification

(a) Performance Assessment (edTPA) Guidance
Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

(b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]
5. In-Person and Hybrid Learning Environments: Roles and Responsibilities

a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.

b. Instructional staff should:

(1) Reinforce social distancing protocol with students and co-teacher or support staff.

(2) Limit group interactions to maintain safety.

(3) Support school building safety logistics (entering, exiting, restrooms, etc.).

(4) Become familiar with district online protocols and platforms.

(5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.

(6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.

(7) Provide regular feedback to students and families on expectations and progress.

(8) Set clear expectations for remote and in-person students.

(9) Assess student progress early and often and adjust instruction and/or methodology accordingly.

(10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).

(11) Instruct and maintain good practice in digital citizenship for all students and staff.
(12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.

(13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.

(14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).

(15) Limiting on-line activities for pre-school students.

c. Mentor teachers should:

(1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

(2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.

(3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.

(4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.

(5) Continue to maintain logs of mentoring contact.

(6) Mentor teachers should consider all health and safety measures when doing in-person observations.

(7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

(8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:

1. Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.

2. Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.

3. Prioritize vulnerable student groups for face-to-face instruction.

4. Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.

5. Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.

6. Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.

7. Define and provide examples of high-quality instruction given context and resources available.

8. Assess teacher, student, and parent needs regularly.

9. Ensure students and parents receive necessary supports to ensure access to instruction.


11. Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
(12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.

(13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.

(14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.

(15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.

(16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.

(17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

(18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.

e. Educational services staff members should:

(1) Lead small group instruction in a virtual environment.

(2) Facilitate the virtual component of synchronous online interactions.

(3) Manage online platform for small groups of in-person students while teacher is remote.

(4) Assist with the development and implementation of adjusted schedules.
(5) Plan for the completion of course requests and scheduling (secondary school).

(6) Assist teachers with providing updates to students and families.

(7) Support embedding of SEL into lessons.

(8) Lead small group instruction to ensure social distancing.

(9) Consider student grouping to maintain single classroom cohorts.

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

f. Support staff/paraprofessionals may:

(1) Lead small group instruction to ensure social distancing.

(2) Consider student grouping to maintain single classroom cohorts.

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

(4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.

(5) Provide real-time support during virtual sessions.

(6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.

(7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.

(8) Lead small group instruction in a virtual environment.

(9) Facilitate the virtual component of synchronous online interactions.
(10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

(1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.

(2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.

(3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.

(4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

(1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.

(2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).

(3) To the extent possible, provide district one-to-one instructional devices and connectivity.

(4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).

b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:
(1) Train student teachers to use technology platforms.

(2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.

(3) Survey assistant teachers to determine technology needs/access (Pre-school).

(4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

c. Student teachers should:

(1) Obtain a substitute credential to gain the ability to support students without supervision as needed.

(2) Lead small group instruction (in-person to help with social distancing).

(3) Co-teach with cooperating teacher and maintain social distancing.

(4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.

(5) Implement modifications or accommodations for students with special needs.

(6) Facilitate one-to-one student support.

(7) Lead small group instruction virtually while the classroom teacher teaches in-person.

(8) Provide technical assistance and guidance to students and parents.

(9) Develop online material or assignments.

(10) Pre-record direct-instruction videos.

(11) Facilitate student-centered group learning connecting remote and in-person students.
d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:

(1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.

(2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).

(3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.

(4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.

(5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

7. Athletics

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

[See Appendix P – Athletics]
C. Policy and Funding

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

1. School Funding

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

      (1) Elementary and Secondary School Emergency Relief Fund;

      (2) Federal Emergency Management Agency – Public Assistance; and

      (3) State School Aid.

   b. School District Budgets

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

   c. School Funding

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

### (1) Purchasing

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

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

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

### (3) Costs and Contracting

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

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

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

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

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

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

   a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.

   b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.

   c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
## RESTART & RECOVERY PLAN

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

b. Districts should:

1. Conduct a needs assessment.

2. Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.

3. Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.

4. For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
   
   a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

### 3. Curriculum, Instruction, and Assessment

a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).

b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students’ family members and caregivers.

c. Virtual and Hybrid Learning Environment

1. Curriculum

   a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.
(b) To accelerate students’ progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.

(c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

(2) Instruction

(a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.

(b) In crafting an instructional plan, the school district should consider the following:

(i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.

(ii) Design for student engagement and foster student ownership of learning.

(iii) Develop students’ meta-cognition.

(iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
(v) Assess the district’s data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.

(vi) Assess ELLs’ levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(3) Assessment

(a) For the purposed of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.

(b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.

(c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.

(d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.

(e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.

(i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.
4. Professional Learning

a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.

b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.

c. Professional learning opportunities should be:

(1) Presented prior to the beginning of the year;

(2) Presented throughout the school year;

(3) Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;

(4) Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and

(5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.

d. Mentoring and Induction

(1) Induction must be provided for all novice provisional teachers and teachers new to the district.

(2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.

(3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.

(4) Mentoring must be provided in both a hybrid and fully remote learning environment.
(5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

e. Evaluation

(1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.

(2) School districts should develop observation schedules with a hybrid model in mind.

(3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.

(4) School districts should consider the School Improvement Panel’s (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.

(5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

5. Career and Technical Education (CTE)

a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.

b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.

c. Guiding Principles

(1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.

(2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.
d. Quality CTE Programs

(1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLS, CTE Core Content Standards, industry certifications, college credit agreements, etc.

(2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.

e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

Restart and Recovery Plan to Reopen Schools

Ewing Township Board of Education

Fall 2020
Appendix A

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

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

a. Protocol for High Risk Staff Members
b. Protocol for High Risk Students

The Ewing Schools is dedicated to meeting the needs of our High Risk students and staff as we navigate the return to school during this public health crisis.

For our High Risk students, we are offering an enhanced Virtual Learning Program.

This remote learning option is designed for families that are unable, or hesitant, to send their children to our reopened school buildings due to family health concerns. This could include medically fragile or vulnerable children, medically fragile or vulnerable family members at home, related mental health conditions, or other medical issues.

Virtual Learning Program 2.0 will be taught online by Ewing School District teachers and will feature the following:

- A dedicated Learning Management System.
- Students interact virtually, several times a week, with the teachers using their technology device and instructional resources. This will include both synchronous (scheduled class meetings) and asynchronous (student self-paced) learning.
- Teachers will meet with students in whole class and small group instruction through video conferencing
- Access to digital content and instructional resources (video and audio)
- Online assessments including quizzes, peer assessment and projects
- Teaching, learning, student engagement, discussion, brainstorming and problem solving will occur in a fully virtual/digital environment
- Teachers will post weekly assignments and provided descriptive and actionable feedback for students through the Learning Management system
- District-provided technology and technology assistance for families.
Addressing Frequently Asked Questions we get from the community:

If I enroll my child in the Virtual Learning Program 2.0, how long will they have to stay in the program?
We are asking all enrolled students to stay in the Virtual Learning Program 2.0 for a minimum of one marking period prior to requesting a return to our in-person school programs.

If I choose to send my child to in-person schooling, but then become concerned about the health conditions in the school building, can I enroll my child in the Virtual Learning Program 2.0?
That depends upon space, staff and program availability. We are doing all we can do make the return of students to our school as safe as possible during this pandemic. Please follow our updates and pay close attention to our steps and processes. If these measures do not appear to be sufficient to you and your unique family situation, it may be best to enroll your student in the Virtual Learning Program 2.0 now.

If my child is in the in-person program and he/she or a family member test positive for COVID or needs to quarantine due to potential exposure, will my child move to the Virtual Learning 2.0 program?
No. Elementary school students will move to individualized Home Instruction during the fourteen (14) day quarantine period. Secondary students will remain in the A/B in person program with the teachers continuing to provide instruction for the fourteen (14) day quarantine period.

If we opt for the Virtual Learning Program 2.0, will the coursework be similar to the spring semester of last year?
Last spring, as a district and as a community, we were responding to emergency circumstances. As we have been able to learn from our time in extended closure, our ability to implement virtual learning has grown. Our use of digital tools and live, synchronous instruction has evolved as well. Through professional development and other experiences we are confident in our ability to deliver an enhanced program and meet our students’ learning needs virtually.

Will the Virtual Learning Program 2.0 include live teacher interaction?
Teachers will provide several live, interactive instruction sessions per week.

Will the Virtual Learning Program 2.0 have scheduled teaching times?
Each teacher will establish several scheduled sessions per week but there will also be flexibility for students, as this was determined to be a positive of our program.
How will my child’s IEP goals be met in Virtual Learning Program 2.0?
To the greatest extent possible, the district will provide any special education student enrolled in the Virtual Learning Program 2.0 with the special education supports and services listed in the student’s IEP. The teacher and the case manager will monitor the child's progress during this process and make any adjustments to the IEP as necessary. In addition, the Child Study Teams will provide supports as it relates to social/emotional well-being for our students while balancing the instructional delivery and individual needs of all our students with special needs. There is the possibility of targeted individualized in-person provision of related services for special education students enrolled in the Virtual Learning Program 2.0 if it is deemed safe, appropriate and beneficial.

If I enroll in the Virtual Learning Program 2.0, will the district provide me with technology assistance?
Yes, the district will have the ability to provide you a device that will support online learning, and will assist you in internet access needs if appropriate.

What are the hours for Virtual Learning Program 2.0?
Our Virtual Learning Program 2.0 will feature flexibility as well as synchronous learning, but the instructional hours for students follows the early dismissal schedule:
Elementary Schools – 9:00AM – 1:40PM with office hours 2:20PM – 3:40PM
Fisher Middle School – 8:35AM – 12:35PM with office hours 1:05PM – 3:05PM
Ewing High School – 7:45AM – 12:15PM with office hours 12:45PM – 2:45PM

If I select Virtual Learning Program 2.0 for my child, can he/she participate in sports, clubs or any other extracurricular activities?
Students who are enrolled in the Virtual Learning Program 2.0 are eligible to participate in sports, clubs or extracurricular activities if the district is offering these programs.

Is there a cost to parents for the Virtual Learning Program 2.0?
No.

How will students in the Virtual Learning Program 2.0 be graded?
We value quality learning experiences and meaningful assessments and plan to deliver those experiences to students in our Virtual Learning Program 2.0. The students will be assessed and graded by their assigned teacher, and grades will be issued and entered into our Genesis gradebook.

Will the Virtual Learning Program 2.0 be taught by Ewing Public Schools teachers?
Yes.

When do I have to make my decision regarding the Virtual Learning Program 2.0?
We are asking any parent who wishes to enroll their child in the Virtual Learning Program 2.0 to notify us by July 31st. Registration will be closed on August 7th.
What happens if I do not enroll my child in the Virtual Learning Program 2.0?
They will be scheduled for our in-person instruction at their assigned school beginning on September 8th.

Employees who have a personal high risk medical condition or a household family member who has a high risk medical condition that would prevent or hinder the employee from returning to the district buildings(s) are required to submit a doctor’s note to the Human Resources Department substantiating the high risk medical condition(s).

Furthermore, employees that have a medical condition that would require a reasonable accommodation on the part of the school district in order for the employee to perform their duties are required to submit a doctor’s note to the Human Resources Department.

The Human Resource Department, in compliance with the Occupational Safety and Health Administration (OSHA) and the Americans with Disabilities Act (ADA) will work to provide reasonable accommodations to allow employees to perform the essential functions of their position while minimizing the risk of exposure.

The Human Resources Department will evaluate each request on a case-by-case basis. We will look to staff High Risk staff members into our Virtual Learning Program as a logical step, and provide other workplace accommodations to staff members as needed.
Appendix B

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

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

a. Social Distancing in Instructional and Non-Instructional Rooms

b. Procedures for Hand Sanitizing/Washing

The Ewing Schools has implemented several measures to ensure social distancing in Instructional and Non-Instructional Rooms. At the elementary level, we are emphasizing instructional pods of 8-12 students who will have limited interaction with other students. At the secondary level, we are implementing a hybrid/blended approach of school attendance/virtual learning featuring an A/B rotation of students that will limit the number of students in classrooms and the hallways.

The Ewing Schools will follow social distancing guidelines to the maximum extent possible. Face coverings are always required for staff and visitors, and expected for students unless there it is dangerous to the child’s health. The Ewing Schools will minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.

The Ewing Schools has procured the following with regard to hand sanitizing and hygiene:

36 cases 12/case 7.5 ml Hand Sanitizer Spray Bottles
New manual hand sanitizing dispensers, wall and stand mount

300 (ordered)

50 New Auto hand sanitizing dispenses, wall and stand mount (ordered)

50 New hand sanitizing stands (entry door stations)

Hand washing breaks will be emphasized frequently, and signage emphasizing the process will be displayed.
Appendix C

Critical Area of Operation #3 – Transportation

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

a. Student Transportation

b. Social Distancing on School Buses

The Ewing Schools will offer bus transportation as per normal during this public health crisis. However, we acknowledge that it may be difficult to maintain social distancing on some of our runs. Consequently, parents are encouraged to drive their students to school if possible so that we can create as much distance between students on the bus as possible. We will work with our schools to enhance flexibility with regard to arrival windows.

It is mandated that families ensure that their students pass the district’s health screening protocol at home prior to going to the bus stop. If a child has symptoms, is sick, or does not pass the home screening, do not go to the bus stop.

Children from the same household are encouraged to sit together on the bus. All other students should socially distance to the greatest extent possible.

At the bus stop students and caregivers should maintain strict physical and social distancing from one another. When boarding the bus, they should do so in an orderly manner and quickly find a seat as far away from the other passengers as possible. Take your seat and put on your seatbelt quickly.

Children should remain seated and as quiet as possible during the bus ride in order for the driver to get everyone to school in a safe and efficient manner.

All drivers, aides, and students will be required to wear a mask for the duration of the bus ride.

All district owned buses will be cleaned daily using an electrostatic cleaner which uses electricity to produce a disinfecting mist that can quickly and efficiently clean surfaces.
This will be done at the end of each day and in between individual bus runs to the extent possible.

*Other Transportation Protocol:*

Upon reporting for work in the morning, drivers have their temperature taken, and asked a series of questions, to ensure they are feeling well, and have not been exposed to anyone who has COVID19.

Students and drivers will be required to wear facial masks on board of school buses. If the driver or a student does not have a face mask, a face mask will be available to the student.

Seating and social distancing:

- Seats will be assigned, and will be clearly marked, indicating where to sit or not sit
- Seats will be assigned by cohort (same students sit together each day).
- Students will be assigned seats in the morning, with the first student onboard loading in the back of the vehicle, and the last one onboard, loading in the front of the vehicle. In the afternoon, the opposite practice will be followed; the student(s) who exits the bus last, will sit in the rear of the vehicle, and the student(s) who exit the bus first will sit in the front of the vehicle.
- Drivers should be a minimum of 6 feet from students;
- Have windows open if the weather allows
- Signs will be hung to reinforce social distancing and hygiene rules.

The district is requiring contracted transportation providers to clean and sanitize seats, rails and highly touched surfaces before each run. The district shall collaborate with the contracted service provider to develop these procedures and ensure that they are consistently followed; a checklist may be developed to ensure compliance. The contracted service provider shall collaborate with the district in establishing cleaning/sanitization protocols that are consistent with social distancing practices. The contracted service provider shall ensure that employees are fully trained in the implementation of the established protocols:

- All personnel responsible for cleaning school buses shall document the cleaning/sanitizing measures taken. Personnel are required to:
  - Demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus; and
  - Provide a certification that, before the route commenced, the required process was completed as required.
The procedures will identify sanitizing agents that may be used and will be limited to products included on the U.S. Environmental Protection Agency’s list of products that have shown to be effective against COVID-19.

- These procedures will likely include two stages: cleaning, which removes dirt and germs from surfaces, and disinfecting, which kills germs on surfaces that remain after cleaning.
Appendix D

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

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

a. Location of Student and Staff Screening
b. Social Distancing in Entrances, Exits, and Common Areas

Student Flow, Entry, Exit, and Common Areas

- The Ewing Schools is currently changing its entry and exit plans for each of our schools to emphasize social distancing.
- Physical guides, such as tape on floors or sidewalks and signs on walls, will be utilized to help ensure that staff and students remain at least 6 feet apart in lines and at other times (e.g. guides for creating “one-way routes” in hallways).
- We will work to minimize interaction between students during arrival and dismissal times.
- Establish separate entrances and exits to school facilities where possible.
- Create “one-way routes” in hallways.

For screening and seclusion purposes during the school day every building will have two auxiliary nursing locations staffed by health professionals. Staff and students who are presenting symptoms of being sick will be screened and sent home as soon as possible if positive potential symptoms are identified. If a student cannot be picked up they will be quarantined until parent transportation is available. These locations will be kept separate from the nurse’s office and typical day-to-day nursing operations. They will be located, when possible, near separate entrances to reduce interaction with other students and staff members. Each location will be used every other day, be deep-cleaned and have continuous air purifiers running 24 hours a day.

With reduced capacity, we will work to limit some hallways to one way, as well as place signage and barriers, as appropriate, to assist with hallway movements. Entrance and exit from school will also be modified. Remember, EHS and FMS will be operating at half-student capacity, and will also not have the students who opted for the Virtual Learning Program.
Social distancing strategies in schools:

- Cancel activities and large gathering events such as field trips, student assemblies, athletic events or practices, special performances, school-wide parent meetings, or spirit nights.
- Cancel or modify classes where students are likely to be in very close contact. For example, in physical education or choir classes, consider having teachers come to classrooms to prevent classes mixing with others in the gymnasium or music room).
- Increase the space between desks. Rearrange student desks to maximize the space between students. Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- Avoid mixing students in common areas.
- Reduce congestion in the health office. For example, use the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution.
- Limit nonessential visitors. Limit the presence of volunteers for classroom activities, mystery readers, cafeteria support, and other activities.
- Limit cross-school transfer for special programs. For example, if students are brought from multiple schools for special programs (e.g., music, robotics, academic clubs), consider using distance learning to deliver the instruction or temporarily offering duplicate programs in the participating schools.
- Teach staff, students, and their families to maintain distance from each other in the school. Educate staff, students, and their families at the same time and explain why this is important.

**CDC’s Considerations for Schools regarding the Return to School:**

- Hand Hygiene and Respiratory Etiquette
  - Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.
  - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
  - Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
Appendix E

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

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

a. Screening Procedures for Students and Staff

b. Protocols for Symptomatic Students and Staff

c. Protocols for Face Coverings

Masks will be required for all staff, students and anyone who enters the school building. Science tells us the best way to prevent the spread of this disease is social distancing and masks, so both will be emphasized/mandated. Remember, parents should work with your child over the summer on wearing a mask for extended durations.

Families will be asked to provide their child with an appropriate mask for each day of school. The district will also be giving each student a school district logo-embroidered washable mask. The district will have additional PPE to issue to students if they do not have an appropriate mask, if their mask gets wet or dirty, or if they do not have access to PPE.

The district will look for opportunities, particularly at the elementary school level during our enrichment cycle, which will feature outdoor learning experiences, to give students socially distanced mask breaks. This will also be a feature of our secondary level physical education classes.

*The district has purchased the following PPE for use this fall:*

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>12,000</td>
<td>3-ply medical masks (in stock)</td>
</tr>
<tr>
<td>6,000</td>
<td>3-ply children’s size medical masks (in stock)</td>
</tr>
<tr>
<td>5,800</td>
<td>KN95 masks (in stock)</td>
</tr>
<tr>
<td>5,000</td>
<td>Cotton/Poly masks (in stock)</td>
</tr>
<tr>
<td>500</td>
<td>Standard dust masks (in stock)</td>
</tr>
<tr>
<td>100</td>
<td>Clear masks (ordered 1-2 week lead time)</td>
</tr>
</tbody>
</table>
### RESTART & RECOVERY PLAN

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-ply cotton w/ Ewing logo</td>
<td></td>
<td>loop backs (ordered 2-3 week lead time)</td>
</tr>
<tr>
<td>Gloves</td>
<td></td>
<td>5 ml. Nitrile gloves-Small (in stock)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 ml. Nitrile gloves-Medium (in stock)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 ml. Nitrile gloves-Large (in stock)</td>
</tr>
<tr>
<td>Gloves</td>
<td></td>
<td>5 ml. Nitrile gloves-XLarge (in stock)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 ml. Rubber Gloves (Custodial Grade-in stock)</td>
</tr>
<tr>
<td>Face Shields</td>
<td>580</td>
<td>Face Shields (in stock)</td>
</tr>
<tr>
<td>Non-Contact Forehead Thermometers</td>
<td>68</td>
<td>Non-contact Forehead Thermometers (in stock)</td>
</tr>
<tr>
<td>Sneeze Guards</td>
<td>25</td>
<td>Sneeze Guards (in stock)</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>¼” 4’ x 8’ clear plexiglass sheets (in stock)</td>
</tr>
</tbody>
</table>

The state’s “Restart and Recovery Plan for Education” requires a daily screening for staff and students before arriving at school. The district has created a questionnaire that must be completed each morning by staff and students. For staff, by signing into work, employees will acknowledge that they have completed the survey. For students, we are still working on the logistics with regard to the attestation of completing the daily screening. The daily screening will consist of the following questions:

*Are you experiencing any of the following symptoms? Fever, Cough, Sore Throat, etc.*
*Have you had close contact with or cared for someone who is currently sick?*  
*Have you or someone in your house been diagnosed with COVID-19 in the past three weeks or have reason to believe you/they have COVID-19?*

We are asking families to take the temperature of each child prior to sending students to school.

The administrative and nursing staff at our schools will have a secondary screening process that will focus on students who have not provided proof of survey completion or random health screenings of staff and students.

It should be emphasized that if a student or staff member shows any symptoms of being ill during this public health crisis, they should stay home and isolate. We are currently working with our own policies and the Department of Education to add flexibility and accommodations to our attendance standards.

### Symptom Screening
Temperature checks and symptom screening are a frequent part of many reopening processes to identify symptomatic persons to exclude them from entering buildings and business establishments.

Schools should develop plans for rapid response to a student or staff member with fever who is in the school regardless of the implementation of temperature checks or symptom screening prior to entering the school building.

Students may have difficulty with the social and emotional aspects of transitioning back into the school setting, especially given the unfamiliarity with the changed school environment and experience.

Special considerations are warranted for students with pre-existing anxiety, depression, and other mental health conditions; children with a prior history of trauma or loss; and students in early education who may be particularly sensitive to disruptions in routine and caregivers.

What happens if there is a suspected COVID-19 case?

Coordinate with local health officials. Once learning a COVID-19 case is someone who has been in the school, immediately notify local health officials. Local health officials will help administrators determine a course of action.

Local health officials’ recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.

Consider dismissing students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

Communicate with staff, parents, and students. Coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure.

In such a circumstance, it is critical to maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.

Clean and disinfect thoroughly.

Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for
exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.

- Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.

- If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.

- Make decisions about extending the school dismissal. Temporarily dismissing schools is a strategy to stop or slow the further spread of COVID-19 in communities.

- The school district may seek guidance from local health officials to determine when students and staff should return to schools and what additional steps are needed for the school community.

- In addition, students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.

**Teach and reinforce healthy hygiene practices.**

- Train staff on healthy hygiene practices so they can teach these to students.
- Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol.
- CDC offers several free handwashing resources that include health promotion materials, information on proper handwashing technique, and tips for families to help children develop good handwashing habits.
- Ensure adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) to support healthy hygiene practices.

**Monitor and plan for absenteeism.**

- Review the usual absenteeism patterns at your school among both students and staff.
Alert local health officials about large increases in student and staff absenteeism, particularly if absences appear due to respiratory illnesses (like the common cold or the “flu,” which have symptoms similar to COVID-19).

- Review attendance and sick leave policies. Encourage students and staff to stay home when sick, even without documentation from doctors. Use flexibility, when possible, to allow staff to stay home to care for sick family members.
- Discourage the use of perfect attendance awards and incentives.
- Identify critical job functions and positions, and plan for alternative coverage by cross-training staff.
- Determine what level of absenteeism will disrupt continuity of teaching and learning.
Appendix F

Critical Area of Operation #6 - Contact Tracing

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

Contact tracing is the process used to identify those who come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice in New Jersey and around the world and is an integral function of local health departments in keeping communities safe from the spread of disease. Upon notification that a resident has tested positive for COVID-19, a local health department will call 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 10 minutes.

Contact tracing will be critical if a staff member or student is suspected of having the virus. Currently the district’s four School Safety Specialists (Michael Nitti, David Hauserman, Brian Parker, Matthew Knight) have completed a training course and are certified contact tracers, and other district personnel will soon complete training. District contact tracers will work closely with county health officials throughout this process and determine the scope of concern. There is the possibility that certain students will be asked to quarantine or that a school could be closed for a period and pivot to virtual learning.

Schools and districts should engage the expertise of their school nurses and other staff members with relevance and expertise to educate the broader school community on the importance of contact tracing.

The work of these staff members should focus on the following:

- Identify the criteria an individual must meet in order to activate the board’s contact tracing policy;
- Clearly describe the school or district’s responsibilities regarding notification of:
  - its local health department;
  - Staff, families and the public;
  - Identify the school or district’s role in assisting its local health department conduct contact tracing activities, including ongoing communication with the identified individual and/or their contacts.
Ensure adequate information and training is provided to school and district staff as necessary to enable staff to carry out responsibilities assigned to them under the policy; and

- Adhere to all applicable federal and state requirements regarding privacy of educational records (e.g. FERPA).
- Designation of a staff liaison or liaisons responsible for providing notifications and carrying out other components of the board’s contact tracing policy could help ensure that notifications are carried out in a prompt and responsible manner.
- Open communication systems that allow staff, students, and families to self-report symptoms and/or suspected exposure could assist school districts provide prompt notification.
Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

The Ewing Public Schools works with Hillyard Environmental as our supplier of all of our cleaning supplies and equipment. We follow their protocols for cleaning and Pre-Pandemic, we were following their protocols for Schools/Public Institutions. Post-Pandemic we are now following their guidance for Hospital level cleaning. Hillyard has modeled this new program to meet the requirements of the Center for Disease Control (CDS) and Environmental Protection Agency (EPA).

The focus of this higher level cleaning protocol is Enhanced High-Touch Surface Cleaning and Disinfection. These areas include but are not limited to door-knobs, keyboards, water fountains, etc. It involves the use of hospital-grade High-Volume Disinfection System. We have such systems already in use at each school and are ordering additional units.

The district is purchasing the necessary equipment to produce this high-level of cleaning and all district custodial staff will be trained in the use of this program and equipment from Monday, July 20th through Friday, July 24th.

Cleaning Checklist cards will be utilized for each area as part of the new procedure to maintain documentation of the cleaning done in each area and to ensure that all required areas and surfaces have been cleaned/sanitized.

The district has implemented “Enhanced High-Touch Surface Cleaning.”

There are a number of differences with this approach but simply it breaks down high-touch hot spots into categories for examples door handles, light switches, and faucets are a category 1 surface that pre-pandemic would have been cleaned daily. The new protocol focuses on cleaning that area 3 times per day at minimum.

Because the protocol breaks down surfaces and places them in categories with an established practice that meets CDC and EPA guidelines it makes it easier for the district’s custodians to focus on those areas that might come in contact with more people and therefore pose more risk.
There is also a strict documentation step associated with this protocol, that forces accountability in cleaning areas in accordance with the protocol.

The district has purchased a number of air purifiers for schools that can be deployed as needed. These units are effective at disinfecting the air specific location like a classroom, nurse’s office, etc.

The Ewing Public Schools has also purchased 20 Ultra-Violet light air purifying carts. These devices utilize UVC band light to disinfect hard surfaces and the air in a given space.

The district’s grounds personnel, on top of keeping up with the lawns and flower beds are enhancing their focus on any bushes or trees near any outdoor vents connected to the system. Keeping all intake vents clear, in particularly at the lower levels of our buildings, will extend the life and effectiveness of our air filters.

**All Ewing Schools have air conditioning.** This spring the chillers at Fisher Middle School, Parkway Elementary School, and Antheil Elementary School were replaced with brand new, modern equipment.

Schools will increase the circulation of outdoor air as much as possible by opening windows and doors, using fans, and other methods when indoor and outdoor conditions safely permit.

We have a team dedicated to evaluating new information related to COVID-19 and air quality within buildings. We will continue to implement and recommend best practices for minimizing heat in schools, while also working with local health officials and industry experts to ensure proper air movement and air quality in all buildings to keep students and staff as safe as possible.

This summer, the district Maintenance Department did a comprehensive review of all HVAC equipment to test for proper operation and made any necessary repairs so that they could enter a preventative maintenance phase on all of this equipment.

Each classroom has a unit ventilator, rooftop unit, or air handler which serves as that classroom’s heating, cooling, and ventilation unit. Each of these units has an air filter associated with it similar to what you have in your homes.

The district recently upgraded our filters in these units from a MERV 8 to a MERV 13. The MERV rating (Minimum Efficiency Reporting Value) is a system of evaluating how efficient an air filter is at collecting particles of various size. This upgrade was recommended by the CDC and EPA.

Filters will be changed more frequently on a monthly basis.
Appendix H

Critical Area of Operation #8 – Meals

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

Each school will offer a breakfast program that will provide a quick, “grab and go” breakfast that students can obtain from designated areas in the morning. The program will be cashless and food options may be limited.

Lunch will be provided to the Elementary Schools and to students at the O’Brien Academy. No lunches will be provided to students attending Fisher Middle School or Ewing High School since they will be on an early dismissal schedule as the district returns to school during this public health crisis.

The lunch offered will be a daily main entrée with the same three alternate meals every day. No hot lunch will be provided.

Lunch will also be cashless. Note that food variety options may be limited.

Ewing High School and Fisher Middle School families eligible for the Federal Lunch Program will receive food in a process similar to the one instituted during the public health closure with parents picking up food for the week in a safe and socially distanced process.

At this time lunch will be distributed in a “grab-and-go” manner in several predetermined (by classroom) locations in the building at the elementary schools.

At lunch time, students will go to those locations while maintaining physical distance from their peers, go to a table with the pre-packaged meals, make their selection and return to their classroom or designated area to eat. Masks should only be off while consuming food and drink.

Students are also permitted to bring meals from home if preferred. Be advised that refrigeration and/or the ability to heat anything up will not be available.

The district’s food serve point of sale system contains any student food allergy information that has been communicated to the district. If you are not sure if you have communicated your student’s needs, parents should contact the food service department at (609) 538-9800 Ext. 7106 or foodservice@ewingboe.org.
In concert with our building level administration, the district will work to ensure that students with severe allergies will remain safe from their particular allergen.
Appendix I

Critical Area of Operation #9 – Recess/Physical Education

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

At the elementary schools, outside recess is scheduled daily for students during the Enrichment Academy. Each building will designate areas using cones, tape or other barriers so students can participate in a social distancing recess activity. If used, playground equipment will be sanitized prior to the next student group using the equipment.

Physical education will be held outside whenever possible. Indoor physical education will provide students designated areas using cones, tape or other barriers which support socially distancing, six (6) feet from each other. All students will be instructed to dress appropriately (loose fitting close and safe footwear) when scheduled for physical education. As a safety precaution, all middle school and high school locker rooms are closed at this time. We are exploring the possibility of providing Health and PE virtually as part of our blended middle school approach as a result and to maximize our instructional time with our middle school pupils. Students will not change for physical education and will be instructed to dress appropriately for physical education. The district Health and Physical Education Supervisor in collaboration with HPE teachers are creating a list of developmentally appropriate, contactless and no equipment required activities for physical education instruction including but not limited to: Yoga (in-person and video), dance videos, cardio (walking on a track or field with social distancing) and resistance training using body weight.)

The Ewing Schools will also implement the following during these activities:

- Use cones, flags, tape, or other signs to create boundaries between groups.
- Always wash hands immediately after outdoor playtime.
- Stagger the use of playground equipment and establish frequent disinfecting protocols.
- 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 for social distancing).
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.

Mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment) and do not allow sharing of equipment. If equipment must be shared, clean and disinfect between each use.

Designate specific areas for each class during recess to avoid cohort mixing.
Appendix J

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

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

The Ewing School is currently not allowing Field Trips as we focus on the safe return of students to our schools in September. If Field Trips are allowed during this public health crisis, strict criteria such as the following will be put in place:

Physical Distancing Measures

- Physical distancing or “social distancing” will be adhered to following the Centers for Disease Control and Prevention (CDC) recommendation that schools "space seating/desks at least 6 feet apart when feasible."
- Social distancing is critical to lowering risk of spread of COVID19. The primary goal of social distancing is to decrease the potential transmission through respiratory droplets by persons in close proximity.
- Face masks will be required.
- Classroom capacity will be limited to no greater than 50% capacity or the assurance of 64 square feet per person, whichever is less.
- Visitors, including parents, will be discouraged from entering the school building.
- Physical barriers, such as plexiglass, will be considered in reception areas and employee workspaces where the environment does not accommodate physical distancing, and congregating in shared spaces, such as staff lounge areas is discouraged.

Extracurricular Activities and Use of Facilities Outside of School Hours

- Beginning from the time of the School Related Closure through the conclusion of the public health crisis, the Ewing Schools intends to limit the utilization of facilities to all outside groups. This includes all evening and weekend hours.
- Should any extracurricular activities be allowed for school related purposes, any visitor, spectator, or participant must comply with applicable social distancing requirements and hygiene protocols.
- Signage encouraging social distancing and masks will be posted as well as communication with neighboring schools regarding district policy.
Any utilization of school facilities must follow district guidance on health and safety protocols.
Appendix K

Academic, Social, and Behavioral Supports

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

Social Emotional Learning (SEL) and School Climate and Culture

Addressing the SEL needs of students is equally as important as addressing academic needs. Through this pandemic, we are increasingly aware that students who are distressed cannot fully participate in the provided learning. Correspondingly, we must acknowledge and address the SEL needs of our staff.

Our SEL support follows the three tier system for Mental Health Support (The Road Back to Recovery, p. 40) The Tier 1 (Prevention and Universal Support for All Students and Families) includes the infusion of SEL competencies into our school day. This starts with staff continuing to receive professional development on trauma-informed and culturally responsive practices to integrate into their instructional approach. Prior to the pandemic, all high school teachers participated in the Mental Health First Aid certificate training, providing strategies to assist student who may be experiencing a mental health or substance related crisis. This training in combination with other districts provided training about trauma infused practices continues to positively impact the climate of high school classrooms.

We are using all staff in their specific roles to support the SEL needs of students. Our classroom teachers will provide the first level of response by establishing culturally responsive learning environment where students feel values, respected and affirmed. It will start will a *Morning Meeting* for students to build relationship skills, identify self-awareness and social awareness skills at the elementary level. The middle school will infuse a “mini” homeroom so teacher can provide SEL skills based “mini” lesson to students. At the high school, the *Peer Leadership* class of juniors and seniors will continue to facilitate conversations with student groups about topics and concerns relevant to high school students. Our K-12 counselors will support students through providing whole class instruction as well as facilitating student groups. At the high school, students can access their counselor in addition to the counseling support services provided the state AYSST program connected with the high school.
Additionally, the district has invested in a digital platform, Nearpod, which will serve as a teacher’s resource to design engaging, developmentally appropriate SEL lessons. This platform will be available to all district staff member.

Social emotional learning (SEL) will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. To this end, school districts are encouraged to thoughtfully plan around the well-being of educators so they can support the social and emotional well-being and learning needs of their students, acknowledge and prepare for the potential trauma that staff and students have faced during the COVID-19 school closures, and recognize and empower educators’ and staff’s strengths.

The Ewing Schools will commit to establishing protocols to:

- Establish systems that promote supportive staff-student relationships to ensure that all students have at least one caring staff member who checks in regularly with them and who their family is able to connect with for any needed support.
- Be proactive in preparing access to mental health and trauma supports for adults and students, which may include establishing partnerships with outside entities and agencies.
- Create opportunities for staff and students to regularly practice and reflect on their social and emotional competencies.
- Commit to training around topics such as:
  - Potential increases in bullying behavior;
  - Grief, loss, and trauma;
  - Mental health and supportive behaviors;
  - Bias, prejudice, and stigma;
  - Preparedness, hope, and resilience; and
  - Fear and anxiety.

**Trauma-Informed Social and Emotional Learning**

Districts must organize and prepare for the next school year acknowledging the potential trauma that staff and students have faced during the COVID-19 school closures. Trauma-informed SEL is an approach to fostering youths’ social-emotional development with practices that support all students, but is particularly inclusive and responsive to the needs of children and youth who have experienced trauma. The district has worked to establish reliable learning environments where students who have experienced adversities and trauma:

- feel supported and connected;
- are welcome to explore their strengths and identities;
- can exercise their agency;
can develop meaningful, positive relationships with adults and peers; and
have access to the mental health supports they need.

School Climate

School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. The district maintains a school climate team in each school tasked with the following:

- Prioritizing the health and emotional well-being of staff and students above all else;
- Assessing the school climate to identify vulnerabilities and plan to implement evidence-based strategies to address identified needs; and
- Planning to provide and sustain instruction on social norms, relationship building, and behavioral expectations beginning at the start of the school year.
- Providing school leaders and teachers with resources on SEL and trauma.
- Connecting with students and families to provide any needed supports.

For teachers:
- Embedding SEL skills and strategies in remote learning with students.
- Providing students with opportunities to connect with other students (within learning and socially).
- Being aware of any changes in student behavior and report concerns pursuant to district policy.

For student support staff:
- Providing professional development to colleagues in areas of expertise and attend professional development to obtain greater understanding.
- Supporting school leaders in establishing protocols for identifying and supporting students’ social-emotional needs and provide training to school staff on utilizing protocols.

Mental Health & Wellness Supports

Feedback from educators, parents, school administrators, mental health professionals, and students suggests that COVID-19 will have significant psychological and emotional impacts on students.

Additionally, the Ewing Schools recognizes the potential negative social and emotional impact on students and staff in an environment that requires minimized social
interactions, face coverings, and significant hygiene/cleaning protocols. Appropriate resources and support will be provided for students and staff to process the range of emotions one may experience as a result of COVID-19.

School Counseling Services

The Ewing Schools commits considerable resources to the social, emotional, and personal development as well as the intellectual and physical growth of students. A comprehensive school counseling program is an integral component of the district’s mission and is based upon standards in academic, career, and personal/social development.

School and student assistance counselors (SACs) are vital members of the educational team. School counselors assist students in the areas of academic achievement, personal/social development, and career development while SACs provide prevention and early intervention services to help students and their families receive the help and resources needed for improving overall well-being.

Child Study Team

Special Services works collaboratively with district staff, parents, and students to provide a free and appropriate public education to any student with a disability, ages 3 through 21, who is determined to be eligible for special education programs and/or services, per N.J.A.C. 6A:14. The administrative team provides leadership for a wide range of professional staff members and support personnel, including school psychologists, learning consultants, social workers, speech/language specialists, occupational therapists, physical therapists, sign language interpreters, special education teachers, and instructional assistants.

The Ewing Schools provides a continuum of special education and related services to eligible students, including out-of-district programs in public and private settings, in-district self-contained classes, resource in-class and pull-out replacement programs, general education programs with appropriate accommodations and modifications, related services, and home instruction. All programs and services are based upon individual student needs as determined by each student’s individualized education plan (IEP).

Intervention & Referral Services

The Ewing Schools have an Intervention & Referral Services Team (I&RS) for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavior, or health difficulties and to assist staff who have difficulties in addressing students learning, behavior, or health needs. I&RS services are part of a larger district Multi-Tiered Systems of Supports (MTSS), a
framework of academic and behavioral supports and interventions to improve student achievement.

**Mental Health Screenings**

The district has established procedures for identifying students in need of individualized mental health interventions. All counselors and crisis teams are trained on those protocols. Students/staff with mental health concerns as identified from appropriate health and wellness screenings and/or via parent/staff referrals will have access to the school’s wellness room where appropriate counseling support will be available and additional mental health screening will be provided as necessary.

**Wellness Room / Spaces**

Each school will strive to have a designated wellness room / space accessible for students/staff as needed throughout the school/work day. The wellness room is a designated “safe space” where students and staff can focus on their mental health, recharge, and escape school/work related stressors. Counseling support will be available with additional mental health screening provided as necessary.

**Self-Care**

The district is committed to educating, promoting, and supporting a culture of care for students, families, and staff. Self-care practices are intentional activities for the purposes of caring for one’s mental, emotional, and physical health. The district continues to support the self-care needs of school and community stakeholders.

**Student and Family COVID-19 Resources**

The Ewing Schools has provided families with COVID-19 Resources since the start of our the public health crisis and will continues to update and provide resources to students, families, and staff during COVID-19 pandemic and related school closure.
Appendix L

Restart Committee

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

The Ewing Schools have formed a “Return to School” Transition Committee of members with relevance and expertise to guide this process and envision what schools may look like in September.

“Our foremost concern is always the health and safety of our students and staff,” Superintendent Michael Nitti stated. “We will obviously listen to public health experts and rely heavily on their expertise.”

The state of New Jersey and Department of Education released guidance and standards on the reopening of school in late-June.

The committee has already been hard at work, reviewing research and expert studies as well as evaluating potential scenarios and making prudent preparations.

A survey that asked the school community their thoughts and perceptions on remote learning as well as their feelings on a return to traditional schooling was distributed and evaluated. The district asked that all school community members take the opportunity to complete it.

“Regardless of what mode or setting we use to provide instruction, our focus will always be on student support and quality teaching and learning,” Assistant Superintendent Danita Ishibashi stated. “This survey will help us prepare for that outcome.”

The formation of the team and their work has been widely communicated and disseminated throughout the community.

The members of the “Return to School” team have played a significant role in the shaping of this plan.
The members of the “Return to School” Transition Team are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Chief Area of Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mike Nitti</td>
<td>Executive Functioning</td>
</tr>
<tr>
<td>Dr. Danita Ishibashi</td>
<td>Instruction</td>
</tr>
<tr>
<td>Harry Louth</td>
<td>Operations</td>
</tr>
<tr>
<td>Dennis Nettleton</td>
<td>Finance</td>
</tr>
<tr>
<td>Dr. Karen Allen</td>
<td>Counseling Services &amp; Assessment</td>
</tr>
<tr>
<td>Lisa McConnell</td>
<td>Governance</td>
</tr>
<tr>
<td>Tony Brunell</td>
<td>Facilities</td>
</tr>
<tr>
<td>Alyssa Pernice</td>
<td>Food Service</td>
</tr>
<tr>
<td>Leslie Curran</td>
<td>Nursing</td>
</tr>
<tr>
<td>Dr. Harold Brown</td>
<td>District Medical Physician</td>
</tr>
<tr>
<td>Ernie Covington</td>
<td>Athletics</td>
</tr>
<tr>
<td>Brock Mlsan</td>
<td>Arts/Humanities</td>
</tr>
<tr>
<td>Kelly Kawalek</td>
<td>Elementary Schooling</td>
</tr>
<tr>
<td>Dr. Maggy Hanna</td>
<td>Middle Level Schooling</td>
</tr>
<tr>
<td>Ed Chmiel</td>
<td>EHS</td>
</tr>
<tr>
<td>Ryan O’Donnell</td>
<td>ETEA</td>
</tr>
<tr>
<td>Joe O’Connor</td>
<td>ETEAA</td>
</tr>
<tr>
<td>Mark Milecki</td>
<td>Parent/Teacher</td>
</tr>
<tr>
<td>Karen Walker</td>
<td>Parent/Teacher</td>
</tr>
<tr>
<td>Anita Davidson</td>
<td>Parent/Teacher</td>
</tr>
<tr>
<td>Theresa Hullings</td>
<td>Coordination</td>
</tr>
<tr>
<td>Mark Rudnick</td>
<td>Technology</td>
</tr>
<tr>
<td>Jennifer Keyes-Malone</td>
<td>Ewing Township Councilwoman</td>
</tr>
</tbody>
</table>

Any comments or suggestions for the committee can be sent to thullings@ewingboe.org.
Appendix M

Pandemic Response Teams

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

The Ewing Schools Pandemic Response Teams are based in each school to centralize, expedite, and implement COVID-19-related decision-making. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.

The Pandemic Response Team is responsible for:

- Overseeing each school’s implementation of the district’s reopening plan, particularly health and safety measures, and providing safety and crisis leadership.
- Adjusting or amending school health and safety protocols as needed.
- Providing staff with needed support and training.
- Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posted by COVID-19.
- Providing necessary communications to the school community and to the district.
- Creating pathways for community, family, and student voices to continuously inform the Team’s decision-making.

Ewing High School Pandemic Response Team

<table>
<thead>
<tr>
<th>Edward Chmiel</th>
<th>Principal</th>
<th>School Community</th>
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</thead>
<tbody>
<tr>
<td>Shaileka Jarrett</td>
<td>Assistant Principal</td>
<td>School Community</td>
</tr>
<tr>
<td>Michael Mattle</td>
<td>School Safety Team</td>
<td></td>
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<tr>
<td>Ernie Covington</td>
<td>Athletic Director</td>
<td></td>
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</tbody>
</table>
## RESTART & RECOVERY PLAN

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Represents</th>
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</thead>
<tbody>
<tr>
<td>Maeve DiPasquale</td>
<td>Guidance Counselor</td>
<td>Student/Staff Social Emotional Needs</td>
</tr>
<tr>
<td>Leslie Curran</td>
<td>School Nurse</td>
<td>Student/Staff Physical Health Needs</td>
</tr>
<tr>
<td>TBD</td>
<td>Athletic Trainer</td>
<td></td>
</tr>
<tr>
<td>Sean Hammer</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Amanda Salvitty</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Laurie Ruffenach</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Oksana Cheeseman</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Patricia Rivera</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Dina Hercus</td>
<td>Child Study Team</td>
<td>CST needs</td>
</tr>
<tr>
<td>Brock Mislan</td>
<td>Humanities District Supervisor</td>
<td>Curriculum Needs</td>
</tr>
<tr>
<td>Donald Ellison</td>
<td>School Security Coordinator</td>
<td>School Safety</td>
</tr>
<tr>
<td>Michael Knapp</td>
<td>Head Custodian</td>
<td>Building/Facility Needs</td>
</tr>
<tr>
<td>Deborah Beck</td>
<td>Parent</td>
<td>EHS Families</td>
</tr>
<tr>
<td>Ellen Davilla</td>
<td>Parent</td>
<td>EHS Families</td>
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### Fisher Middle School Pandemic Response Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Represents</th>
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</thead>
<tbody>
<tr>
<td>Dr. Maggy Hanna</td>
<td>Principal</td>
<td>School Community</td>
</tr>
<tr>
<td>Hugh Dwyer</td>
<td>Assistant Principal</td>
<td>School Community</td>
</tr>
<tr>
<td>Scott Sheplock</td>
<td>Assistant Principal</td>
<td>School Community</td>
</tr>
<tr>
<td>Ryan Bonanni</td>
<td>School Safety Team</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>Jennifer Citarella</td>
<td>Guidance Counselor</td>
<td>Student/Staff Social Emotional Needs</td>
</tr>
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</table>

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## RESTART & RECOVERY PLAN

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Represents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristen Johnmann</td>
<td>School Nurse</td>
<td>Student/Staff Physical Health Needs</td>
</tr>
<tr>
<td>Mark Milecki</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>John Wineburg</td>
<td>Teacher OBA</td>
<td></td>
</tr>
<tr>
<td>Harry Breiner</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Gregory Peters</td>
<td>Teacher</td>
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</tr>
<tr>
<td>Ken Potzgo</td>
<td>Teacher</td>
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</tr>
<tr>
<td>Melissa Fagin</td>
<td>Teacher</td>
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<tr>
<td>Lynn Johnson</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Angel Perkins</td>
<td>Teacher</td>
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</tr>
<tr>
<td>Brian Klukososki</td>
<td>Teacher</td>
<td></td>
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<tr>
<td>Jill Occopinti</td>
<td>Child Study Team</td>
<td>CST needs</td>
</tr>
<tr>
<td>David Hauserman</td>
<td>Special Education District Supervisor</td>
<td>Curriculum Needs</td>
</tr>
<tr>
<td>Brian Parker</td>
<td>School Security Coordinator</td>
<td>School Safety</td>
</tr>
<tr>
<td>Steve Garay</td>
<td>Head Custodian</td>
<td>Building/Facility Needs</td>
</tr>
<tr>
<td>Kathy Vereen</td>
<td>Main Office Secretary/Parent</td>
<td>FMS Families</td>
</tr>
<tr>
<td>TBA</td>
<td>Parent</td>
<td>FMS Families</td>
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### Lore Elementary School Pandemic Response Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Represents</th>
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</thead>
<tbody>
<tr>
<td>Kelly Kawalek</td>
<td>Principal</td>
<td>PES School Community</td>
</tr>
<tr>
<td>Kerry Young</td>
<td>Dean of Students</td>
<td>School Safety Team</td>
</tr>
</tbody>
</table>
# RESTART & RECOVERY PLAN

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Nikima Stewart</td>
<td>Guidance Counselor</td>
<td>Student/Staff Social Emotional Needs</td>
</tr>
<tr>
<td>TBA</td>
<td>School Nurse</td>
<td>Student/Staff Physical Health Needs</td>
</tr>
<tr>
<td>Yvonne Russoniello-Colt</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Kimberly Ritter-Mack</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Shari Barkin</td>
<td>School Psychologist</td>
<td>CST needs</td>
</tr>
<tr>
<td>Casey Dashnow</td>
<td>Social Worker</td>
<td>CST needs</td>
</tr>
<tr>
<td>Donald Wahlers</td>
<td>STEM District Supervisor</td>
<td>Curriculum Needs</td>
</tr>
<tr>
<td>Moses Knott</td>
<td>School Security Coordinator</td>
<td>School Safety</td>
</tr>
<tr>
<td>Michelle Conway</td>
<td>District Assistant/Principal</td>
<td></td>
</tr>
<tr>
<td>Brenda O'Callaghan</td>
<td>Secretary</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Sulton</td>
<td>Secretary</td>
<td></td>
</tr>
<tr>
<td>Ryan O’Connor</td>
<td>Head Custodian</td>
<td>Building/Facility Needs</td>
</tr>
<tr>
<td>Annmarie Greve</td>
<td>Parent</td>
<td>LES Families</td>
</tr>
<tr>
<td>Kerri Schino</td>
<td>Parent</td>
<td>LES Families</td>
</tr>
<tr>
<td>Sherrries Anderson</td>
<td>Parent</td>
<td>LES Families</td>
</tr>
</tbody>
</table>

**Parkway Elementary School Pandemic Response Team**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole NW Harris</td>
<td>Principal</td>
<td>PES School Community</td>
</tr>
<tr>
<td>Joseph Callea</td>
<td>Dean of Students</td>
<td>School Safety Team</td>
</tr>
<tr>
<td>Birgitta Donato</td>
<td>Guidance Counselor</td>
<td>Student/Staff Social Emotional Needs</td>
</tr>
<tr>
<td>Joan Kocubinski</td>
<td>School Nurse</td>
<td>Student/Staff Physical Health Needs</td>
</tr>
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# Restart & Recovery Plan

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Represents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Josephine Stephens</td>
<td>1st grade Teacher</td>
<td>PreK – 1st grade needs</td>
</tr>
<tr>
<td>Howard Taylor</td>
<td>3rd grade Teacher</td>
<td>2nd – 3rd grade needs</td>
</tr>
<tr>
<td>Robert Odri</td>
<td>4th grade MD Teacher</td>
<td>4th – 5th and SpEd needs</td>
</tr>
<tr>
<td>Debra Davis</td>
<td>School Psychologist</td>
<td>CST needs</td>
</tr>
<tr>
<td>Sara Graja</td>
<td>ELA/ELL District Supervisor</td>
<td>Curriculum Needs</td>
</tr>
<tr>
<td>Matthew Knight</td>
<td>School Security Coordinator</td>
<td>School Safety</td>
</tr>
<tr>
<td>Michelle Hill</td>
<td>Teaching Assistant/Safety Monitor</td>
<td>School Safety</td>
</tr>
<tr>
<td>Karen Grant</td>
<td>Media Specialist</td>
<td>Special Area Teachers</td>
</tr>
<tr>
<td>Nicole Mulry</td>
<td>G&amp;T Teacher</td>
<td>ETEA/Non-classroom Teachers</td>
</tr>
<tr>
<td>Marc Sicignano</td>
<td>Head Custodian</td>
<td>Building/Facility Needs</td>
</tr>
<tr>
<td>Marsha Loesch</td>
<td>1st Grade Parent</td>
<td>PES Families</td>
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<tr>
<td>Dionis Tatum</td>
<td>5th Grade Parent</td>
<td>PES Families</td>
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## Antheil Elementary School Pandemic Response Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Represents</th>
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</thead>
<tbody>
<tr>
<td>Clifford ‘Kip’ Harrison</td>
<td>Principal</td>
<td>School Community</td>
</tr>
<tr>
<td>Ilona Chasar</td>
<td>Dean of Students</td>
<td>School Safety Team</td>
</tr>
<tr>
<td>Nicole Fadell</td>
<td>Guidance Counselor</td>
<td>Student/Staff Social Emotional Needs</td>
</tr>
<tr>
<td>Lorraine Colville</td>
<td>School Nurse</td>
<td>Student/Staff Physical Health Needs</td>
</tr>
<tr>
<td>Sharon Ranson</td>
<td></td>
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<tr>
<td>Erin Devlin</td>
<td>Teacher</td>
<td></td>
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<tr>
<td>Katie Schuh</td>
<td>Teacher</td>
<td></td>
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<tr>
<td>John Trader</td>
<td>Teacher</td>
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</table>
## RESTART & RECOVERY PLAN

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Margaret Wood</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Orest Nadraca</td>
<td>Child Study Team Member</td>
<td>CST needs</td>
</tr>
<tr>
<td>Maria Petsos</td>
<td>Subject Area Chairperson/Director</td>
<td>Curriculum Needs</td>
</tr>
<tr>
<td>TBA</td>
<td>School Security Coordinator</td>
<td>School Safety</td>
</tr>
<tr>
<td>Fernando Galliano</td>
<td>Head Custodian</td>
<td>Building/Facility Needs</td>
</tr>
<tr>
<td>Alexander Samayoa</td>
<td>Lead Custodian PM</td>
<td>Building/Facility Needs</td>
</tr>
<tr>
<td>Anita Davidson</td>
<td>Vocal Music Teacher/Parent</td>
<td>Parent/Family</td>
</tr>
<tr>
<td>Tom Hoepfner</td>
<td>Parent</td>
<td>Parent/Family</td>
</tr>
<tr>
<td>Michelle Ordini</td>
<td>Parent</td>
<td>Parent/Family</td>
</tr>
<tr>
<td>Michael Termun</td>
<td>Parent</td>
<td>Parent/Family</td>
</tr>
</tbody>
</table>
Appendix N

Scheduling of Students

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

a. School Day

b. Educational Program

ELEMENTARY SCHOOLS

Our focus in planning for the reopening of our elementary schools was shaped by the following:

- The American Academy of Pediatrics strong recommendation that primary school children should return to school this fall.
- The results of our survey suggesting that primary school children struggled with online learning more than their older counterparts. It also appears that families with young children participating in online learning struggled more with stress and demands.
- The practical reality that having elementary-aged children at home presents a significant child care challenge for working families.

As a result, our work in planning on reopening our elementary schools has emphasized the following:

- Planning on having our students for the entire school day.
- Targeted and well-supported virtual instruction.
- Small group/socially-distanced teaching and learning.
- Limited student interactions outside of that grouping.

In order to do this safely, we have worked to revise the “elementary school playbook” in our design and implementation. The focus will be on health and safety, and the comparison should be to seven-year old children sitting home all day looking at a screen, rather than the typical elementary school day we had prior to the public health closure. An instructional pod refers to a small group of students, typically 8-12, who will stay together throughout day and have limited interactions with other “pods” of students. We worked to develop an educational approach in which a pod of students is in a classroom with a teacher for an Instructional Academy, focusing on core curricula, and then in an
Enrichment Academy, where the pod of students engages in activities like physical education, art, music, social-emotional learning, and free play.

Our school buildings are being reimagined to make better use of larger spaces and enhance flexibility; this includes the integration of outdoor learning spaces and the addition of tents for the early autumn months.

We have developed an innovative elementary schedule for the 2020-2021 school year that supports both the academic and social emotional needs of our students during this public health crisis.

The Ewing Public Schools will provide school during the “traditional” school hours of 9:00AM – 3:40PM daily. This is where the thinking about a traditional school day ends.

We have envisioned student learning all day but have divided the day into two academies: Academic and Enrichment/SEL. As a district, our teaching pedagogy will be a blended learning approach where even in the physical space of school, instruction will be technology-infused. Adopting this approach will assist our students and staff if we need to transition to a virtual learning model as a response to the public health crisis. During the Academic Academy, students will engage in reading, writing, math, science and/or social studies instruction. The instruction will include teacher leader experiences with technology resources and activities. Students will access their assigned device to use during the school day. Kindergarten and first grade students will use iPads and second – fifth grade students will use Chromebooks. The Enrichment Academy will engage students in art, music, physical education, health and technology/STEM.

As students will participate in two daily enrichments, other enrichment classes may include math and reading support through games, social emotional learning lessons, ACE program and a recess or free play opportunity. As we strive to maintain a healthy and safe environment, for the opening of school, instrumental music (band and orchestra) and chorus are not scheduled. If the public health crisis improves or we move to a fully virtual instruction delivery model, consideration will be given to adding virtual band and orchestra lessons. As we reimagine our school day, we are also looking for flexible instructional space. Whenever possible, the Enrichment/SEL Academy will look to have outdoor learning experiences.

**Elementary FAQs**

**What will my child’s day look like in the elementary schools?**
While each elementary building will have the same start and end time, the academy time and lunch time will vary. Each morning, students will start their day in their assigned instructional pods with a Morning Meeting activity. This is an opportunity for students and teachers to engage in greeting each other, sharing something about themselves, completing a short activity emphasizing a social skill and the teacher providing a short
message about the goals for the day. Students will then move with into their Academic Academy or the Enrichment Academy. All students will eat lunch with their pod in the classroom. After lunch students will move to the opposite academy (Academic Academy or the Enrichment Academy). Social distancing protocols will be followed all day with frequent opportunities for handwashing in between lunch and the academies.

**Typical Elementary Student School Day**

- 9:00AM  Arrival
- 9:00AM – 9:30AM  Morning Meeting
- Morning  Academic Academy or the Enrichment Academy
- Lunch
- Afternoon  Academic Academy or the Enrichment Academy
- 3:40PM  Dismissal

The **O’Brien Academy** is planning on a full-day schedule for students, with social distancing practices and classroom accommodations put in place.

**Secondary Level**

At the secondary level, we were faced with the challenge of meeting all the health standards and social distancing expectations contained in the state guidelines while also providing a meaningful and beneficial educational experience to our middle and high school students.

Consequently, we are implementing a blended or hybrid model, combining traditional classroom-based and virtual teaching and learning.

In order to keep our schools as safe and socially-distanced as possible, this model will feature the following:

- An early dismissal schedule for both Fisher and Ewing High School.
- No lunches will be served at either school.
- The model will feature a rotating A/B schedule, with half the students being in school one day, and participating in online learning the next. (division most likely alphabetically by student last name)
- Teachers will conduct their classes to the attending students, and then have online office hours in the afternoon to assist all students.

This *blended/hybrid* learning model will provide student both an in-person learning experience with a more independent virtual learning experience. This approach will allow us to significantly reduce class size and provide a safer and healthier classroom experience. We will use the early dismissal schedule at Fisher Middle School (8:25AM - 12:35PM) and Ewing High School (7:40AM - 12:15PM). For the in-person learning day,
students will attend four instructional blocks (approximately 64 minutes) with no lunches being served.

Students will receive notification of either A Day or B Day assignment in late August. We will strive to keep families on the same day throughout the secondary level. We will communicate and publicize the student schedule clearly and consistently. Following is a sample schedule:

Tuesday, September 8th: A student grouping attend school/B student grouping on virtual learning
Wednesday, September 9th: B student grouping attend school/A student grouping on virtual learning
Thursday, September 10th: A student grouping attend school/B student grouping on virtual learning
Friday, September 11th: B student grouping attend school/A student grouping on virtual learning
Monday, September 14th: A student grouping attend school/B student grouping on virtual learning

Teachers will have daily office hours to communicate with students on their virtual learning day. At Fisher Middle School the hours will be from 1:30 pm – 3:05 pm. Ewing High School office hours are 1:10PM – 2:45PM.

Virtual and Hybrid Learning Environment— Assessment

For the purposes of this document, the different assessment types are defined as follows: Pre-assessment: Assesses a student’s strengths, weaknesses, knowledge, and skills prior to instruction of new units.

Formative: A planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.

Interim: A comparison of student understanding or performance against a set of uniform standards within the same school year at periodic intervals, frequently at the end of a grading period. It may contain hybrid elements of formative and summative assessments, or a summative test of a smaller section of content, like a unit or semester.

Summative: A comparison of the performance of a student or group of students against a set of uniform standards to measure a student’s achievement at the end of instruction. Summative assessments are not appropriate for evaluating the needs of students and planning instruction; therefore, educators should focus on locally developed pre-assessments and formative assessments upon returning to school. In the absence of spring 2020 summative assessment data, school districts should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts. 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 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.
Districts should utilize the following strategies with respect to student assessment as schools reopen for the 2020-2021 school year:

**Communication**: Clear and consistent communications with stakeholders are vital to successful implementation. Recognizing that flexibilities in implementation come with unique challenges, craft a strong communications plan to share strategies and rationale with parents and other members of the local education community.

**Determine Appropriate Assessment Tools**: Develop an inventory of various assessment tools available and determine which would be most appropriate to utilize in order to evaluate student strengths and areas for improvement per the hypotheses made based on the available student performance data.

**Develop Assessment Strategy**: At the start of an instructional unit, based on the student data available, create a strategy that test the hypotheses made based on the available student performance data by carrying out instructional changes that are likely to increase student learning, and use appropriate assessment tools to gather more, current student performance data. Restart the feedback loop by collecting and interpreting the new student performance data to evaluate the impact of instructional changes and make further hypotheses.

**Professional Development**: Provide educators and parents with guidance to support assessment and data literacy.

**Educator Planning Time**: Educators will require opportunities to collaborate and plan for developing pre-assessments which will complement the initial instructional units that will be covered as schools reopen in the fall.

**Data Analysis**: Facilitate opportunities to build-up staff culture for collaborative analysis of data to confirm or refute hypotheses, inform additional questions that need to be answered, and to establish next steps.

As districts and schools develop plans to reopen, it is imperative that meaningful and appropriate assessment strategies are incorporated into strategic plans for evaluating the needs of students and planning instruction.

Students will need time to adjust to the school environment, which may look different than what they have previously known. Social and emotional elements of learning will be an important focal point to consider before students are assessed to ensure the conditions for students to receive instruction and demonstrate their proficiency are optimized.

**Instructional Impacts due to Illness**
The impacts of lost instructional time and social emotional development on children and adolescents should be anticipated, and schools will need to be prepared to adjust curricula and instructional practices accordingly without the expectation that all lost academic progress can be caught up. Plans to make up for lost academic progress because of school closures and distress associated with the pandemic should be balanced by a recognition of the likely continued distress of educators and students that will persist when schools reopen. If the academic expectations are unrealistic, school will likely become a source of further distress for students (and educators) at a time when they need additional support. It is also critical to maintain a balanced curriculum with continued physical education and other learning experiences rather than an exclusive emphasis on core subject areas.

SPECIAL EDUCATION PLAN

Special Education

Every child and adolescent with a disability is entitled to a free and appropriate education and is entitled to special education services based on their individualized education program (IEP). Students receiving special education services may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities Under the Federal Individuals with Disabilities Education Act (IDEA) and New Jersey state special education regulations, students with disabilities are entitled to special education and related services, such as accommodations and modifications to instruction, speech-language services, occupational therapy (OT), physical therapy (PT), and counseling. Since the onset of virtual instruction, the NJDOE has engaged a variety of stakeholders, including educators, related service providers and advocacy groups to gain insight, share best practices, and consider policies to support districts in providing services to students with disabilities in virtual or hybrid learning environments.

Consistent with guidance from the United States Department of Education, districts must continue to meet their obligations to students with disabilities to the greatest extent possible. The NJDOE will continue to update school districts and receiving schools with any additional guidance from the USDE on implementation of IDEA. Specific strategies and considerations for students with disabilities must be critical points of discussion for every return-to-school scenario. The NJDOE recommends that school districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
RESTART & RECOVERY PLAN

- 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. School districts should communicate frequently with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student’s return to school.
- 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.
- 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.
- IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- 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.
- Clear communication to parents/guardians 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.

ENGLISH LANGUAGE LEARNERS

ESL Delivery of virtual and hybrid instruction

- ESL instruction in grades K-12 is delivered in a blended model that includes synchronous and asynchronous learning opportunities.
- Daily materials include specific assignments for students, as well as time for independent practice of skills and/or strategies introduced.
- Asynchronous learning experiences are crafted to advance student learning that is aligned with grade-level specific NJSLSs. Teachers are able to view student work in “real time” as well as to receive student work for review, and to provide feedback in a timely manner.
- ESL teachers in grades 6-12 utilize video conferencing platforms (e.g., Google Meets) to provide assignments to students and to offer individual, group, and in some cases, peer feedback. Teachers are able to view student work in “real time” as well as to receive student work for review, and to provide feedback in a timely manner.
- ESL teachers in grades 6-12 are flexible with due dates, provide choice assignments, and give students the option of either a written or oral response.
With respect to instruction that meets the needs of our ELL population, teachers are modifying and supplementing the general education by:

- Meeting with small groups of ELLs to provide ESL-based instruction;
- Meeting with small groups of ELLs to provide additional opportunities for immersion in English through read alouds, shared reading and shared/interactive writing activities;
- Providing time for scaffolded conversations that targets students’ specific stages of English language acquisition;
- Meeting with students in partnership with the ESL students’ homeroom teachers to provide extra support around academic skills and strategies, especially in the areas of reading, writing and math; and
- Meeting with students’ entire homeroom classes to model best practices in ELL instruction for homeroom teachers.

ESL Communication
ESL teachers, homeroom teachers of ESL students, and building administrators continue to maintain constant and close contact with caregivers of ESL students through:

- phone conversations
- email
- Learning Management Systems platforms (e.g., SeeSaw, Google Classroom)

Communication centers not only on the provision of academic instruction and support, but also on addressing SEL-related concerns.

TECHNOLOGY
Access to Technology: Supplement gaps in student access to devices and internet connectivity. Districts should deploy available devices to students without technology or connectivity to avoid exacerbating existing achievement gaps to the greatest extent possible. Consider making tools and resources platform-agnostic to increase access to resources for students who may not have dedicated devices for virtual learning.

Technology and Connectivity

The Ewing Schools will strive to ensure that every student has access to a device and internet connectivity and prioritize the provision of technology, or, alternatively, in-person instruction, to students that are otherwise without access.

The Ewing Schools will conduct a needs assessment to determine the number of students that will require district-provided devices and/or internet access. Results from needs assessment will inform the District’s efforts to ensure that all students are able to access all components of virtual and hybrid learning environments. The District will prioritize
the purchase and roll-out of devices and/or connectivity that may improve learning based on the results of the needs assessment.

The Ewing Schools will consider the benefits and drawbacks of various video platforms for meetings and instructional purposes with the goal of consistency and functionality.

The Ewing Schools will consider the technological needs of all students, including those with learning disabilities, assistive technology needs, and language barriers. Additionally, it will consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
Appendix O

Staffing

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

School reopening plans and decision-making throughout the school year will consider access to technology, physical, social and emotional health, and child care concerns. Staff may be reassigned classes in order to accommodate new health and safety regulations and student enrollment needs.

Staffing Considerations

The following needs will be taken into consideration when determining staff assignments, including, but not limited to:

- CDC and Department of Health guidance
- Federal, State and local law and regulations
- Board policies and regulations
- Honoring contractual obligations
- Access to technology, both in the school building and at home;
- Support for the medical, social and emotional health and well-being of adults;
- Student enrollment, class size requirements and instructional needs;
- Child care concerns;
- Support in navigating hybrid models of teaching and learning (see “Professional Development” section);
- Adjustments as needed to existing roles in order to accommodate new health and safety regulations;
- Considerations (e.g., risk factors, pre-existing health conditions, etc.) should inform the assignment of staff members to engage in in-person versus virtual learning. Such information must be documented and on file with the district’s Human Resources department;
- Staff members’ certifications, experience and expertise.
In-person and Hybrid Learning Environments: Roles and Responsibilities

Because the health and safety of our students is paramount, staff schedules will include designated time to support school building logistics required to maintain health and safety requirements, including, but not limited to:

- Reinforcing social distancing protocol with students and co-teacher or support staff;
- Monitoring student movement and hallway traffic in order to maintain safety according to guidelines;
- Limiting group interactions to maintain safety;
- Supporting school building safety logistics (entering, exiting, restrooms, etc.);
- Maintaining social distancing guidelines when in classrooms;
- Schedule permitting, staff will provide assistance with school building and safety logistics as needed;

Curriculum, Instruction and Assessments

Because the Ewing Schools is committed to providing the highest quality educational experience for all students, the following supports will continue to be in place regardless of the nature of the learning environment:

**Curriculum:**

- Continue to monitor the effects of pandemic-era learning environments on the pacing of instructional delivery, and make adjustments as needed to ensure all students meet grade-level and content-specific NJSL standards;
- For administrators, continue to be aware of adjustments being made, and support teachers in making appropriate shifts in teaching and learning;
- For teacher leaders or instructional coaches, provide support for teachers in making any necessary adjustments, and in continuously improving the quality of instruction in remote and hybrid learning environments;
- Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction, and to continue to develop and build skills essential in this ever-changing, evolving world, especially in remote and hybrid learning environments;
- Review and update (as applicable) data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology to ensure these policies adequately address home use of devices.
- Based on the supply and demand for devices and internet accessibility, facilitate virtual learning as necessary.
RESTART & RECOVERY PLAN

- Determine structures for the collaborative creation of content for virtual learning (i.e., district-created, teacher-created, and a mixture of district-created and teacher-created).
- Utilize Google Suites, in addition to other district-approved technology, K-12 to facilitate online learning, manage coursework online, and communicate with students, to minimize the number of online platforms used to reduce the learning curve for students and teachers and ease transitions between in-person and virtual learning.
- Utilize a matrix to vet and monitor the tools made available or recommended to ensure that the tools are appropriate for K-12 audiences and aligned to district policies, including data privacy and acceptable use.

Instruction:

- Continue to plan standards-based lessons to meet the needs of students at various levels, ensuring that teaching and learning are made accessible to students whether in an in-person, hybrid, or virtual learning environment;
- Continue to utilize structures that support high levels of student engagement and foster student ownership of learning, include student “voice & choice”, and promote independent learning by designing learning experiences that:
  - Use technology in the service of learning;
  - Build student understanding by linking together concepts within and across grade-levels and content areas;
  - Provide a variety of learning opportunities, including support for struggling learners as well as enrichment activities;
  - Leverage student interest;
  - Address real-world issues.
- Provide supports that allow students to meet the requirements of grade-level and content-specific learning goals, including a variety of teaching structures (e.g., whole group and small group instruction, individual conferences, adjustment of materials, pacing, and delivery, timely and actionable feedback based on ongoing assessment) to support students’ progress toward those goals;
- Provide regular feedback to students and families on expectations and progress based on a variety of assessment indicators;
- Distribute materials, manipulatives and items purchased by the district for at-home activities at no cost to families for all students;
- Plan and implement developmentally appropriate on-line activities for preschool students;
- Recognize the impacts that home and societal environments may have on learning as students re-acclimate to in-person learning and adjust to new instructional models and schedules;
- Consider implementing project-based learning, learner-centered/student-guided learning.
**RESTART & RECOVERY PLAN**

- **Educator Planning Time:** Provide regular time to collaborate with colleagues, both within and across buildings in order to ensure consistency of practice, coordination of assignments, cross-curricular learning opportunities, and common lessons and modules.

**Assessment:**

- Review screening tools used at the opening of school, considering the implications of delivering these in a potentially remote learning environment with respect to 1) the logistics of administration, 2) the validity of screening outcome decisions, and 3) the ways in which assessment data can be used to inform instructional decisions;
- Utilize a variety of assessment tools (pre-assessments, formative assessment, interim assessment, student self-assessment, summative assessments) to determine students’ strengths and readiness for instruction, particularly as it relates to any learning loss that may have been experienced as a result of school closures at the end of the 2019-2020 school year. These will include assessments that can be delivered in a remote learning environment, including but not limited to: online reading assessments; diagnostic reading assessments; online diagnostic math assessments; and observational data as well as performance-based and project-based assessments.
- Utilize ongoing formative assessment data (e.g., assessments that are administered informally to monitor students’ progress toward goals, including student self-assessment) to monitor and adjust instruction; Assess the district data on how English Language Learners experienced instruction during remote or hybrid learning (particularly for newcomer students and students with lower English language proficiency levels), and its impact on their progress. Utilize this information, along with formative, informative, and NJDOE-required assessment data to plan high-impact instruction;
- Continue to monitor the progress of students with IEPs towards learning goals, and adjust instruction based on ongoing formative and summative assessments.
- Develop student feedback and/or grading plans for virtual learning and make any needed policy adjustments.

**Data Analysis**

- Facilitate opportunities to create structures that support a staff culture committed to collaborative analysis of data to confirm or refute hypotheses, inform additional questions that need to be answered, and to establish next steps;
- Incorporate meaningful and appropriate assessment strategies into the strategic plan in order to evaluate the needs of students, and for the planning of instruction;
- Because students will need time to adjust to the school environment, which may look different than what they have previously known, it is imperative to consider
the social and emotional elements of learning as a focal point prior to the start of assessments to ensure the conditions for students to demonstrate their proficiency and receive instruction are optimized.

Professional Development

Because teachers’ roles in supporting students’ acclimatization to pandemic-era learning environments is so critical, the following professional learning opportunities will be considered to support teachers:

- Become familiar with district online protocols and platforms;
- Become familiar with modified and/or new assessment tools and procedures that will need to be utilized in a remote learning environment;
- Become familiar with high-quality online resources that support student learning;
- Explore impactful predictable routines and structures for students in a virtual learning environment that will maintain high levels of student engagement, including clear expectations for remote and in-person students;
- Explore instructional methods that maintain high levels of student engagement, including but not limited to the use of “office hours” for additional support, synchronous whole and small group lessons, the use of technology to provide asynchronous learning experiences;
- Explore ways in which to deliver instruction focused on the maintenance of good practice in digital citizenship;
- Provide regular time to collaborate with colleagues, both within and across buildings in order to ensure consistency of practice, coordination of assignments, cross-curricular learning opportunities, and common lessons and modules;

Instructional Impacts due to Illness

The impacts of lost instructional time and social emotional development on children and adolescents should be anticipated, and schools will need to be prepared to adjust curricula and instructional practices accordingly without the expectation that all lost academic progress can be caught up. Plans to make up for lost academic progress because of school closures and distress associated with the pandemic should be balanced by a recognition of the likely continued distress of educators and students that will persist when schools reopen. If the academic expectations are unrealistic, school will likely become a source of further distress for students (and educators) at a time when they need additional support. It is also critical to maintain a balanced curriculum with continued physical education and other learning experiences rather than an exclusive emphasis on core subject areas.

Instructional Staff Should:
**RESTART & RECOVERY PLAN**

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

**Engaging Community**

Because we believe that students are best supported when all stakeholders work in tandem through open lines of communication and partnership, the following will be taken into consideration:

- Engage school leaders, teachers, counselors, media specialists, paraprofessionals, child study team members and other staff as well as family and community members in conversations regarding instruction;
- Create a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, anticipated environments (e.g., hybrid approaches to instruction, virtual platforms, learning management systems), and expectations for interactions (e.g., connecting with students and their family);
- Craft instructional opportunities that address the unique needs of early elementary, elementary, middle, and high school students that incorporate feedback from stakeholders;
• Understand how trauma and other challenges related to students’ social and emotional needs can impact learning, and utilize that knowledge in creating supports for students, staff, administrators, and caregivers;
• Assess English Language Learners’ levels of engagement and access in an in-person, virtual, or hybrid-learning environment, and make adjustments to ensure equity of access and high levels of engagement, for both students and their caregivers;
• Create structures for ongoing communication with caregivers that will provide support and enable them to become “learning partners”;
• 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.
Appendix P

Athletics

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

The Ewing Schools is evaluating the state of fall athletics and will make a decision based upon the best interests with regard the health and safety of our students. The Board and administration will evaluate whether or not to allow Ewing Schools student-athletes to participate in Phase 1 of the NJSIAA-sanctioned summer workouts and then make a decision on whether or not to move forward with the approval of the fall athletic season regardless of NJSIAA action.

The Ewing Schools acknowledges the key components of the NJSIAA “Return to Play” plan:

The NJSIAA Sports Advisory Task Force has identified the following eight guiding principles that will drive the decision-making process.

1. Ensure the health and safety of all student-athletes.
2. Re-engage all student-athletes as soon as possible for their social, emotional and mental well-being.
3. Maximize participation across all sports and all student-athletes.
4. Keep competition as local as possible for as long as possible.
5. Develop multiple return to play models to minimize the risk of a cancelled season.
6. Maintain the ability to pivot to back-up plans when deemed necessary.
7. Minimize potential impact on the spring season.
8. Minimize the importance of postseason, statewide championships.

Following are key components of the NJSIAA’s Fall Sports Season Outlook:

Key Dates
Phase 1: Summer Workouts-July 13 through August 28.

Following summer workouts, there will be a two-week hiatus from August 29 through September 13, during which only virtual meetings will be permitted, and only related to in-season (fall) sports.
Official practices for all fall sports may commence on September 14. Competition will start September 28 for Girls Tennis and on October 1 for all other sports except football, which will kick off its season on October 2.

Regular seasons will conclude on October 23 for girl’s tennis, November 7 for football, and November 12 for all other fall sports. Limited postseason play will run from October 24 through October 31 for girls tennis, and November 13 through November 22 for all other sports. Schools that do not participate in the postseason may continue to play until November 22, with the exception being Thanksgiving football games. These are permissible after November 22, at each school’s discretion. No other fall sports competition will be allowed after November 22.

The following procedures must be in place prior to the start of summer workouts:

- Student-athletes who presently have COVID-19, or who have tested positive for COVID-19, shall provide clearance from a physician before he/she will be permitted to participate in workouts.
- Student-athletes who have pre-existing medical conditions and/or are immunocompromised (e.g., diabetes, asthma, auto-immune disorders, etc.) shall provide clearance from a physician before he/she will be permitted to participate in workouts.
- All student-athletes must have a COVID-19 Questionnaire completed prior to the start of the first workout session. This form only needs to be completed one time.
- Any athlete that does not have a COVID-19 Questionnaire on file will not be permitted to participate in any workouts.
- The questionnaire must be kept on file in accordance with the district's normal procedure for collecting such forms. Districts shall develop COVID-19 protocols and procedures detailing, among other things, the name and contact information of the individual(s) who will be primarily responsible for responding to and addressing COVID-19 related issues; how it will conduct screenings (including administration of a screening questionnaire and temperate checks); how it will respond to a positive COVID-19 test or a student-athlete or coach who is symptomatic including, without limitation, contact tracing and a communication plan with parents, student-athletes, coaches, and appropriate health authorities.
- Districts shall examine their Emergency Action Plans and determine what changes, if any, may be needed to respond to emergencies, including those related to COVID-19.
- Districts shall determine how they will handle and respond to the routine treatment and care of student athletes who may be injured during workouts, including both on the field and in the training room.
- In light of the fact that the prevalence of COVID-19 varies by state, and New Jersey’s numbers are declining while numbers from other states are rising, the Governor has issued an incoming travel advisory that all individuals entering New Jersey from states with a significant spread of COVID-19 should quarantine for 14-days after leaving that state.
RESTART & RECOVERY PLAN

- In the event that a student-athlete chooses to travel to one of the “hot spot” states, the district administration should advise the student-athlete that he/she cannot return to workouts until after a fourteen (14) day period of quarantine has been observed.

**Workouts**
1. All workouts shall take place outside during Phase 1.
2. Only one workout per day is permitted.
3. There must be a minimum of 2 workouts for every 7 days totaling 4 workouts.
4. The maximum number of workouts is 6 for every 7 days totaling 12 workouts.
5. There must be one (1) day of rest per every seven (7) days.
6. Workouts shall be no more than ninety (90) minutes in duration and shall include a ten (10) minute warm-up, and a ten (10) minute cool down.
7. There shall not be any physical contact, of any kind, between student-athletes and coaches.
8. Workouts shall be limited to conditioning, skill sets, and sport-specific non-contact drills.
9. The 14-day count starts on the day of the program’s first workout. a. It is important that all student-athletes start on day 1 (workout #1) of the schools/programs decided start date.
   b. Coaches must stress the importance of attending all workouts during phase 1.
   c. If a student-athlete misses workout #1, then their 14-day count will not start until they show up for their first workout and must be separated from the pods that started on time.
   d. If a student-athlete misses any workout after workout #1, their 14-day count is still in effect assuming they clear their next screening process.
   e. Any student-athlete traveling to a COVID “hot spot” will need to quarantine for 14 days.

**Pods**
1. No more than ten (10) student-athletes may be podded together in a single area.
2. More than one pod of student-athletes can be in a single area, provided there is twelve (12) to eighteen (18) feet between each pod.
3. Pods should be pre-determined by the coach prior to the start of the workout.
4. Pods must stay together throughout the entirety of Phase 1.

**Sports Equipment**
1. Sports equipment shall not be shared at any time during Phase 1.
2. No helmets or protective equipment is permitted during Phase 1.
3. Balls may be used in Phase 1, but they may only be used by individual student-athletes and cannot be shared between student-athletes even within their 10 person pods.
4. The following sports may pass the ball back and forth during Phase 1 as long as it is incorporated into conditioning drills and only one person in the pod handles the ball. a. Soccer (no heading) b. Field Hockey c. Lacrosse d. Ice hockey e. Tennis
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**Policy and Funding**

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