2020-2021 Academic Year Reopening Plan

Robin Ruiz

Executive Director/Chief Academic Officer

Mission Statement

Hope Community Charter School will guide and inspire students as they discover and develop their talents, building their literacy skills as the tools for imagining, self-reflection, and responsible decision-making. Within a safe and caring environment, literacy will be the path to a solid academic foundation.

Hope Community Charter School Board of Education Members

Robert Delengowski, President
Matt Meyers, Vice-President
Barbara Wallace
TBD
TBD

Reopening Committee

Robin Ruiz, Executive Direct/Chief Academic Officer,Committee Chair
Patricia Johnston, School Business Administrator
Mark Jaep, Vice Principal
Tracy Foedish, Family Support/Services Coordinator
Maya World, Director of Enrollment and Parent
Joelle, Quick, Classroom Teacher
Joy Jenkins, Classroom Teacher
Megan Leddy, Classroom Teacher
Wanda Espada, Classroom Teacher
Christine Jackson, Classroom Teacher
Matt Jenkins, Physical Education Teacher
Jacqueline Constantine, Art Teacher
Janie Odom, School Nurse
Maria Garcia, Paraprofessional

Conditions for Learning

Adapted from the directives from the New Jersey Department of Education.

At a minimum, school districts must adopt a policy for screening students and employees for symptoms of COVID-19 and history of exposure and must strive for social distancing within the classroom and on school buses. If schools are not able to maintain this physical distance, additional modifications should be in place, including physical barriers between desks and turning desks to face the same direction. Each school district must also adopt cleaning and disinfecting procedures.

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. Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

In addition to these minimum standards, the NJDOE has identified ten Critical Areas of Operation that schools must address in their restart plans:

1. General Health and Safety Guidelines
2. Classrooms, Testing, and Therapy Rooms
3. Transportation
4. Student Flow, Entry, Exit, and Common Areas
5. Screening, PPE, and Response to Students and Staff Presenting Symptoms
6. Contact Tracing
7. Facilities Cleaning Practices
8. Meals
9. Recess/Physical Education
10. Extracurricular Activities and Use of Facilities Outside of School Hours

Conditions for Learning

Health and Safety: Standards for Establishing Safe and Healthy Conditions for Learning		
Critical Area	*Action*	*Person(s) Responsible* Executive Director - ED Vice Principal-VP School Business Administrator - SBA School Nurse - N Teachers/Staff - TS Enrollment Coordinator - EC Family Services and Support Coordinator - FS Social Worker - SW Head Custodian - C
General Health and Safety Guidelines **In all stages and phases of pandemic response and recovery, schools must comply with Center for Disease Control (CDC), state, and local guidelines. Schools must also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.** ● Establishing and maintaining communication with Health Dept; track local conditions	● Respond to any outreach from the Camden County Health Department in order to address positive cases of COVID-19 that impacts the district/school community that may have been reported to them to commence contact tracing and	● ED, VP, N

	case investigation. Should the district/school report to the health officer about staff, students, or any person with a close relationship to the school that tested positive, that information will be verified by the health department before it commences contact tracing and case investigation. All positive persons will undergo contact tracing and case investigation whether the information was first passed through the school or came automatically through the health department communicable disease surveillance system. The Camden County Health Department will handle all contact tracing and have staff available to perform contact tracing and case investigation.	
● Educate staff and families regarding "high risk" criteria	● Establish/share criteria for staff and students regarding "high risk	● ED, VP, N
● Reasonable accommodations for students and staff at *higher risk*	● Establish/share an accommodations plan	● ED, VP, N
● Promote behaviors that reduce spread	● Create and post signs, continually communicate with parents/students and continuous reminders of the following: notifying students when to stay home, the need for social distancing, hand washing and respiratory etiquette, importance of face coverings at all times	● ED, VP, N, TS
● Training	● Staff and student training on safety precautions	● ED, VP, N, TS, SW

Classrooms, Testing and Therapy Rooms **Schools and districts must allow for social distancing to the maximum extent possible. When social distancing is difficult or impossible, face coverings are required, and face coverings are always required for visitors and staff unless it will inhibit the individual's health. School districts must also minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.**		
• Student desks, workspaces, and eating spaces separated by 6' and/or physical barriers/partitions whenever possible	• Visit every classroom, office, workspace, and cafeteria to determine room capacity; develop a system for ensuring all in-use seating is 6' apart or partitioned; desks face same direction.	• VP, SBA, C
• Physical barriers	• Assessment of spaces where 6' is not possible; identify physical barrier options and order as needed	• VP, SBA, C
• Face coverings	• Order masks and shields for staff and students at all times unless disability or documented medical condition prevents the wearing of a mask	• ED, VP, SBA
• Limit use of shared objects	• Each student will be assigned their own in school and at home devices. Each student will be provided their own set of classroom supplies. Establish classroom procedures that reinforce this requirement.	• ED, VP, TS
• Ventilation	• Check ventilation systems to ensure fresh air exchange, filters changed regularly. Open windows	• SBA, C

	whenever possible.	
● Hand Sanitizer	● Install permanent stations in hallways, entrances/exits, lunch areas, toilet rooms and classrooms.	● VP, SBA, C
● Hand-washing procedures	● Review proper handwashing procedures and set a schedule for handwashing.	● N, TS
● Medically Fragile Students	● Identify medically fragile students, understand their specific needs and make necessary accommodations	● ED, VP, N, EC, FS, SW, TS
● Supplies	● Secure and maintain the supply of PPE, cleaning and disinfecting supplies, cleaning and sanitizing equipment and hand washing supplies.	● ED, VP, SBA, C
● Belongings from home	● Keep each child's belongings separated in containers or cubbies	● VP, TS
		● ED, VP
● Use of larger spaces	● Use for instruction or social distancing when necessary	
		● ED, VP
● Scheduling/Movement	● Keep students in cohorts, add time to lunch and recess to allow for hand washing; build in handwashing during transition times	
● Training	● Staff and student training on safety precautions	● ED, VP, N, TS, SW

Transportation **School districts should maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students. If maintaining social distancing is not possible, all students who are able must wear face coverings while on buses.**		
● Social distancing on buses	● One student per row, skipping a row between each child; 54-passenger bus = 11 kids; seating students from the same household in one seat is okay. Face coverings are required. Hang signs on bus to reinforce rules.	● VP, SBA, EC
● Cleaning	● Request that the bus company cleans the bus daily	● VP, SBA
● Board buses	● Require fill back rows first then reverse upon exit; assigned seating.	● VP, EC
● Windows	● Open windows, when possible, for air flow	● Bus Driver
● Drivers	● Required to follow all safety protocols required for other staff (hand hygiene, face coverings)	● Camden County Education Commission, VP, SBA
● Waive busing	● Parent may waive busing services; increase parents' awareness	● VP, EC
● Training	● Staff and student training on safety precautions	● ED, VP, N, TS, SW

Student Flow, Entry, Exit, Common Areas **School district reopening plans should establish the process and location for student and staff health screenings. This should include providing 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. When it is not possible to maintain physical distancing, schools must require the use of face coverings.**		
• Location and Process for student and staff health screenings	• Determine location and process for staff and student health screenings including COVID checklist and temperature checks. Conduct all health checks safely and respectfully, document results and make/understand accommodations for needs of students with disabilities.	• ED, VP, N, SW
• Procedures for symptomatic students or staff	• Isolation space until pickup; notification of local health officials, staff as needed and families (confidentially and in accordance with Camden County Health Department guidelines/recommendations), and follow Camden County's Steps to Take in Response to Confirmed or Suspected COVID-19 Cases and Close Contacts protocols and Degrees of Separation for Schools COVID Flow Chart.	• ED, VP, N, SW
• Procedure for when person tests positive	• Isolation space until pickup; report illness to Camden County Health Department; PPE provided for use; methods for contact tracing; continuous monitoring of symptoms; readmittance policies consistent with Dept of Health, follow Camden County's Steps to Take in Response to Confirmed	• VP, N

	or Suspected COVID-19 Cases and Close Contacts protocols for positive cases and Camden County's Steps to Take in Response to Confirmed or Suspected COVID-19 Cases and Close Contacts protocols.	
● Parent Education	● Educate parents on signs of illness and need to keep children home when sick; when possible, same adult drop off and pick up the student.	● VP, N
● School Staff	● Required to wear face coverings unless disability or documented medical condition prevents the wearing of a mask	● ED, VP, N
● Visitors	● Limit visitors in the building, required to wear a mask unless a doctor's note is presented indicating wearing a mask would inhibit health.	● ED, VP, N, SW, EC, TS
● Students	● Required to a mask unless a doctor's note is presented that states wearing a mask inhibits health of student; may not be possible for students with disabilities (exceptions: health, heat outdoors, medical condition or IEP)	● ED, VP, N, TS, SW
● Training	● Staff and student training on safety precautions	● ED, VP, N, TS, SW
Contract Tracing **Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice and**		

is an integral function of local health departments. All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, should be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. School districts should collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.		
• Notification of Camden County Health Department	• Notify the Camden County Health Department with information regarding any positive or suspected positive cases. The health department will conduct all contract tracing and inform the school of the staff and family notification process.	• Camden County Health Department, N, ED, VP
• Communications system to allow staff and families to self-report symptoms/suspected exposure	• Develop procedures to communicate symptoms, suspected expose through self-reporting	• ED, VP, N, EC
Facilities Cleaning Practices **School districts 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. School districts must also develop a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and sanitize bathrooms daily and between use as much as possible.**		
• Develop procedures/routines and establish cleaning/disinfecting schedules for daily	• Develop a schedule and guidelines for routine	• ED, VP, SBA, N, C

operations and post-positive case instances.	cleaning and disinfecting; After a confirmed case, wait 24 hours to disinfect, bring in outside air, disinfect all areas the ill person inhabited.	
● Increase cleaning high-touch surfaces routines	● Include classroom desks/chairs, lunchroom tables/chairs, door handles/push bars, handrails, bathrooms, light switches, handles on equipment, shared phones, desktops, etc.	● ED, VP, SBA, N, C
● Bathrooms	● Sanitize bathrooms daily; limit number of students in bathrooms at a time, designate staff to enforce limited capacity, prop doors open	● VP, TS, C
● Hand Sanitizer	● Available at entrances and exits, common areas in hallways, offices, and classrooms.	● VP, SBA, C
● Provide sanitizing supplies to staff, cleaner and disinfectant to custodians and staff	● Order sufficient supply of all materials; train staff on proper use	● VP, SBA, C
● Bus cleaning/sanitizing procedures	● Work with vendors to develop a checklist and monitor adherence to checklist	● VP, SBA
● Add physical barriers in schools, where needed	● Check areas where 6' distancing is not possible and order supplies as needed	● VP, SBA
● Training	● Staff training on safety precautions	● ED, VP, SBA, N, C
Meals/Food Service **If cafeterias or other group dining areas are in use, school districts must stagger eating times to allow for social distancing and disinfecting of the area between groups. Additionally, districts must**		

discontinue family-style, self-service, and buffet-style dining and maintain social distancing. Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food service items.		
• Develop cafeteria schedule and procedures for students	• Stagger times to allow for social distancing, clean and disinfect between groups; no buffet, self-service, or family-style, eat in classroom when possible	• ED, VP, FS, C
• Develop cafeteria procedures for food service staff	• Establish and enforce sanitation procedures for food service staff, wash hands when removing gloves or handling food service items	• ED, VP, FS, C
• Types of meals to be served	• Serve in classrooms or cafeteria as appropriate. Serve individually-plated or pre-packaged meals; use disposable service items; hand-washing	• ED, VP, SBA, FS, TS
Recess/Physical Education **School districts must complete an inventory of outdoor spaces and mark off areas to ensure separation between students. Recess must be staggered by groups and staff must disinfect playground equipment and other shared equipment between uses. School districts should also consider closing locker rooms and encouraging students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.**		
• If groups are at recess simultaneously create 6' separation	• Use cones, flags, tape to create separation between groups; no cross-groups	• VP, TS

• Hygiene	• Wash hands after every recess period	• VP, TS
• Equipment	• Limit or eliminate use of equipment; no sharing or disinfect between sharing	• VP, TS, C
• Mixing cohorts	• Do not mix groups; designate areas for each class	• VP, TS
Field Trips, Extra-Curricular Activities, Use of Facilities by Outside Groups **All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol. External community organizations that use school facilities must follow district guidance on health and safety protocols.**		
• Extra-Curricular Activities	• None	• ED
• Field Trips	• Virtual field trips will be incorporated into classroom schedules. No in person field trips will be held.	• TS
• Use of Facilities by Outside Groups	• None	• ED

Social Emotional Learning (SEL) and School Culture and Climate		
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.		
● Support educator well-being so they may best support students	● Provide time for staff to reconnect, process traumatic events, and receive support, prioritize educator well-being, support access to mental health services, provide space for educators to practice/reflect on S/E competencies	● ED, VP, SW
● Staff Wellness Options Through Amerihealth	● Investigate wellness program through Amerihealth for employees who use school benefits	● SBA
● Staff and Student Trauma	● Organize and prepare for start of school year acknowledging potential trauma of staff and students ○ Routines will be new; clear, consistent communication is critical ○ Prioritize relationships and well-being over assignment and behavioral compliance ○ Support students and staff in feeling supported, connected, and hopeful	● ED, VP, SW

● Convey importance of Social Emotional Learning to student success	● Share with staff, students, and families Hope''s emphasis on Social Emotional Learning	● ED, VP, FS, SW
● Deliberate Opportunities to Connect	● Establish opportunities for staff, students and families to connect, and support families	● ED, VP, EC, FS, SW, TS
● Establish system of check-ins with students and families	● Establish expectations, procedures for staff check-ins with families and students	● ED, VP, SW
● Careful Conversations around impacts of COVID-19	● Conversations in safe space, topics include: Grief, loss, mental health supports, bias, prejudice, stigma, hope, resilience, fear, and anxiety	● ED, VP, SW, TS
● Maintain Positive School Culture	● Prioritize health and emotional well-being; assess school culture to identify vulnerabilities, implement research-based strategies, spend time on relationship-building	● ED, VP, SW
● Training	● Staff training in SEL and mental health	● VP, SW
Multi-tiered System of Supports (MTSS)		
MTSS is a systematic approach to prevention, intervention, and enrichment in grades PK-12 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. In partnership with leaders and educators from districts experienced with implementing MTSS the NJDOE identified universal screening, collaborative problem-solving teams, family engagement, and data-based decision making as critical components for districts moving toward MTSS.		

● Universal Screening	● Screening tools in ELA and Math, use data to inform instruction	● ED, VP, TS
● Collaborative Problem-Solving Teams	● Guide the use of data to inform instruction and intervention decisions. Hold team meetings to monitor student progress and brainstorm ideas.	● ED, VP, TS, SW
● Family Engagement	● Include families and students in the decision-making processes regarding interventions and supports; consider family ability to provide supports.	● ED, VP, TS, SW
● Data-based Decision Making	● Use data to measure student strengths, areas of need, and effectiveness of interventions	● ED, VP, TS
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. These include mental health support, primary health and dental care, family engagement, expanded before-school and after-school and summer learning time, and mentoring programs. ● Health Supports	● Prevention and Universal Supports including providing access to mental health resources, utilizing trauma-sensitive approaches, SEL programming, check-ins. Individualized and intensive support through school staff or providers,	● SW

	connect with community providers to provide support to families.	
● Primary Health and Dental Care	● Maintain lists of resources for families and coordinate referrals to government agencies; include info on NJ Family Care, NJSNAP, NJHelps, health clinics and dental clinics; nurses coordinate services; adjust screening processes to identify unaddressed needs during COVID-19 pandemic.	● N, SW
● Family Engagement	● Connect families to wraparound services mentioned above, involve families in reopening plans from start, including: ○ Administering family survey ○ Communicating plans in multiple languages through multiple platforms ○ Solicit feedback on plan from families	● ED, VP, FS, ED, SW
● Support Families in Aftercare Needs	● Provide opportunities for after school support with current after school childcare providers	● EC, SW
Food Service and Distribution		
School meals are critical to student health and well-being, especially for low-income students, and the NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of New Jersey's approximate 1.4 million students during all phases of school reopening. The Department is working with the Departments of Agriculture and Health to ensure that school district concerns related to food service are addressed as more guidance is made available.		

● Honor our moral imperative to feed students	● Design a plan to feed students on hybrid schedules and remote learning schedules.	● ED, VP, SBA, FS

Quality Child Care		
Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families that otherwise would not utilize child care will now require it. The NJDOE encourages schools to involve child care providers in planning meetings, communicate the school's modified schedule to local child care providers, and plan to transport students from school to child care facilities. ● Communicate Hope's Reopening Plan with childcare providers in the area	● Keep local child care providers and after school partners informed of our Reopening Plan.	● EC

Leadership and Planning

Adapted from the directives from the New Jersey Department of Education.

School districts should create Restart Committees to coordinate the overall reopening plan. These Committees should include district- and school-level administrators, school board members or charter trustees, local education association representatives, educators, parents, and students.

School districts should also establish school-based Pandemic Response Teams to centralize, expedite, and implement COVID-19-related decision-making. Each school team should have a liaison that reports to district-level administrators to ensure coordinated actions across the district. Pandemic Response Teams should include a cross section of administrators, teachers and staff, and parents and should represent a cross-section of the school community including its gender and racial diversity.

Leadership and Planning

Requirements to Re-Open

Critical Area	Action	Person(s) Responsible Executive Director - ED Vice Principal-VP School Business Administrator - SBA School Nurse - N Teachers/Staff - TS Enrollment Coordinator - EC Family Services and Support Coordinator - FS Social Worker - SW Head Custodian - C

School-Level Pandemic Response Teams

Establish Pandemic Response Team (PRT) ● Identify PRT/School Reopening Team ● Identify Responsibilities of PRT	● Purpose of team to implement COVID-19 related decision-making, including administrators, teachers, CST member, nurse, custodian, parents ● Oversee implementation of district plan, adjusting school health protocols as needed, providing training to staff, reviewing/reporting school-level COVID-19 data, develop procedures to foster supportive school climates, communicating school-based decisions, creating avenues of communication to and from school community	● ED, VP ● ED, VP

Scheduling

Districts' reopening plans must account for resuming in-person instruction in some capacity. 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 stakeholder input on the needs of all students and the realities of each unique district. School district policies for attendance and instructional time may require modifications for the 2020-2021 school year.		
● School Year, School Day	● School day shall consist of not less than four hours which may include synchronous and asynchronous instruction. Requirement for 180-day school year is met. "Hours of instructional time" is defined as a student engaged in standards-based learning under the guidance of a teacher.	● ED
● Recommendations	● Lead with health, safety, and wellness as top priority; maintain continuity of learning, facilitate equity and ease of access to communications and resources, flexibility that accommodates the needs of learners/families.	● ED, VP, TS
● Hybrid or 100 % Remote Choice	● Parents will have the choice of a hybrid program which offers in person and remote instruction or a remote program which offers all online instruction. Both programs will meet mandatory instruction requirements and will be a combination of synchronous and asynchronous instruction.	● ED, VP

Implementation Strategies ● Communication	● Clear and consistent information updated regularly in native language.	● ED, VP, FS, EC, TS
● Attendance	● Creative and flexible solutions to take attendance.	● ED, VP, SW
● Access to Technology	● Provide Internet access through a hot spot to every family. Provide a device to every student.	● ED, VP
● Professional Development	● Provide accelerated PD - learning tailored to technology used by Hope to support student learning	● All
● Contingency Planning	● Remain flexible, pivot when necessary, be ready to move to 100% remote for entire school, abandon what's not working	● All
● Special Circumstances	● Special consideration to medically fragile students and staff, and special needs students	● ED, VP, SW, TS
● School Personnel	● Establish contingencies to address staff shortages, support virtual and in-person populations long term	● ED, VP
● Access to Supports	● Establish roles for counselors, nurses, CST	● ED, VP, SW, N, TS

Staffing		
School districts should clearly communicate with teachers regarding expectations and support for student learning. School reopening plans 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. Staff roles will also have to expand to accommodate new health and safety regulations. Districts should consider leveraging staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules may also include designated time to support school building logistics required to maintain health and safety requirements.		
Instructional Staff • School Operations	• Reinforce social distancing, support safety logistics, be present in common areas	• TS
• Instructional Contributions	• Become familiar with online platforms, plan standards-based lessons and establish predictable routines, include digital citizenship	• TS
• Wellness	• Monitoring student wellness and report any student issues to the appropriate support person and Executive Director or designee	• TS
• Feedback and Assessment	• Provide regular feedback on instruction, assess progress regularly	• TS
• Materials	• Develop instructional packages for students	• TS

Administrators ● School Operations	● Reinforce social distancing, support safety logistics, be present in common areas	● ED, VP, SBA
● Instructional Contributions	● Support staff to continuously improve in virtual environment, working with staff directly to ensure teaching and learning, assessment, and all services are planned and implemented, provide examples of high quality instruction for teachers to model	● ED, VP, Instructional Coaches
● Wellness	● Develop a system for identifying student and family needs regularly, provide supports where possible	● ED, VP
● Staff w/ Health Concerns	● Consider roles and coverage for these staff members	● ED, VP
● Evaluation	● Set clear expectations for teachers	● ED, VP
● Scheduling	● Create a student scheduling scenario that works for school and family schedules	● ED, VP
Support Staff ● School Operations	● Reinforce social distancing, support safety logistics, be present in common areas	● EC, FC, SW, TS
● Instructional Contributions	● Lead small groups	● FC, TS
● Wellness	● Assist with check-ins with families to determine needs	● EC, FC, SW, TS

Announcement of Schedule		
School districts should strive to share their scheduling plans with staff, families, and students at least four weeks before the start of the school year in order to allow families to plan child care and work arrangements. ● Communicate with Parents School Schedule Option ● Understanding Parents Choice	● Notify parent at least 30 days before school starts of learning options. ● Conduct a survey to determine parent's choices. Make sure survey is in native language and reach out to all parents who do not respond to survey	● ED, EC ● ED, EC, FS

Policy and Funding

Adapted from the directives from the New Jersey Department of Education.

Readying facilities, purchasing supplies, and transporting and feeding students will look drastically different in the upcoming school year than in past years. Policy and funding considerations include:

- Purchasing
- Use of Reserve Accounts, Transfers, and Cashflow
- Cost and Contracting

Policy and Funding

School Funding

Critical Area	Action	Person(s) Responsible
		Executive Director - ED Vice Principal-VP School Business Administrator - SBA School Nurse - N Teachers/Staff - TS Enrollment Coordinator - EC Family Services and Support Coordinator - FS Social Worker - SW Head Custodian – C

The federal "Coronavirus Aid, Relief, and Economic Security" (CARES) Act established the Elementary and Secondary School Emergency Relief (ESSER) Fund to provide direct money to school districts and provide funding to support areas impacted by COVID-19. Under the law, $310.4 million has been allocated to New Jersey, the majority of which will in turn be provided to school districts through subgrants.
 	
ESSE Relief Fund (CARES)
  ● Allocation and Uses
 	
  ● Rules
	
	● Use on educational technology, supplies for cleaning and disinfecting, supplemental instructional programs
	
	● View as one-time, nonrecurring; supplement not supplant does not apply
		
		● ED, SBA
		
		● ED, SBA

The Federal Emergency Management Agency (FEMA) administers the Public Assistance program, which reimburses 75 percent of eligible expenses that are a direct result of the declared emergency (in this case, the COVID-19 outbreak). Districts can apply for assistance through the website maintained by the New Jersey Office of Emergency Management. While there is currently no deadline, the NJDOE encourages districts to apply as soon as possible.		

Federal Emergency Management Agency (FEMA)
   ● Eligibility
 	
   ● Uses
	● FEMA will reimburse up to 75% of eligible expenses that are the direct result of declared emergency.
	
	   ● PPE and disinfecting common areas, payer of last resort
		● ED, SBA
		
		   ● ED, SBA

In the wake of the COVID-19 public health emergency, State revenues have declined precipitously. This revenue loss necessitated modifying the State school aid proposal for the upcoming school year that had been released on February 27, 2020, but the total amount appropriated for K-12 State aid is essentially unchanged from the 2019-2020 school year. While districts should use the most recent State aid figures for planning purposes, that information is not final, but represents a proposal that could be modified by the Legislature when it considers the extended FY20 budget, which must be adopted by July 1, 2020 and the FY21 State budget, which must be adopted by September 30, 2020. The NJDOE will provide more detailed accounting guidance after the appropriations act is adopted.
 	
   ● State Aid
	
	   ● Districts will revise budgets to reflect state aid amounts
		
		   ● SBA

School districts will likely need to purchase items not needed in the past (e.g., personal protective equipment or cleaning supplies)		

and experience increased demand for previously purchased goods and services. Districts collaborate to create new arrangements that will allow them to purchase items at a lower cost by either purchasing through an established State contract or through a cooperative purchasing consortium. Purchasing ● Procedures	● State contract or cooperatives	● SBA
To the greatest extent possible, districts should consider making expenditures from various accounts or over budgeted line items to meet unanticipated costs and to manage their cash flow. School districts may be able to use funds on deposit in their emergency reserve accounts to finance unanticipated expenses that arise as a result of the COVID-19 pandemic. A school district would need the Commissioner's approval to make a withdrawal from this account. Additionally, districts should be mindful that certain budget actions require the Commissioner's approval. These requirements are statutory and cannot be waived by the NJDOE, and districts should not presume that such approval will be automatic. Reserve Accounts, Transfers, Cash Flow ● Unexpected Needs	● Use over budgeted accounts	● SBA

• Emergency Accounts	• Use of money requires DOE approval	• SBA
• Transfers	• 10% applies	• SBA
• Cash Flow	• DCA is allowed to extend date municipality s required to transfer tax revenue; watch cash flow closely	• SBA
All school districts are strongly encouraged to participate in the federal E-rate program, which provides schools and libraries with funding support for high-speed broadband connectivity and internal connections equipment. The NJDOE also encourages districts to use cooperative contracts available from the State of New Jersey, New Jersey School Boards Association, County Cooperative Contracts, and County Educational Services Commissions to procure technology and connectivity services. Costs and Contracting • E-rate program	• Discounts for technology purchases and services	• SBA

Continuity of Learning

Adapted from the directives from the New Jersey Department of Education.

Ensuring continuity of learning is critically important during this time of great stress for families, educators, and students. Districts should work closely with their stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are most 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.

Continuity of Learning	
Student Growth, Special Populations	
Critical Area	*District Action*

Person(s) Responsible
Executive Director - ED
Vice Principal-VP
School Business Administrator - SBA
School Nurse - N
Teachers/Staff - TS
Enrollment Coordinator - EC
Family Services and Support Coordinator - FS
Social Worker - SW
Head Custodian - C

Student Growth 2019-2020 ● Assumptions Student Growth	● Estimate and communicate with 2020-2021 teacher student reading levels based on student interaction with the teacher and completed assignments during the spring.	● ED, VP, TS
● Prioritizing Students Who Need In-Person instruction Most	● Provide in-person learning for all students and provide extra in-person support to students who need it most.	● ED, VP, TS
Delivery of Special Education and Related Services		
Districts must continue to meet their obligations to students with disabilities to the greatest extent possible. Specific strategies and considerations for students with disabilities must be critical points of discussion for every return-to-school scenario. The NJDOE will continue to update school districts and receiving schools with any additional guidance from the United States Department of Education (USDE) on implementation of the Individuals with Disabilities Education Act (IDEA).		

Students with Special Needs		
● Medically Fragile Students	● 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.	● ED, VP, N, SW
● Growth Students with Disabilities	● 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.	● ED, VP, SW, Child Study Team
● Evaluation Processes	● 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.	● ED, VP, SW, Child Study Team
	● IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.	● ED, VP, SW, Child Study Team

● Communication	● 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.	● ED, VP, SW, Child Study Team
Technology, Connectivity, Participation, and Platforms		
Each school district should strive to ensure that every student has access to a device and internet connectivity. Districts should prioritize the provision of technology, or, alternatively, in-person instruction, to students that are otherwise without access and should include in their reopening plan the steps taken to address the technology need and how it will be resolved as soon as possible. Technology and Connectivity ● Devices	● Create a plan to purchase and distribute a device to every student to support student learning.	● ED, VP, SBA

● Connectivity	● Create a plan to purchase and distribute devices/hot spots to allow for the safe use of the Internet for all students.	● ED, VP, SBA
● Educational Platforms/Apps/ Add Ons	● Identify and purchase online tools, apps and add ons to allow for interactive engaging online learning.	● ED, VP, SBA, TS
● Setup/Training	● Create a plan to set up and assign devices for student and staff use.	● ED, VP, SBA
	● Create and schedule PD to support teachers in learning new platforms, apps and add ons	● ED, VP, TS
	● Consider the needs associated with deployment of needed technology, including student and parent training and acceptable use policy implementation.	● ED, VP, TS
Technology Considerations ● Tracking Participation Rates	● Create and convey to staff procedures for monitoring and recording student participation in online learning classes.	● ED, VP, EC, SW, TS
● Attendance	● Create and convey to staff procedures for taking attendance for students' participation in remote learning.	● ED, VP, EC, SW, TS

● Platforms ● Technical Assistance	● Identify, purchase and train staff on online tools, apps and add ons to allow for interactive engaging online learning. ● Create procedures for offering technical support to staff, students and parents	● ED, VP, TS ● VP, Technology Consultant
Curriculum, Instruction, and Assessment		
In planning curriculum, instruction, and assessment for reopening, districts 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). The NJDOE encourages districts to develop plans that are innovative, cultivate a clear sense of shared purpose and goals, encourage collaboration among educators, and foster an effective partnership approach with students' family members and caregivers.		

Delivering High-Quality Instruction in Hybrid Environment		
● Staff Training / Refinement	● Plan for and promote collaboration between educators to ensure consistency across grades and content areas and provide sufficient time to prepare for necessary incorporation of new instructional techniques.	● ED, VP, TS
	● Create a plan to use teacher experts to train and support their colleagues in new instructional techniques.	● ED, VP, TS
	● Create a plan to ensure all students have access to the necessary technology to participate in Hope's remote learning program as an option.	● ED, VP, SBA
● Equitable Access	● All students deserve equitable access to a high-quality education. The type of tools experiences that are appropriate will vary based on grade band and content area.	● ED, VP, TS
● Engagement	● Identify areas that will provide opportunities for innovation: new approaches to customized learning and new types of partnerships with family members, caregivers, and community	● ED, VP, TS

• Assessment	stakeholders to provide interactive and engaging instruction for all students. • Create an assessment plan to plan for quality instruction, student engagement. An effective assessment plan will be interdependent and benefit from a strong feedback loop between administration, educators, students, and families.	• ED, VP, TS
• Relationships	• Continue to provide/offer opportunities to strengthen relationships with staff, students and families. Anxiety may be reduced by developing a shared sense of purpose, providing clear expectations and comprehensive support systems, building strong relationships, and allowing for flexibility/adaptability.	• ED, VP, SW, EC, TS

Virtual and Hybrid - Curriculum ● Loss of Learning and Learning Gaps	● Use multiple forms of assessments to identify areas where learning gaps and loss of learning has occurred. Create individual learning plans for students to address areas of learning loss and gaps.	● ED, VP, TS
● Accelerated Support	● Adapt the curriculum scope and sequence/pacing for each subject area and grade level to accommodate where teachers might need to provide acceleration support.	● ED, VP, TS
	● Monitor your students' progress on grade-appropriate assignments and adjust your supports for teachers and leaders based on student results.	● ED, VP, TS
● Prioritize Learning Goals	● Review the curriculum and prioritize the most critical prerequisite skills and knowledge for each subject area and grade level.	● ED, VP, TS
● Communication	● Work closely with parents to keep them informed. Clear and consistent communications with stakeholders are vital to successful implementation. Recognizing that flexibilities	● ED, VP, TS

	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.	

Virtual and Hybrid – Instruction		

● Shared understanding	● Provide clear and flexible expectations:
	  ○ Type and length of activities
	  ○ Interactions:
	    ■ Small group instruction, regular check ins, office hours (for students and/or family and caregivers).
	  ○ How students will demonstrate learning (process over product):
	    ■ Identify criteria to demonstrate mastery of standard(s) or grades on projects.
		● ED, VP, SW, TS

● Types of Learning	● Use multiple approaches (e.g., synchronous, asynchronous [teacher-created videos, screen casting, independent].	● ED, VP, TS
● Goal	● Create and communicate a plan to clearly outline goals and expectations for student learning.	● ED, VP, SW, TS
● Creativity	● Use technology to create interactive engaging lessons that are student centered.	● TS

Virtual and Hybrid - Assessment		
● Types of Assessments	● Teachers will use pre-assessments, formative, interim, summative assessments	● ED, VP, TS
● Assessment Strategy	● Incorporate time for self-reflection, pre-assessments at the start of units, and formative assessments throughout units. Summative assessments will be administered at appropriate times.	● ED, VP, TS
● Professional Development	● Create a PD plan to support teachers in learning and successfully using new technology to provide interactive engaging instruction.	● ED, VP, TS

It is imperative that districts provide professional learning that will better equip leaders, staff, substitutes, students, and parents/caregivers to adapt to altered educational environments and experiences. Among the most critical focus areas are training to address the learning loss for the most vulnerable populations (students with disabilities, English language learners, students without proper technology or internet access, etc.), and preparing and supporting educators in meeting the social emotional, health, and academic needs of all students.		
Professional Learning ● Remote/Hybrid Learning	● Identify the new forms of technology that will be used throughout the district in a remote instruction model and provide training in the use of all platforms. Use teacher experts to provide training when appropriate and professional providers when necessary. Providing accessible, and user-friendly resources or training for parents/caregivers and community members for safe use of the technology.	● ED, VP, TS

● Learning Loss/Gaps	● Provide coaching support to teachers to help teachers identify and close learning loss/gaps.	● VP, ED, Teacher Coach Consultants
● Planning Time	● Ensure teachers have common planning time and collaboration time to create interactive engaging instruction for students.	● ED, VP
● Ongoing Professional Learning	● Continually access the needs of teachers in providing quality instruction to students using new technology, platforms and tools. Provide professional learning opportunities as needs arise. Identify the needs of stakeholders in supporting learning.	● ED, VP
● Professional Development Plans	● Develop training schedules and staff collaboration time in accordance with the needs of the staff. Plans should be flexible and meet the needs of the staff. Professional development will also provide support to staff in students with disabilities, ELL and undocumented students.	● ED, VP, TS
● Mentoring	● Provided novice provisional teachers and teachers new to the district mentoring. One-to-one mentoring will be provided allowing for sufficient support and guidance to novice provisional teachers and new teachers working in a remote and hybrid environment.	● ED, FS

● Evaluation	● Develop a modified annual evaluation training plan to highlight procedures and processes which would be impacted due to potential hybrid scheduling.	● ED, VP
	● Develop observation schedules with a hybrid model and 100% remote schedule in mind.	● ED, VP
● ScIP	● Work with the School Improvement Panel's (ScIP) to inform professional learning, mentoring, and other evaluation-related activities to support learning in both a hybrid and 100% remote environment.	● ED, VP
● Provisional Teachers, Nontenured Teachers, Corrective Action Plans	● Create a plan to support requirements and best practices involved with provisional status teachers, nontenured educators and those on Corrective Action Plans which can including extra observations, extra observers, assuring more frequent feedback and face-to-face meetings.	● ED, VP

Conditions for Learning

Minimum Standards for Reopening

Social Distancing
Schools and districts must allow for social distancing within the classroom to the maximum extent practicable. This can be achieved by ensuring students are seated at least 6 feet apart and considering the flow of student traffic around the room. When weather allows, windows should be opened to allow for greater air circulation. Indoor environments with recirculated air are the riskiest of environments for COVID-19 spread.
Social Distancing
If schools are not able to maintain this physical distance, additional modifications should be in place. These include using physical barriers between desks and turning desks to face the same direction (rather than facing each other) or having students sit on only one side of the table, spaced apart.
Face Coverings
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. Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
Cleaning & Disinfecting Procedures
Each school district must adopt cleaning/disinfecting procedures.
Schools Buses
School districts are strongly encouraged to maintain social distancing on school buses; if it is not feasible or prohibitively burdensome or expensive to maintain physical distancing, students must wear face coverings.
Screening Policy
School districts must adopt a policy for screening students and employees upon arrival for symptoms and history of exposure.

Conditions for Learning

Health and Safety – General Health and Safety Guidelines

Minimum Standards for Reopening

Minimum Standard
Communicate with local & state authorities to determine current mitigation levels
Protecting staff & students who are higher risk for severe illness
Following CDC's Guidance for Schools and Childcare Programs
Promoting behaviors that reduce spread: - Stay home when appropriate - Hand hygiene and respiratory etiquette - Face coverings - Signs and messages
Reasonable accommodations should be provided for individuals that the Centers for Disease Control identifies as having a higher risk for severe illness from COVID-19
In addition to the general guidelines applicable to all districts aligned with the stages of reopening, each local school district must plan reopening in accordance with local conditions and resources.

The Reopening Conditions for Learning

Health and Safety – Classrooms, Testing, and Therapy Rooms

Minimum Standards for Reopening

Minimum Standard
Implementing social distancing practices in all instructional and non-instructional spaces is critical to ensuring the health and safety of students and staff. To that end, student desks and seating in classrooms, cafeterias, multi-purpose rooms, and other spaces should be separated by at least six feet to the maximum extent practicable. Where such physical distancing is not feasible or difficult to maintain, protective measures such as physical barriers between students and arranging seating such that all individuals face the same direction can help reduce transmission.
When social distancing is difficult or impossible, face coverings are required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities. In a classroom setting where social distancing can take place or physical barriers are in place, face coverings can be removed while students are seated at desks but should be worn when moving about the classroom.
All instructional and non-instructional rooms in school and district facilities must comply with social distancing standards to the maximum extent practicable. See "Additional Considerations" below for information helpful in calculating appropriate room occupancy to account for social distancing.
Use of shared objects should be limited when possible or cleaned between use.
Schools and districts must ensure that their indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate. - Recirculated air must have a fresh air component. - Open windows if A/C is not provided. - Filter(s) for A/C units must be maintained and changed according to manufacturer recommendations
Prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol): - In each classroom (for staff and older children who can safely use hand sanitizer). - At entrances and exits of buildings. - Near lunchrooms and toilets. - Children ages 5 and younger should be supervised when using hand sanitizer. - For classrooms that have existing handwashing stations, prepare stations with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
Students should wash hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing. - Use alcohol-based hand sanitizer (at least 60% alcohol) if washing with soap and water is not possible.
Net square footage (NSF) per occupant based on a six foot radius of space around occupants is provided as a guide. Schools can utilize the sample NSF to help determine the number of occupants who may be served within the school. (Please note that the NSF listed includes

allocations for a desk, circulation space, and loose furniture and equipment). - 6.0-foot radius = 113 NSF
Limit use of supplies and equipment to one group of children at a time and clean and disinfect between use
Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
Increase circulation of outdoor air as much as possible, for example, by opening windows and doors.
Larger rooms (i.e. auditorium, cafeteria, gym) can be used as classrooms to allow for social distancing.
Turn desks to face in the same direction (rather than facing each other) or have students sit on only on side of tables, spaced apart.
For furniture that is intended to accommodate more than one student the school district should explore bringing in furniture to replace the multi-student furniture or consider some type of partitioning system. These have recently become commercially available. These types of partitions should also be considered anywhere it is necessary to separate students/parents from staff.
Consider keeping classes together to include the same group of children each day (cohorts). - Allow minimal mixing between groups/cohorts. - Allow outdoor classrooms where possible and when seasonally appropriate
Add time to lunch and recess periods to ensure students have time to wash their hands.
Build in the practice of handwashing throughout the day, during transition times.

Health and Safety – General Health and Safety Guidelines – For Medically Fragile Students & Students with Complex Disabilities

Minimum Standards for Reopening

Minimum Standard
Ensure mechanisms to secure PPE prior to opening and maintain ongoing supplies, in order to remain open.
Strongly consider the need for additional cleaning staff to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.
Consider the need for heightened monitoring and frequent handwashing which will often require hand-over-hand assistance.

Conditions for Learning

Transportation

Minimum Standards for Reopening

Minimum Standard
If a district is providing transportation services on a school bus but is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus. - 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.
Adopt best practices for cleaning and disinfecting school buses and other transport vehicles.
For the 2020-2021 school year, school districts should evaluate their ability to provide courtesy busing as outlined in N.J.S.A. 18A:39-1c. Districts might elect to provide such busing due to local preferences or to address concerns that certain routes between home and school may be hazardous. State law also allows a parent whose child is eligible for mandated busing to waive those services for the school year.

Conditions for Learning

Student Flow, Entry, Exit, and Common Areas

Minimum Standards for Reopening

Minimum Standard
School District Reopening Plans should establish the process and location for student and staff health screenings.
If physical distancing (six feet) cannot be maintained for individuals in line waiting to enter or exit a building, require utilization of face coverings. Provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least 6 feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).
Additional Considerations
Minimize interaction of students between drop-off and entrance to school facilities. Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible. Establish separate entrances and exits to school facilities where possible.

Require visitors and parent/guardians use their own pen for signing in/out.

Create "one-way routes" in hallways.

Maintain social distancing in hallways and common areas.

Minimize the number of non-essential interactions between students and staff throughout the school day.

Create student cohorts as an effective strategy to limit exposure and contact.

Limit commingling between classes or other district-set groups of students.

Minimize large group gatherings.

Create a system that allows for physical distancing.

Provide hand sanitizer at school entrances.

Put signage around school buildings to provide hygiene advice and reminders (CDC offers printable resources and handwashing posters).

Increase frequency of cleaning all surfaces, including walls (to the appropriate height based on age of students).

Limit the number of students in the hallway at the same time by staggering release from classrooms.

If feasible, install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).

Consider a schedule that limits access, if at all, to lockers to keep traffic in the hallways within social distancing protocols.

Most schools have limited entry/exit points for security purposes, but additional entry/exit points may need to be established to ensure a balance of social distancing and security protocols.

Conditions for Learning

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

Minimum Standards for Reopening

Minimum Standard
School districts must adopt a policy for screening students and employees upon arrival for symptoms and history of exposure. Policies must include the following: - 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. - Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. - Results must be documented when signs/symptoms of COVID-19 are observed. - Any screening policy must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
School districts must adopt procedures for symptomatic staff and students. Procedures must include the following: - Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Follow current Communicable Disease Service guidance for illness reporting. - If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality. - District should implement a policy to prepare for when someone tests positive for COVID-19 that include written protocols detailing the district's COVID-19 related response for symptomatic students and staff. Protocols must be consistent with the district's contact tracing policy (see "Critical Area of Operation #6: Contact Tracing") to the maximum extent practicable. Protocols must include: - 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. - Follow current Communicable Disease Service guidance for illness reporting. - Adequate amount of personal protective equipment (PPE) available, accessible, and provided for use. - Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance. - Continuous monitoring of symptoms. - 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 - Written protocols to address a positive case.
Encourage parents to be on the alert for signs of illness in their children and to keep them home when they are sick.
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. - If a visitor refuses to a wear a face covering for non-medical reasons and if such covering cannot be provided to the individual the point of

entry, entry to the school/district facility may be denied.

Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- 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.

Conditions for Learning

Contact Tracing

Minimum Standards for Reopening

Minimum Standard
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. 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. Trained professionals from the community then get in touch with those close contacts to recommend next steps, such as self-quarantining, and to provide critical education and support in risk mitigation strategies. All school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school and district, should be provided information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. Schools and districts should engage the expertise of their school nurses to educate the broader school community on the importance of contact tracing.
Additional Considerations
Contact tracing policies should:

- Be developed in consultation with the board's local health department and with school nurses employed by the board;
- 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.

Conditions for Learning

Facilities Cleaning Practices

Minimum Standards for Reopening

Minimum Standard
Develop a schedule for increased, routine cleaning and disinfection included in the district's policy
Routinely clean and disinfect 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). Use all cleaning products according to the directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).
Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).
Additional Considerations
Regarding bathrooms: - Avoid crowds by limiting the number of students who can enter at a time.   - Designate staff members to enforce limited capacity and avoid overcrowding.   - Consider purchasing no-touch foot pedal trash cans, if possible.   - Prop doors open to avoid touching handles.   Drinking fountains should be cleaned and sanitized but encourage staff and students to bring their own water to minimize use and touching of water fountains.   Hand sanitizer should be made available at the school bus entrance for each student to use when boarding. Similarly, students must be required to wear face coverings while riding on the bus if social distancing or physical barriers cannot be maintained.   Bus drivers should be reminded to take certain personal hygiene actions (e.g., frequent hand washing) and be afforded the opportunity to do so (such as having sufficient time between routes).

School districts that will transport students between home and school should develop procedures that detail how school buses will be cleaned and sanitized. For most districts, some portion of these transportation services are provided by contracted transportation providers. These entities will need to collaborate to develop these procedures and ensure that they are consistently followed.

- Districts should develop a cleaning/sanitizing checklist to be completed by the personnel responsible for the cleaning. The checklist serves two purposes: 1) providing a roadmap for the steps that need to be taken to properly clean and sanitize the bus; and 2) certifying that the process has been completed as required.
- The procedures should identify sanitizing agents that may be used and should 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 should likely include two stages: cleaning, which removes dirt and germs from surfaces, and disinfecting, which kills germs on surfaces that remain after cleaning.

Develop a process for the routine cleaning and disinfecting of furniture, accounting for the materials used in furniture in each school building.

Provide EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use.

Ensure adequate supplies to support cleaning and disinfection practices.

Ensure safe and correct use and storage of cleaning and disinfection supplies, including storing products securely away from children, and ensuring appropriate ventilation so students and staff are not exposed to toxins or fumes.

Add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least 6 feet apart.

Cleaning and disinfecting a school building after a person has been identified as COVID-19 positive:
- Schools might need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures:
- Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible.
- Open outside doors and windows to increase air circulation in the area.
- 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.

It may be necessary to provide additional training to the personnel responsible for cleaning and sanitizing school buses. Topics that may need to be addressed may include proper use of cleaning and disinfecting agents, the cleaning schedule for various surfaces, and safety precautions that need to be taken (e.g., ensuring adequate ventilation while cleaning and sanitizing).

The Reopening Plan – Conditions for Learning

Meals

Minimum Standards for Reopening

Minimum Standard
If cafeterias or group dining areas are used: - Stagger times to allow for social distancing, and clean and disinfect between groups. - Discontinue family style, self-service, and buffet. - Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined here by the Environmental Protection Agency (EPA). - Space students at least six feet apart. - Individuals must wash their hands after removing their gloves or after directly handling used food service items.

Additional Considerations
Consult the New Jersey Department of Agriculture for additional information regarding compliance with Child Nutrition Program rules and regulations.
Consider serving meals in classrooms or outside when possible instead of a group dining area.
Serve individually plated meals or meals in pre-packaged boxes or bags.
Ensure students are not sharing food.
Use disposable food service items (e.g., utensils, dishes). - If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher.
Encourage proper hand washing before and after eating meals.

Conditions for Learning

Recess/Physical Education

Minimum Standards for Reopening

Minimum Standard
Stagger recess. If two or more groups are participating in recess at the same time, they should have at least 6 feet of open space between them.
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).
Consider closing locker rooms to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces. -   If not feasible to close, stagger use and clean and disinfect between use. -   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.

Conditions for Learning

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

Minimum Standards for Reopening

Minimum Standard
Adhere to all applicable social distancing requirements and hygiene protocol during any extra- curricular activities.
Require any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.
Additional Considerations
Maximize the use of technology and online resources to continue some extra-curricular activities without additional person-to-person contact.
Restrict use of school/district facilities to district-sponsored extra-curricular activities and groups.
Limit public use of school facilities or design a method, such as scheduling or increased cleaning, to ensure the use will not conflict with hygiene standards.
Consider canceling field trips, assemblies, and other large gatherings.
Cleaning/disinfecting schedule may not allow for in-person gatherings outside school hours

Conditions for Learning

Social Emotional Learning (SEL) and School Climate and Culture

Minimum Standards for Reopening

Educator Well-Being – Consideration
Provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support that promotes their healing.
Prioritize educator self-care and wellness through the summer and at the start of the 2020- 2021 school year.
Support educators' access to mental and behavioral resources and encourage them to utilize these services.
Create opportunities for staff to regularly practice and reflect on their social and emotional competencies.
Trauma-Informed Social and Emotional Learning
Establish routines and maintain clear communication
Prioritizing relationships and well-being over assignments and behavioral compliance
Support students and staff in feeling safe, connected, and hopeful.
Make deliberate efforts to communicate the importance of SEL and how it relates to student success in your school or district to students and families.
Consider staffing needs that would be most appropriate in addressing the trauma and social and emotional well-being of your students as they return to school. Schools are encouraged to examine the flexibility of their available funds to hire qualified individuals that can support these needs.
Facilitate opportunities for connection and reflection among students, families, and staff (i.e., virtual town-halls, small group online meetings, surveys, etc.). It is critical that districts make time for these conversations and ensure that students' voices are heard. These meetings may shed light on opportunities to highlight SEL strategies that were effective in supporting and engaging students in your school or district during the COVID-19 pandemic as well as areas where your school and district commits to improving.
Actions to Consider Prior to School Opening
Provide professional development to support educators': - Integration of SEL in their teaching, including the skills to foster positive learning environments and techniques for embedding SEL into instruction (in-person and remote and/or virtual instruction). - Understanding and utilization of trauma-informed practices. - Protocol for identifying and supporting students who may be experiencing social- emotional, behavioral, and mental health challenges.
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 and is able to connect with for any needed supports. In addition to in-school structures (i.e., mentors, advisory classes), schools may want to consider community partners who may be able to connect with students and families and supplement the services already being provided by the school.
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. Planning should include the methods for continually conveying information on how to access both school and community supports to students, staff, and families in all learning environments (in-person, hybrid, and virtual).

Conditions for Learning

General Health and Safety Guidelines

- ❏ CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again (CDC)
- ❏ General Guidelines for the Control of Outbreaks in School and Child Care Settings School Exclusion List (NJDOH)
- ❏ People Who Are at Higher Risk for Severe Illness (CDC)

Transportation

- ❏ CDC Activities and Initiatives Supporting to the COVID-19 Response, May 2020
- ❏ Coronavirus Disease 2019 (COVID-19) Considerations for Schools (CDC)
- ❏ COVID-19 Resources (National Association for Pupil Transportation)
- ❏ Parental Transportation Waiver Form (NJDOE)
- ❏ Transportation FAQs (NJ Department of Education)
- ❏ What Bus Transit Operators Need to Know About COVID-19 (CDC)

Student Flow, Entry, Exit, and Common Areas

- ❏ ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance
- ❏ "Considerations for Schools (CDC)"
- ❏ Governor Murphy Unveils Multi-Stage Approach to Execute a Responsible and Strategic Restart of New Jersey's Economy
- ❏ "Guidelines for Opening Up America Again," Opening Up America Again Guidelines, The White House and The Centers for Disease Control and Prevention.
- ❏ Melnick, H., & Darling-Hammond, L. (with Leung, M., Yun, C., Schachner, A., Plasencia, S., & Ondrasek, N.). (2020).

Reopening schools in the context of COVID-19: Health and safety guidelines from other countries (policy brief). Palo Alto, CA: Learning Policy Institute, https:// learningpolicyinstitute.org/product/reopening-schools-covid-19-brief.

❑ Schools During the COVID-19 Pandemic (CDC)
❑ When and How to Wash Your Hands (CDC)

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

❑ Guidance on Purchasing Safety Supplies (Massachusetts Department of Elementary and Secondary Education (2020)

Contact Tracing

❑ CDC Guidance on Contact Tracing
❑ Contact Tracing Awareness Training
❑ FERPA & COVID-19: FAQ
❑ NJ COVID-19 Information Hub: What is Contact Tracing? How Does it Stop the Spread of COVID-19?
❑ USDE›s Student Privacy Policy Office

Facilities Cleaning Practices

❑ COVID-19 Resources for School Bus Personnel: Best Cleaning and Disinfecting Practices for Buses (American Federation of Teachers)
❑ Disinfectants for Use Against SARS-CoV-2 (EPA)
❑ Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes (EPA)

Educator Well-Being

❑ 5 Strategies for Teacher Self-Care (ASCD)
❑ Educator Stress Spectrum

- ❏ Educator Resilience and Trauma-Informed Self Care
- ❏ Handout: Supporting Healthy Mindsets and Behaviors
- ❏ NJEA's Member Helpline
- ❏ Resiliency Resources at Rutgers University Behavioral Health Care
- ❏ Supporting Teachers Through Stress Management (NASP)

Trauma Informed Social and Emotional Learning

- ❏ Building Trauma-Sensitive Schools
- ❏ CASEL Program Guide
- ❏ Center for SEL and School Safety
- ❏ Considerations for Schools (CDC)
- ❏ COVID-19 Resources (American School Counselor Association)
- ❏ Creating Opportunities through Relationships Modules
- ❏ Creating SEL Teams
- ❏ Creating Trauma-Informed Systems
- ❏ Developmental Indicators—SEL in the K–12 Classroom (NJDOE)
- ❏ Guide to Schoolwide SEL (CASEL)
- ❏ Helping Children Cope with Changes Resulting From COVID-19
- ❏ High School Toolkit: Building a Mental Health-Friendly Classroom
- ❏ Incorporating SEL into Classroom Instruction
- ❏ Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community (CASEL)
- ❏ New Jersey's SEL Competencies and Sub-Competencies.
- ❏ SEL Data Reflection Protocol
- ❏ SEL Professional Development Modules for Educators (NJDOE)
- ❏ Social Emotional Learning District Implementation and Professional Development (Minnesota Department of

Education)
- ❏ Strategies for Trauma-Informed Remote Learning
- ❏ The Greater Good Science Center at UC Berkeley
- ❏ Trauma-Informed School Strategies during COVID-19 (National Child Traumatic Stress Network)
- ❏ Trauma informed SEL: Pawlo, E., Lorenzo, A., Eichert, B., & Elias, M. J. (2019). All SEL should be trauma-informed. Phi Delta Kappa, 101 (3). 37-41.
- ❏ Trauma-Informed SEL Toolkit
- ❏ The School Climate Strategy Resource Guide provides support to school leadership teams in using the New Jersey School Climate Survey and includes sections dedicated to SEL and trauma-informed approaches among other evidence-based strategies for improving school climates that would be applicable both if a school is operating remotely or in-person.

School Culture and Climate

- ❏ National Center on Safe and Supportive Learning Environments
- ❏ National School Climate Center: School Community Engagement in the Time of COVID-19
- ❏ School Climate Strategy Resource Guide
- ❏ Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A Review of School Climate Research. *Review of Educational Research. 83*(3), 357-385.

Universal Screening

- ❏ Considerations for Remote Instruction in Early Math (K–5)
- ❏ Considerations for Remote Instruction in Early Reading (K–5)
- ❏ Voorhees Township RTI Manual
- ❏ Mount Olive Township Schools Response to Intervention (RTI)

Collaborative Problem Solving

- ❏ Dunlap, G. & Fox, L. (2015). *The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS.* The Pyramid Model Consortium.
- ❏ New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines (NJDOE)

Family Engagement

- ❏ Dunlap, G. & Fox, L. (2015). *The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS.* The Pyramid Model Consortium.
- ❏ New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines (NJDOE)

Data-Based Decision Making and Three Tiers of Academic and Behavioral Interventions

- ❏ Considerations for Remote Instruction in Early Math (K–5)
- ❏ Considerations for Remote Instruction in Early Reading (K–5)
- ❏ Dunlap, G. & Fox, L. (2015). *The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS.* The Pyramid Model Consortium.
- ❏ New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines (NJDOE)

Family Engagement

- ❏ 6 Keys to Engaging Families in ESSA (National PTA)
- ❏ California Department of Education (2020). *Stronger Together*.
- ❏ Children's Interagency Coordinating Council (CIACC)
- ❏ County Offices of Education Directory
- ❏ Engaging Parents through Conversations (East Side Pathways)
- ❏ Families Portal (NJDOE)
- ❏ Myers, A. (2019). *Going old-school: Home visits show marked effect on absenteeism and performance*. Johns Hopkins School of Education.

- ❏ New Jersey's Parent Teacher Association
- ❏ NJ Parent Link: The Early Childhood, Parenting and Professional Resource Center
- ❏ NJ 211 Resource Finder
- ❏ SPAN Parent Advocacy Network
- ❏ Statewide Parent Advocacy Network (SPAN) for Students with Disabilities: Resource Library
- ❏ Title I, Part A: School/Family/Community Engagement (NJDOE)
- ❏ Tucker, E. and Kruse, L. (2020). *Preparing to Reopen: Six Principles That Put Equity at the Core*.
- ❏ Getting Smart.

Academic Enrichment, Expanded After-School Learning & Summer Programming

- ❏ New Jersey's Child Care Resource and Referral Agencies by County
- ❏ NJSACC: The Statewide Network for NJ's Afterschool Communities – Virtual After School Resource Guide
- ❏ NJ YMCA Locations
- ❏ United Way's Summer Learning Resources

Mentoring

- ❏ Big Brothers Big Sisters of NJ
- ❏ Extensive Mentoring Resources by the United Way including Tools and Guidebooks
- ❏ Mentoring Youth and Young Parents: A Guidebook for Programs Helping Youth and Young
- ❏ Parents Navigate a Pathway to Self-Sufficiency (US Dept of Labor)
- ❏ National Mentoring Resource Center

Food Service and Distribution

- ❏ [COVID-19 and Food Safety Memo (New Jersey Department of Agriculture)](#)
- ❏ [Food Safe Schools Tools and Guide (USDA)](#)
- ❏ [Interim Guidance for Administrators of US K-12 Schools and Child Care Programs to Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19) (CDC)](#)
- ❏ [Seamless Summer Option: Providing Multiple Meals at a Time During the Coronavirus (COVID-19) Pandemic (USDA)](#)

Quality Child Care

- ❏ [Child Care Resource and Referral Agencies](#)
- ❏ [Child Care Subsidy Program](#)
- ❏ [COVID-19 Resources for Licensed Child Care](#)
- ❏ [Directory of Licensed Child Care Centers (NJDCF)](#)
- ❏ [Emergency Child Care Assistance Program](#)
- ❏ [How to Establish and Design a Wellness Program](#)
- ❏ [New Jersey Head Start Association](#)
- ❏ [New Jersey School Age Care Coalition](#)
- ❏ [Weekly Conversations for Public-School Based Afterschool Programs (New Jersey School Age Care Coalition)](#)

Leadership and Planning

Scheduling

- ❏ [AEI Blueprint for Back to School](#)
- ❏ [American Academy of Pediatrics Policy Revision: Media Use in School-Ages Children and Adolescents](#)

- ❏ Considerations for Schools (CDC)
- ❏ COVID-19 Planning Considerations: Return to In-person Education in Schools (American Academy of Pediatrics)
- ❏ Google COVID-19 Support Resources for Remote Learning
- ❏ Microsoft Remote Learning in Education
- ❏ Moodle Open Source LMS
- ❏ National Standards for Quality Online Learning
- ❏ National Standards for Quality Online Teaching
- ❏ NJDOE Early Childhood Program Guidance for Children Ages Birth through Eight
- ❏ Schools Decision Tool (CDC)
- ❏ Shifting to At-Home Learning (TNTP)
- ❏ Web Content Accessibility Guidelines (WCAG)

Staffing

- ❏ Considerations for Schools (CDC)
- ❏ Early Childhood Technology Screen Time - Early Childhood Technology Program Guidance for Children Ages Birth through Eight.
- ❏ Maintaining Wellness for Teachers and Staff During Remote Learning
- ❏ National Standards for Quality Online Learning
- ❏ New Jersey Professional Standards for Teachers and Leaders: *N.J.A.C.* 6A:9
- ❏ Preschool Classroom Teaching Guidelines

Athletics

- ❏ COVID-19 Updates (New Jersey State Interscholastic Athletic Association)
- ❏ National Federation of State High School Associations

Policy and Funding

Emergency and Secondary School Emergency Relief Fund

❏ NJDOE EWEG Login Page
❏ Summary of ESSER Fund (NJDOE)

Federal Emergency Management Agency – Public Assistance

❏ NJ Office of Emergency Management COVID-19 Public Assistance Information

State School Aid

❏ Revised State School Aid Proposal: 2020-2021 School Year

Purchasing

❏ NJ Department of Community Affairs, Division of Local Government Services Resources on Cooperative Purchasing
❏ NJ School Boards Association - Cooperative Pricing System for Technology

Use of Reserve Accounts and Transfers

❏ Guidance of Use of Emergency Reserve
❏ Guidance for Making Transfer of Appropriations

Cashflow

❏ Cash Flow Worksheet (NJDOE)
❏ Local Finance Note 2020-13 (NJ Department of Community Affairs)

Costs and Contracting

- ❏ AT&T FirstNet- Although the FirstNet mission is to deploy, operate, maintain, and improve the first high-speed, nationwide wireless broadband network dedicated to public safety, some school districts are eligible.
- ❏ Case Studies (EducationSuperHighway) – Read success stories from school districts across the country that now have access to high-speed internet.
- ❏ Compare & Connect K–12 – A school broadband tool that helps school district leaders see what they are paying for internet services compared to similar districts.
- ❏ E-rate Webinars (NJSBA): Watch on-demand webinars to help you navigate the E-rate cycle.
- ❏ Get Started in E-rate (Universal Service Administrative Company)
- ❏ Guides and Templates (EducationSuperHighway) – Share these best practices with your technology and business staff to support their E-Rate application.
- ❏ High Speed Internet (NJ)- Find internet access and service providers in areas throughout New Jersey
- ❏ Network Essentials for Superintendents- A guide that takes school district leaders through the ABCs of school broadband functionality.
- ❏ NJ K–12 Broadband Initiative and E-rate (NJSBA)
- ❏ The EmpowerED 2.0 Program: This program, sponsored by T-Mobile, aims to narrow America's digital divide by providing wireless devices and service plans to eligible schools and their students.

Security and Confidentiality

- ❏ 10 Key Steps to Establish Remote Learning Amid COVID-19, F3 Law
- ❏ COPPA Guidance for EdTech Companies and Schools, Federal Trade Commission
- ❏ Cyber Security Considerations in a COVID-19 World, CoSN
- ❏ Cyber Security Training for State, Local and Federal Government Employees, NICCS
- ❏ Data in the Cloud: A Legal and Policy Guide for School Boards on Student Data Privacy in the Cloud Computing Era, National School Boards
- ❏ Data Security for Schools: A Legal and Policy Guide for School Boards, National School Boards

- ❏ [FERPA and Virtual Learning](), US Department of Education
- ❏ [Guidance on E-Learning Technology](), Colorado Department of Education
- ❏ [Guidelines to Defend VTC Hijacking and Zoom Bombing](), FBI
- ❏ [Online Learning Best Practices for Schools and Educators](), FPF
- ❏ [Parents: Raise Your Hand and Ask Schools How They Protect Student Data](), FPF
- ❏ [Protecting the Privacy of Student Records](), NCES
- ❏ [Student Privacy During the COVID-19 Pandemic: Resources](), FPF
- ❏ [Teacher's Data Privacy While Teaching Online](), FPF
- ❏ [The Educators Guide to Student Privacy](), FPF and ConnectSafely
- ❏ [Video Conferencing Tools in the Age of Remote Learning](), CoSN

Continuity of Learning

Special Education and Related Services

- ❏ [Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities (NJDOE)]()
- ❏ [IEP Development Resources for Postsecondary Transition (NJDOE)]()
- ❏ [New Jersey COVID-19 Youth Summer Camp Standards]()
- ❏ [Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak (USDE)]()

Technology and Connectivity

- ❏ [Americans with Disabilities Act of 1990]()
- ❏ [Children's Online Privacy Protection Rule COPPA]()
- ❏ [EducationSuperhighway (ESH) Guide]()

- ❏ [Family Educational Rights and Privacy Act (FERPA)](#)
- ❏ [FCC Broadband Guide](#)
- ❏ [FCC Household Broadband Guide](#)
- ❏ [Section 504 of the Rehabilitation Act of 1973](#)
- ❏ [SETDA and the North Carolina Digital Learning Plan;](#)
- ❏ [State Education Agency Considerations for CARES Act Funding as Related to Digital Learning](#)
- ❏ [The Broadband Imperative II: Equitable Access for Learning;](#)
- ❏ [The Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education During the COVID-19 Pandemic School Closures and Beyond.](#)
- ❏ [The Web Content Accessibility Guidelines (WCAG) provide standards for the accessibility of online content, including Learning Management Systems (LMS)](#)

Virtual and Hybrid Learning Environment – Curriculum

- Instructional Units
  - ❏ [ELA Instructional Units](#)
  - ❏ [Mathematics Instructional Units](#)

- Model Curriculum

  Model Curriculum: *username* - model; *password* – curriculum.

  - ❏ [English Language Arts (K –12) Model Curriculum (includes examples of standards-   based assessments)](#)
  - ❏ [Mathematics (K –12) Model Curriculum (includes examples of standards-based assessments)](#)
  - ❏ [Science Model Curriculum](#)
- ❏ [ArtsEdNJ & COVID-19](#)
- ❏ [Elementary Education Has Gone Terribly Wrong](#)
- ❏ [How Testing Kids for Skills Hurt Those Lacking Knowledge](#)

- ❏ Learning Acceleration Guide (TNTP)
- ❏ Learn more about the Coherence Map
- ❏ NJDOE & NJTV Learning Live
- ❏ Project Based Learning (Edutopia)
- ❏ Seven Strategies for Teaching Students in a Remote Environment
- ❏ So How Are We Going to Teach This
- ❏ National Standards for Quality Online Learning
- ❏ Teacher Resources for Remote Learning (NJDOE)
- ❏ The Opportunity Myth - TNTP
- ❏ Virtual Professional Learning (NJDOE)

Virtual and Hybrid Learning Environment - Instruction

- ❏ EdReports
- ❏ Learning Acceleration Guide (TNTP)
- ❏ Learn more about the Coherence Map
- ❏ National Standards for Quality Online Learning
- ❏ Project Based Learning (Edutopia)
- ❏ Seven Strategies for Teaching Students in a Remote Environment
- ❏ So How Are We Going to Teach This
- ❏ The Opportunity Myth - TNTP
- ❏ Virtual Professional Learning (NJDOE)

Virtual and Hybrid Learning Environment - Assessment

- ❏ Arts Assessment for Learning
- ❏ Assessment and Student Success in a Differentiated Classroom (ASCD)

- ❏ [Five "Key Strategies" for Effective Formative Assessment (NCTM)](#)
- ❏ [Formative Assessment for Remote Learning (Edutopia)](#)
- ❏ [Formative Assessments for Students with Disabilities (CCSSO)](#)
- ❏ [Formative Assessment that Truly Informs Instruction (NCTE)](#)
- ❏ [Instructional improvement cycle: A teacher's toolkit for collecting and analyzing data on instructional strategies (NCEE/IES)](#)
- ❏ [Restarting School: Planning for Acceleration in the 2020-2021 School Year (TNTP)](#)
- ❏ [Revising the Definition of Formative Assessment (CCSSO)](#)
- ❏ [Seeing Students Learn Science: Integrating Assessment and Instruction in the Classroom (National Academies of Sciences, Engineering, and Medicine)](#)
- ❏ [Teachers Know Best: Making Data Work for Teachers and Students (Bill and Melinda Gates Foundation)](#)
- ❏ [Using Formative Assessments to Help English Language Learners (ASCD)](#)
- ❏ [Using Student Achievement Data to Support Instructional Decision Making (NCEE/IES)](#)

Work-Based Learning

- ❏ [NJ Safe Schools](#)

Career Advisement and Development

- ❏ [Career Exploration Tools and Materials](#)
- ❏ [NJ Career Assistance Navigator (NJCAN), a free, NJDOE/NJDOL-sponsored career information system available to all New Jersey school districts and residents](#)

CTE Teacher Retention

- ❏ [CTE Coalition:](#) Industry Partners Offering Resources for Remote Learning
- ❏ [CTELearn Online CTE Teacher PD Portal](#)

- ❏ [MIT Open Courseware](#) (in STEM, Business and Health/Medicine)
- ❏ [Remote Learning Tools (ACTE)](#)

CTE Funding

- ❏ [OCTAE letter on loaned equipment to respond to the Novel Coronavirus disease (COVID-19)](#)
- ❏ [CDC Activities and Initiatives Supporting the COVID-19 Response and President's Plan for Opening America Up Again](#)