

# Restart and Recovery Plan to Reopen Schools



## Delran Township Board of Education

### August 6, 2020

Dr. Brian Brotschul, Superintendent of Schools  
Mr. Glenn Kitley, Board of Education President

# DELRAN TOWNSHIP PUBLIC SCHOOLS RESTART & RECOVERY PLAN

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## Introduction

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

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

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

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

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

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

The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. The Board of Education has adopted Board Policy 1648 – Restart and Recovery Plan that includes the policies required in the NJDOE Guidance on August 17, 2020.

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

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

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## THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

### A. Conditions for Learning

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

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

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

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

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

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

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health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Board’s Plan.

## Ten Critical Areas of Operation

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



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

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

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

- (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
- (2) Face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
  - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (3) In a classroom setting face coverings need to be worn when moving about the classroom.

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

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

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- c. Critical Area of Operation #3 – Transportation – Anticipated Minimum Standards Incorporated into the Plan
  - (1) If the school district is providing transportation services on a school bus a face covering must be worn by all students who are able to do so upon entering the bus.
  - (2) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
  - (3) Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route.

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

- d. Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas – Anticipated Minimum Standards Incorporated into the Plan
  - (1) The Board’s Plan should establish the process and location for student and staff health screenings.
  - (2) Individuals waiting in line waiting to enter or exit a building shall wear a face covering.
  - (3) Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

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

- e. Critical Area of Operation #5 – Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms – Anticipated Minimum Standards Incorporated into the Plan
  - (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:

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- (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
  - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
  - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
  - (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:
- (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
  - (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
  - (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
    - (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.

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- (ii) Following current Communicable Disease Service guidance for illness reporting.
  - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
  - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
  - (v) Continuous monitoring of symptoms.
  - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Services Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
  - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (5) Students are required to wear face coverings unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
- (6) Exceptions to requirements for face coverings shall be as follows:
- (a) Doing so would inhibit the individual's health.

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

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

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

## 2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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

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

✓Being Developed by Delran Township Public Schools

An SEL curriculum entitled, Move this World: will be implemented in September of 2020. Teachers and guidance counselors will be trained in early September. This curriculum can be implemented through live or remote instruction.

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b. Multi-Tiered Systems of Support (MTSS)

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

✓Currently Being Utilized

The district currently utilizes the Response to Intervention (RTI) framework and has Interventional and Referral Service (I&RSP) teams in all schools. The High School uses the Socratic approach.

c. Wraparound Supports

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

✓Currently Being Utilized

The district refers families to the NJ System of Care to access Perform Care services. Additionally, if a student presents with a crisis, a strict internal protocol is followed and the Crisis response team is contacted. The crisis team can be utilized at home or while the student is in school, with parental consent.

d. Food Service and Distribution

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

✓Currently Being Utilized

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The district has established plans for feeding students on hybrid or remote instruction.

e. Quality Child Care

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

✓Being Developed by School Officials

The district consults with local area child care providers. The YMCA offers before and after care services for days when children are assigned to school.

The YMCA will provide services to 50-70 Delran students in their facility in Mt. Laurel, NJ. This will include child care supervision as well as establishing a digital learning laboratory.

The YMCA will provide services to an undetermined cohort of students grouped in 10 at local facilities in Delran, NJ. This will include child care supervision as well as establishing a digital learning laboratory.

Additional facilities being considered include, but are not limited to, Calvary Church and Resurrection Parish.

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

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- a. A Restart Committee should be established as collaboration is critical to the development of the Board’s Plan.
  - b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.
  - c. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board’s Plan.
  - d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
  - e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.
- [See Appendix L – Restart Committee]
2. Pandemic Response Teams
    - a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
    - b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
    - c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
    - d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
    - e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.

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- f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
  - (1) School Principal or Lead Person;
  - (2) Teachers;
  - (3) Child Study Team member;
  - (4) School Counselor or mental health expert;
  - (5) Subject Area Chairperson/Director;
  - (6) School Nurse;
  - (7) Teachers representing each grade band served by the school district and school;
  - (8) School safety personnel;
  - (9) Members of the School Safety Team;
  - (10) Custodian; and
  - (11) Parents.
  
- g. The Pandemic Response Team is responsible for:
  - (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
  - (2) Adjusting or amending school health and safety protocols as needed.
  - (3) Providing staff with needed support and training.
  - (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
  - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.

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- (6) Providing necessary communications to the school community and to the school district.
    - (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
  - h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.  
  
[See Appendix M – Pandemic Response Team]
- 3. Scheduling
  - a. The Board's Plan accounts for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
  - b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
    - (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
    - (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
  - c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
    - (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

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- (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
  
- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in the classroom receive instruction. School officials may:
  - (1) Provide teachers common planning time.
  - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
    - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
    - (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
  - (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
  - (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
  - (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. Delran will evaluate instructional activities based on what is developmentally appropriate for each grade band.
  
- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See Appendix N – Scheduling of Students]

## 4. Staffing



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

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

[See Appendix O – Staffing]

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

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- (8) Set clear expectations for remote and in-person students.
  - (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
  - (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
  - (11) Instruct and maintain good practice in digital citizenship for all students and staff.
  - (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
  - (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
  - (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
  - (15) Limiting on-line activities for preschool students.
- c. Mentor teachers should:
- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
  - (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
  - (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
  - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
  - (5) Continue to maintain logs of mentoring contact.

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- (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
  - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
  - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
  - (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
  - (3) Prioritize vulnerable student groups for face-to-face instruction.
  - (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
  - (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
  - (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
  - (7) Define and provide examples of high-quality instruction given context and resources available.
  - (8) Assess teacher, student, and parent needs regularly.
  - (9) Ensure students and parents receive necessary supports to ensure access to instruction.
  - (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional

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Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).

- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
  - (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
  - (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
  - (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
  - (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
  - (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
  - (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
  - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.
  - (2) Facilitate the virtual component of synchronous online interactions.
  - (3) Manage an online platform for small groups of in-person students while the teacher is remote.

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- (4) Assist with the development and implementation of adjusted schedules.
  - (5) Plan for the completion of course requests and scheduling (secondary school).
  - (6) Assist teachers with providing updates to students and families.
  - (7) Support embedding of SEL into lessons.
  - (8) Lead small group instruction to ensure social distancing.
  - (9) Consider student grouping to maintain single classroom cohorts.
  - (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- f. Support staff/paraprofessionals may:
- (1) Lead small group instruction to ensure social distancing.
  - (2) Consider student grouping to maintain single classroom cohorts.
  - (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
  - (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
  - (5) Provide real-time support during virtual sessions.
  - (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
  - (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
  - (8) Lead small group instruction in a virtual environment.
  - (9) Facilitate the virtual component of synchronous online interactions.
  - (10) Paraprofessionals will need to provide support to parents via virtual platforms (Pre-school).

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g. Substitutes

- (1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
- (2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- (3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.
- (4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

- a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:
  - (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
  - (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
  - (3) To the extent possible, provide district one-to-one instructional devices and connectivity.
  - (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
- b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:
  - (1) Train student teachers to use technology platforms.
  - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.

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- (3) Survey assistant teachers to determine technology needs/access (Pre-school).
  - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- c. Student teachers should:
- (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
  - (2) Lead small group instruction (in-person to help with social distancing).
  - (3) Co-teach with cooperating teachers and maintain social distancing.
  - (4) Manage online classrooms for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
  - (5) Implement modifications or accommodations for students with special needs.
  - (6) Facilitate one-to-one student support.
  - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
  - (8) Provide technical assistance and guidance to students and parents.
  - (9) Develop online material or assignments.
  - (10) Pre-record direct-instruction videos.
  - (11) Facilitate student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - Delran will be prepared to navigate additional staffing concerns and topics and may also consider:
- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that



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young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.

- (2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
- (3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
- (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
- (5) Increase the need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

## 7. Athletics

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

[See Appendix P – Athletics]

## C. Policy and Funding

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

### 1. School Funding

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

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

- b. School District Budgets

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

- c. School Funding

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

- (1) Purchasing

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

- (2) Use of Reserve Accounts, Transfers, and Cash flow

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

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(3) Costs and Contracting

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

D. Continuity of Learning

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

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

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

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

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
  - a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
  - b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.

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- c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
  - (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
  - (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
  - (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
  - (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
  - (5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.
  - (6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.
- 2. Technology and Connectivity
  - a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to

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address the technology deficit and how it will be resolved as soon as possible.

- b. Districts should:
  - (1) Conduct a needs assessment.
  - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent training and acceptable use policy implementation.
  - (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
  - (4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
    - (a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

### 3. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).
- b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.
- c. Virtual and Hybrid Learning Environment
  - (1) Curriculum
    - (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of

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- learning that may have resulted from the extended school building closures.
  - (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
  - (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate support necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.
- (2) Instruction
- (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
  - (b) In crafting an instructional plan, Delran should consider the following:
    - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
    - (ii) Design for student engagement and foster student ownership of learning.
    - (iii) Develop students' meta-cognition.
    - (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
    - (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
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(vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(3) Assessment

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

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

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

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

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

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

4. Professional Learning

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

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

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- c. Professional learning opportunities should be:
  - (1) Presented prior to the beginning of the year;
  - (2) Presented throughout the school year;
  - (3) Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
  - (4) Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members; and
  - (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.
  
- d. Mentoring and Induction
  - (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
  - (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
  - (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
  - (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
  - (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.
  
- e. Evaluation
  - (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
  - (2) School districts should develop observation schedules with a hybrid model in mind.



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- (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
  - (4) School districts should consider the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.
  - (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.
5. Career and Technical Education (CTE)
- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
  - b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
  - c. Guiding Principles
    - (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
    - (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.
  - d. Quality CTE Programs
    - (1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLS, CTE Core Content Standards, industry certifications, college credit agreements, etc.
    - (2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.
  - e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

## Remote Learning Options for Families

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

Requests for full-time remote learning may include any service or combination of services that would otherwise be delivered to students on an in-person schedule, which may be a hybrid schedule, such as instruction, behavioral and support services, special education, and related services. A parent may request some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the provisions in the school district’s Restart and Recovery Plan (Plan) and Policy 1648.

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A parent may contact the Principal or designee of the building the student would attend with any questions on: a request to transition from in-person services to full-time remote learning; a request to transition from full-time remote learning to in-person services; the procedures of this Policy; and/or any other information regarding the school district’s Plan and Policy 1648.

To ensure clarity and consistency in implementation of full-time remote learning, the Board of Education adopts this Policy that addresses the following:

- A. Unconditional Eligibility for Full-time Remote Learning
  - 1. All students are eligible for full-time remote learning.
    - a. Eligibility for full-time remote learning cannot be conditioned on a parent demonstrating a risk of illness or other selective criteria.
    - b. Unconditional eligibility for full-time remote learning includes students with disabilities who attend in-district schools or receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).
- B. Procedures for Submitting Full-time Remote Learning Requests
  - 1. A parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at least ten calendar days before the student is eligible to commence full-time remote learning in accordance with B.2. below.
  - 2. The student may only begin full-time remote learning
    - a. at the beginning of the school year
    - b. at the beginning of a marking period
    - c. at the discretion of an administrator
  - 3. The written request for the student to receive full-time remote learning shall include:
    - a. The student’s name, school, and grade;
    - b. The technology the student will be using to receive full-time remote learning, including the student’s connectivity capabilities;

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- c. A request for any service or combination of services that would otherwise be delivered to the student on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education, and related services;
  - d. For students with disabilities, the school district staff will determine if an Individualized Education Plan (IEP) meeting or an amendment to a student's IEP is needed for full-time remote learning; and
  - e. Any additional information the Principal or designee requests to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.
    - (1) The documentation required by the school district to be provided in the parent's request for full-time remote learning shall not exclude any students from the school district's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning.
4. Upon receiving the written request, the Principal or designee may request additional information from the parent to assist the Principal or designee in providing the student the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.
5. The Principal or designee will review the written request and upon satisfaction of the procedures outlined in this Policy, the Principal or designee will provide written approval of the parent's request for full-time remote learning.
- a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.
6. The Principal's written approval of the request shall be provided to the parent within ten calendar days of receiving the parent's written request.

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- a. The written approval will include the date the remote learning program will commence for the student in accordance with B.2. above.
- C. Scope and Expectations of Full-Time Remote Learning
- 1. The scope and expectations of the school district's full-time remote learning program will include, but not be limited to, the following:
    - a. The length of the school day pursuant to N.J.A.C. 6A:32-8.3 and compliance with the Board's Attendance Policy and Regulation 5200; the provisions of the district's remote learning program outlined in the school district's Plan; and any other Board policies and regulations that govern the delivery of services to, and district expectations of, students participating in the remote learning program and their families;
    - b. The technology and the connectivity options to be used and/or provided to the student during remote learning; and
    - c. Any additional information the Principal or designee determines is needed to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs (i.e. students participating in a hybrid model).
      - (1) This includes, for example, access to standards-based instruction of the same quality and rigor as afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.
    - d. The school district will endeavor to provide support and resources to assist parents, particularly those of younger students, with meeting the expectations of the school district's remote learning option.
- D. Procedures to Transition from Full-Time Remote Learning to In-Person Services
- 1. A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, by submitting a written request to the Principal of the building the student

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- will attend. This request must be submitted at least 10 calendar days before the student is eligible for in-person services.
2. A student is only eligible to transition from full-time remote learning to in-person services commencing
    - a. at the beginning of the school year
    - b. at the beginning of a marking periods/trimester
    - c. at the discretion of administration
  3. The written request from the parent for the student to transition from full-time remote learning to in-person services shall include:
    - a. The student's name, school, and grade;
    - b. The in-person program may only commence for a student transitioning from full-time remote learning to in-person services in accordance with D.2. above; and
    - c. Any additional information the Principal or designee determines would be important on the student's transition from full-time remote learning to in-person services.
  4. A student previously approved for remote learning wanting to transition into the school district's in-person program must spend at least
    - a. one marking period in remote learning before being eligible to transition into the school district's in-person program.
      - (1) This will allow parents to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction for the student.
  5. The Principal or designee will review the request for compliance with this Policy, and upon satisfaction of the procedures in this Policy, will provide the parent of the student a written approval of the student entering the school district's in-person program.
    - a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.
  6. Upon approval of the student's transition from full-time remote learning to in-person services, the school district will provide specific student and

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academic services to better assist parents anticipate their student's learning needs and help educators maintain continuity of services.

7. School districts that offer Pre-K will consult their Pre-K curriculum providers regarding appropriate measures to assess a Pre-K student's learning progress during the transition from full-time remote learning to in-person learning.

## E. Reporting

1. To evaluate full-time remote learning, and to continue providing meaningful guidance for school districts, it will be important for the New Jersey Department of Education (NJDOE) to understand the extent and nature of demand for full-time remote learning around the State.
  - a. The school district will be expected to report to the NJDOE data regarding participation in full-time remote learning. Data will include the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

## F. Procedures for Communicating District Policy with Families

1. The school district will have clear and frequent communication with parents, in their home language, to help ensure this important flexibility is as readily accessible as possible. Communication must include, at a minimum, information regarding:
  - a. Summaries of, and opportunities to review, the school district's full-time remote learning Policy/Plan;
  - b. Procedures for submitting full-time remote learning requests in accordance with B. above;
  - c. Scope and expectations of full-time remote learning in accordance with C. above;
  - d. The transition from full-time remote learning to in-person services and vice-versa in accordance with B. and D. above; and
  - e. The school district's procedures for ongoing communication with families and for addressing families' questions or concerns.

## G. Home or Out-of-School Instruction

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1. No provision of this Policy supersedes the district's requirements to provide home or out-of-school instruction for the reasons outlined in N.J.S.A. 18A, N.J.A.C. 6A, or any applicable Board policy unless determined otherwise by the Superintendent or designee.

[See the District's Restart and Recovery Plan – Appendix Q for the protocols/procedures for “Remote Learning Options for Families” which is outlined in the school district's Restart and Recovery Plan.]



## Appendices

### Restart and Recovery Plan to Reopen Schools

Delran Township Board of Education

August 6, 2020

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## Appendix A

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

1. Protocol for High Risk Staff Members
  - a. The district will engage in the interactive process with staff requesting accommodations due to medical and/or childcare necessity as outlined in the *Family First Coronavirus Response Act* and CDC guidelines.
  - b. Staff members should consult with the Human Resources Department regarding requests for accommodations and/or leaves of absence.
  - c. The district will review staff requests regarding the use of remedies included in the Families First Coronavirus Response Act.
  - d. Superintendent will establish and disseminate a protocol by which staff members may communicate a request for leave and or an accommodation that may be necessary due to Covid-19 in accordance with FFCRA provisions.
  - e. In the event that staff members need to make a request to determine their eligibility for a leave, or any other accommodation to facilitate their return to work, they will be instructed to email the Superintendent Department at a dedicated department email address.
  - f. Once a request has been received, a member of the Superintendent will contact the staff member and a virtual meeting will be scheduled, as necessary, to further review the request and facilitate the process to determine if the request is reasonable and may be provided without creating an undue hardship or burden to the district.
2. Protocol for High Risk Students
  - a. Requests for accommodations will be considered based on need and feasibility.
  - b. Full remote virtual instruction is an option as an alternative to in-person on campus instruction.
  - c. Parents should consult with their child's building administration, CST case manager, 504 guidance counselor, school nurse, etc. regarding their request for student accommodations.

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## Appendix B

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

Delran includes in Appendix B the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.b., including, but not limited to:

1. All staff and visitors will be required to wear face coverings while on campus/in district facilities. Students must wear face coverings at all times.
  - a. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities. "Mask breaks" will be provided periodically by teachers. Staff will work with students to build their stamina for masking.
2. Physical guides and signage will be placed throughout school facilities to help ensure that staff and students remain at least 6 feet apart where possible.
3. Schools will consider ways in which to stagger passing periods by cohorts in grade level or by class when students must move between classrooms.
4. When possible, students will be limited to a designated classroom at the elementary level.
5. Staff, students, and caregivers will be instructed how to maintain DOH/DOE recommended distance from each other while on school grounds.
6. Staff and students will be encouraged to regularly wash their hands often with soap and water for at least 20 seconds especially after exposure to a common space, or after blowing their nose, coughing, or sneezing.
  - a. It's especially important to wash:
    - i. Before eating or preparing food
    - ii. Before touching your face
    - iii. After using the restroom
    - iv. After leaving a common space
    - v. After blowing your nose, coughing, or sneezing
    - vi. After handling your cloth face covering
    - vii. After changing a diaper
    - viii. After caring for someone sick
    - ix. After touching animals or pets
7. Classroom protocols
  - a. Teachers will build in handwashing time during the day.
  - b. Hand sanitizer will be available in each classroom for students and staff.
  - c. Students will be instructed on proper handwashing techniques and hand sanitizer use.
  - d. Classroom desks will be set up to maximize, when and where possible, the 6' social distancing guidelines. 6 ft. social distancing of desks may not be possible at all times due to class/student enrollment.

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- e. Desk rows will be set up and arranged facing forward from the walls and inward where possible.
- 8. School Structures
  - a. Schools have removed any unnecessary and non-fire retardant furniture. This includes, but is not limited to, couches, bean bags, gaming chairs, stools, benches, and rugs.
  - b. Students will have a space to maintain their personal belongings.
  - c. Tables, when needed, can be incorporated into the seating arrangement plan of classrooms.
  - d. Sanitizing products will be available for classrooms to use throughout the school day if and when necessary.
  - e. Disinfectant wipes will be available in secondary classrooms for students to clean their desk before use, as necessary.
  - f. Classroom set-ups and instructional materials will emphasize and reflect the state guidelines that students should not share items, equipment, and/or instructional materials.
  - g. Sensory spaces and other specific student need areas:
  - h. Each school's Pandemic Response Team will evaluate, identify, and determine the necessary spaces, programs, eating schedules and procedures for students that require sensory rooms and/or special diets.
  - i. Each school's Pandemic Response Team will identify and determine areas for students to utilize for any school, grade level, program, or individual student need and/or activity.
- 9. Social Distancing in Instructional and Non-Instructional Rooms
  - a. All Classrooms
    - i. Desks 6 feet apart facing Promethean board;
    - ii. Windows and doors open as appropriate.
    - iii. Each student's supplies, such as crayons, pencils, etc., will be kept in their own labeled, plastic containers.
    - iv. No communal supplies will be used.
    - v. Students will wear masks whenever moving through the classroom.
    - vi. When students are at desks maintaining social distance, masks may be taken off.
  - b. Preschool Classrooms
    - i. Student tables will be set-up to maintain social distance with one child per table.
    - ii. Staff will distribute and collect all materials.
    - iii. Classrooms will be disinfected between sessions.
    - iv. Shared materials will be disinfected between student use.
    - v. Students will have their own bin of learning materials which will be sanitized after usage.
    - vi. Snacks will not be offered during the shortened preschool educational day.
    - vii. Bathrooms, changing tables and other areas for toileting will be disinfected after each use.

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- c. Kindergarten and 1st Grade Classrooms
  - i. Twelve desks are in each room.
  - ii. Student belongings will be placed on their desk by an adult prior to entry each day.
  - iii. The belongings of students working remotely will be placed on a table.
  - iv. Desks will be sanitized daily.
- d. 2nd Grade Classroom
  - i. Two desks will be set up in a pair in rows.
  - ii. Desks will be assigned to students based on the day they attend so only one child will be seated at a desk in the pairing at any given time.
  - iii. Student belongings will be stored in their desks.
  - iv. Desks will be sanitized daily.
- e. Personal Belongings K-5
  - i. Coats, umbrellas, hats, book bags, etc., will be stored in the cubbies.
  - ii. Cubbies will be assigned to two students, but only one student in each pair will be present on any given day.
  - iii. Cubbies will be sanitized nightly.
- f. Handwashing and Sanitizing
  - i. Each classroom has a hand sanitizer dispenser and a sink with soap.
  - ii. Numerous opportunities are built into every day for all students to practice good hygiene: upon arrival, before and after snack, before and after lunch/recess and before dismissal.
  - iii. Individuals will also wash their hands after bathroom use or self-care, such as nose blowing.
- g. General
  - i. Daily cleaning and disinfection of all surfaces will occur nightly.
  - ii. Additional cleaning will occur throughout the day.
  - iii. Bathrooms will be cleaned regularly throughout the day.

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## Appendix C

### Critical Area of Operation #3 – Transportation

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

1. Transportation will be provided to students who are eligible according to Board Policy 8600.
2. The district's transportation structure will not be able to accommodate 6 ft. social distancing.
3. The district will ask parents if they want to waive transportation for the 20-21 school year. This will assist the district in planning bus routes and possible adjustments in student arrival/pickup procedures.
4. All students are required to wear face coverings while on the bus. This includes while boarding and disembarking the bus.
5. Requests for exemptions for medical reasons will require appropriate medical documentation and review by district administration and the district school physician.
6. Students who do not comply with the face covering requirements will be subject to progressive disciplinary action, which may include up to suspension of bus transportation privileges.
7. Bus drivers must wear face coverings unless doing so would inhibit the individual's health.
8. When possible, windows on the bus will be open to provide for increased fresh air circulation.
9. Signage will be posted inside busses to remind students of the face covering requirement and to maintain distance when possible.
10. Busses will be loaded from back to front as they complete their routes to school in the morning, and unload front to back.
11. Bus aides will be required to wear face masks while on the bus, unless doing so would inhibit the individual's health. This includes while students are boarding and disembarking the bus.
12. If a bus driver observes a student with symptoms of potential illness (coughing, runny nose, lethargic), the driver will contact the transportation contractor, who will in turn notify the school.
13. School staff will assess the student upon arrival to school.
14. Drivers will not be responsible for screening students for signs of illness.
15. The district's transportation contractors are required to provide their employee monitoring procedures to the district before the beginning of the 2020-2021 school year.
16. Transportation contractors are required to report any possible exposures or confirmed COVID-19 cases to the district immediately so that the district can

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initiate any necessary contact tracing procedures. Notification will be made to the district's Business Administrator.

## 17. Cleaning and Disinfecting

- a. The district's transportation contractors will perform complete cleaning and disinfection procedures on each bus every day.
- b. Bus drivers will clean common touchpoints, such as handrails, seat tops, etc. between each bus route.

## 18. Bus Stops

- a. Students are strongly encouraged to maintain a 6 ft. social distance when possible at bus stops and must wear face masks. Face coverings must be worn at bus stops in accordance with Governor Murphy's Executive Order No. 163.
- b. Depending on the route and rider capacity, the probability of social distancing being maintained is highly unlikely. This will require ALL students to wear masks when they are unable to provide 6 feet of distance between themselves and others.

## 19. Car drop off /Walkers

- a. Starting at 8:50am, staff will meet students in the loop at the carpool lane to perform temperature checks. Students will proceed to the entrance door assigned to their grade level. Students will immediately proceed to their classroom. Numerous staff members will be stationed outside and in the halls to help ensure social distancing and masks will be worn.

## 20. Unloading

- a. Staff will unload buses and monitor the number of students that are moving outside at any given time.

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## Appendix D

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

1. Visual health screening of staff and students will occur at designated locations identified by each School's Pandemic Response Teams.
  - a. Staff and student's parent/guardian must complete a daily screening which includes a daily screening survey with temperature check.
  - b. Students will have a temperature check when entering the building or upon entry of the school bus, if transported to school by bus. Teachers will also conduct a visual check of each student.
2. Designated entrances will be used to admit students:
  - a. Designated entrances and/or designated entrance times for students will be established based on mode of transportation, grade, classroom location, etc. that works best for the specific layout of the building and grounds.
  - b. In facilities with second floors, staircases will be designated as either ascend or descend, where possible.
3. Face coverings must be properly worn by students entering and exiting the building unless doing so would inhibit the individual's health or the individual is under two years of age.
4. Student lockers and locker room:
  - a. Each of the high schools and middle schools in the Delran district will restrict the use of locker rooms for students.
  - b. Each of the high schools and middle schools in the Delran district will restrict the use of student lockers (in hallways) for students.
  - c. With the restriction of students using student lockers for their general belongings (i.e. books, Chromebook, coats, notebooks, etc.) the curriculum department and teachers will minimize what learning items will be required to bring to class.
5. Student Travel and Dress
  - a. Delran middle school and high school students will be allowed to wear and carry backpacks throughout the school day in order to assist in managing their school materials and personal belongings without the use of student lockers.
6. Visitor/Guest Procedures & Guidelines
  - a. Each school will maximize the number of virtual meetings via Google Meet in order to minimize parent, visitor, guest presence in the schools. This pertains to IEP, 504, I&RS, etc. meetings along with parent/teacher conferences, meetings with administration, etc.
  - b. Other meetings will be conducted virtually to eliminate meetings being conducted at the schools in the evenings or during the school day.



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- c. Parent drop-off of student items will be limited to socially distanced areas of the campus and be eliminated at the entrances to schools.
  - d. In-school assemblies, celebrations, recognitions, or ceremonies, at any level, will be suspended or conducted virtually.
  - e. If it becomes necessary for a parent, visitor, or guest to enter the building, the following guidelines will be followed:
  - f. All visitors will be required to make an appointment with the appropriate personnel with the approval of the building principal.
  - g. A health screening of each visitor will be conducted.
  - h. Hand sanitizer will be made available for visitors to use.
  - i. Masks must be worn at all times by parents, visitors, and guests.
  - j. Visitor Keys/License will be collected by school security personnel in a safe manner.
  - k. Physically signing in a notebook or on a sign-in sheet where visitors would share pens and touch the same items, will be eliminated from the procedure. Raptor Visitor Management System will be used to document all visitors and contractors
  - l. Each school's Pandemic Response Team will determine specific and detailed procedures for visitor entry into their building.
  - m. A "Stay in Car" procedure will be established:
  - n. Visitors will be asked to wait in their vehicle until the time of their meeting.
  - o. Upon arrival at the school, visitors will be asked to call the school office.
  - p. The school offices will call the waiting visitor when it is time for them to enter the building.
  - q. Shipping deliveries will be received outside of the building and taken into the building by the building's personnel.
  - r. Parents who are picking up a child for an appointment, because they are sick, or for other necessary reasons, will be asked to follow the "Stay in Car" procedure and wait for school personnel to escort their child/children to the parent's vehicles.
  - s. For visitors that arrive at schools unannounced, all appropriate efforts will be made to ask the visitor(s) to follow the district's and school's policies and procedures. Any unannounced visit will be addressed by the school and administration on a case-by-case basis.
  - t. Emergency situations may arise which will require a parent/relative to enter the building. Once entry is approved by the school nurse and/or building administrator, visitors will follow the outlined entry procedures for the building.
7. Hallways and Passing Time:

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- a. Each building will provide multiple and sufficient signs for how students should move throughout the building during designated passing times.
  - b. One directional hallways will be implemented where possible, but it is understood that buildings may not be able to accommodate this guideline.
  - c. If one directional hallways are not possible, guidelines will be in place that encourage staff and students to “stay to the right” as far and as much as possible.
  - d. Stairwells, where possible, will be one directional (up or down). During any emergencies/evacuations, all stairwells will be one directional down.
  - e. As per the NJ State guidelines, masks will be MANDATORY during passing times because 6 ft. social distancing will not be maintained at all times.
  - f. “All-Call” reminders on each school’s broadcasting system and staff stationed in the hallways will occur to assist in reminders and management of students during passing time.
  - g. Staff will be scheduled to provide assistance in following passing time procedures for special needs students.
  - h. It is also recommended that each building plans for and allows time for staff to practice, demonstrate, and review new routes and procedures with their students as needed.
  - i. Each building will keep hallways and passing time to an absolute minimum.
8. Staff and Student Bathrooms
- a. Student bathroom doors will be kept open where possible for increased air circulation and ventilation.
  - b. Barriers will be erected/added where possible if students can be seen from hallways when doors propped open.
  - c. Continuous cleaning, disinfecting, sanitizing, and refilling of paper products throughout the school day by AM and PM custodial staff will take place. The Facilities Department will have a schedule for school custodians to follow.
  - d. Multiple signs for students and staff to wash hands, keep social distancing, and keep masks on in all bathrooms.
  - e. School Pandemic Response Teams will determine the maximum number of students permitted per bathroom, at a time, dependent on bathroom size and social distancing requirements.
  - f. Monitors/Hall Duty teachers/staff will be stationed outside bathrooms, when possible.
  - g. Schools will communicate with students and parents the expectations of bathroom behavior and procedures.
  - h. Secondary school students will be expected to self-monitor their own behavior when staff monitoring bathrooms are not feasible or

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possible. Each school's Pandemic Response Team will develop their own procedure for bathroom use.

9. Student Entry and Exit of the School Buildings
  - a. Designated entry/exit doors for specific or identified student groups to enter and exit the building. Students need to be assigned specific doors to enter/exit to minimize potential congregation of students and maximize social distancing.
  - b. At each designated and assigned entry/exit door, schools will ensure that school personnel are stationed at appropriate locations to monitor student entry and exit.
  - c. Staggered release times will be established, if possible, to go to the buses, to be picked up, or to walk home.
  - d. A parent procedure and expectation will be established at each elementary school for parents waiting to pick-up/walk home with their child. (i.e. wearing masks, social distancing, specific waiting/standing locations.)
  - e. There will be no "holding areas" (i.e. APR's, cafeterias, gymnasiums) in the morning for students who arrive early.
  - f. Students will be expected to enter the building and report directly to their classroom, homeroom, or 1st block classroom.
  - g. Arrival time of students and teacher contractual day will be coordinated so that teachers are ready and prepared to receive students.
  - h. Bus drivers may be asked to keep students on the bus if they arrive earlier than expected and be given designated times for them to release them to the building.
  - i. Parents that drive their children to school will be asked to keep their children in the car until the expected/designated time for them to enter the school.
  - j. Before/After Care programs' arrival and departure procedures will be established by each school's Pandemic Response Team.
10. Common Staff Areas (Faculty and Copy Rooms)
  - a. Copy Rooms
  - b. Teachers and Staff will be reminded to:
  - c. Keep social distancing (6 ft.)
  - d. Masks will be worn
  - e. Teachers/Staff will wait outside copy room when copiers are occupied with other teachers/staff
  - f. Schools will provide cleaning products and hand sanitizer at the copier, work area stations.
  - g. Teachers/Staff will self-monitor themselves for the safety of themselves and others.
11. Faculty Rooms, School Pandemic Response Teams will consider the following:
  - a. Teachers may eat in their classrooms or outside of the building.
  - b. Use of APR and student cafeterias by staff.

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- c. Teacher access to refrigerators, microwaves, etc. that are in faculty rooms.
  - d. Designated areas/locations for breaks for staff who do not have classrooms or access to their assigned classrooms.
  - e. Offices
  - f. Main Offices and Nurse's Offices will be equipped with clear desk shields. 6 ft. distancing in the arrangement of the office areas will be implemented where possible.
  - g. Procedures and plans will be created by each school's Pandemic Response Team to limit the number of students visiting offices. Procedures will also be created for office staff to meet with students and staff at a safe, social distancing.
  - h. Staff meetings will be conducted virtually, when possible.
  - i. Designated Stations and Times for Handwashing
  - j. Each school's Pandemic Response Team will plan and schedule frequent and multiple opportunities for staff and student hand washing.
  - k. Each school's Pandemic Response Team will identify areas of the building that will have "stations" for hand sanitizing that are located outside of the classroom.
  - l. Each school will be equipped with hand sanitizer in each of the instructional spaces/classrooms and offices.
  - m. Facilities and Custodial Departments will establish a schedule and procedure in place to ensure that sanitizing stations are maintained, cleaned, and supplies are refilled.
  - n. Each school's Pandemic Response Team will plan to provide guidance and procedures in order to reduce the number of shared items between students and staff.
  - o. School Pandemic Response Teams will establish a safe and socially distanced sign in/out procedure for staff.
  - p. Each school's Pandemic Response Team will evaluate, identify, and determine the necessary spaces, programs, and eating schedules and procedures for students who require sensory rooms and/or special diets.
  - q. Each school's Pandemic Response Team will identify and determine areas for students to utilize for any school, grade level, program, or individual student need and/or activity.
  - r. Location of Student and Staff Screening
12. Egress into the building
- a. Preschool and Kindergarten enter through door 19 (first door after entrance to bus loop)
  - b. 1st Grade enters through door 1 (main entrance)
  - c. Second Grade and students in self-contained program will enter door 2 (gym door)
  - d. All hallways will be one way during arrival and dismissal. Color coded markings will be on the sidewalk for students to follow. Kindergarten is pink, 1st grade is yellow, 2nd/self-contained are blue.

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e. Preschool arrival and dismissal occur at the preschool entrance. Arrival and dismissal times are unique to preschool and depend on which session a student will remain in their classrooms throughout the day, except when going outside to recess. If a student receives specialized services, a staff member will accompany the student(s) and monitor movement through the halls.

f. Students going to the nurse or the main office for early dismissal will be escorted by a staff member.

## 13. Egress out of the building

a. Students will utilize the same doors that were used at arrival to exit the building. Staff will monitor social distancing both inside and out of the building.

## 14. Recess

a. Weather permitting, recess will take place on the field and black top areas. Recess is in the classroom when weather is inclement.

b. Each classroom will be assigned to a designated area for recess. Spray paint, cones and flags will be used to designate each area.

c. Classes will rotate areas throughout the year to ensure all students have similar recess options.

d. Games and sensory paths are painted onto the blacktop for students to use.

e. No balls or equipment will be used.

f. Students will not be permitted to use the playground equipment, such as swings and slides. Masks will be worn.

## 15. Main Entrance Area for Parents (later arrivals and early dismissals)

a. Parents/Guardians signing out students will remain in the vestibule and wear a mask.

b. Only one parent will be admitted into the vestibule at a time. Six foot markings will be designated outside for people waiting to enter the building.

c. Visitors will use a sanitizer station before using the visitor entry system. System and sanitizing station will be disinfected regularly.

## 16. Main Office

a. Other than office staff, only one person will be permitted to be in the main office at any given time.

b. Main office staff's work stations will be situated to maintain social distancing.

## 17. Faculty Rooms

a. Areas that allow social distancing will be designated in the school for staff to use.

b. These areas will be disinfected at regular intervals. Wipes will be available for staff use.

c. Staff will maintain social distancing in these areas at all times.

## 18. Copiers

a. Bulk copying will be utilized whenever possible.

b. Staff will maintain social distancing when waiting for the copier. Each grade will be assigned a specific copier to use.

c. Staff are asked to wipe copier touch points down after each use.

## 19. Social Distancing in Entrances, Exits, and Common Areas

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## Appendix E

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

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

1. Screening Procedures for Students and Staff:
  - a. Staff and student's parent/guardian must complete a daily screening for each student which includes a daily screening survey with temperature check prior to the start of instruction each day.
  - b. Every staff member and student must provide proof of daily screening completion each day prior to the start of instruction to designated school personnel.
  - c. Paper copies of the daily screening form will be provided to staff and parents/guardians who notify the school that they do not have access to a cell phone and/or home printer.
  - d. When staff and students arrive at school without proof of daily screening completion, parents will be contacted and given the opportunity to complete the screening. A space will be designated at each school where the student will wait while the parent is contacted.
  - e. Students will be screened upon entry into the school or upon entry onto the school bus. Teachers will also conduct a visual screen of all students.
  - f. Any staff or student appearing ill upon entry may be rescreened by school personnel.
  - g. Students and staff with [symptoms](#) related to COVID-19 must be safely and respectfully isolated from others. All district schools will follow current Communicable Disease Service guidance for illness reporting.
  - h. Each school will have a designated isolation space where students and staff with symptoms related to COVID-19 will be safely isolated from others.
  - i. Any staff or student at risk for COVID19 exposure or symptoms will be sent home immediately. Parent/guardian will be notified and it is expected that parent/emergency contact will pick up within 30 minutes.
  - j. Parent/guardian/emergency contact will be notified.
  - k. The students will remain in the designated isolation space with continued supervision, monitoring, and care until picked up by an authorized adult.

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- l. After being identified with COVID-19 related symptoms students must wear a mask while on school grounds and waiting to be picked up.
- m. Students will be released to parent/guardian/emergency contact via designated school exit (staff to walk to exit).
- n. 911 will be called in emergency situations.
- o. Staff members identified with COVID-19 related symptoms will leave school grounds immediately via designated exit.
- p. If a staff member is awaiting pick up, they will:
  - i. Remain in designated isolation space with continued supervision, monitoring, and care until picked up.
  - ii. Wear a mask while on school grounds.
  - iii. Leave via designated school exit.
  - iv. All symptomatic students and staff will be advised to seek medical care.
    - 1. Those reporting positive results for COVID-19 or having close contacts positive for COVID-19 will follow NJDOH isolation and quarantine guidelines as applicable.
- q. Remote virtual instruction will be available for students following isolation/quarantine protocol.
  - i. Attendance procedures will include excused absences for students who are too ill to participate in virtual instruction, with appropriate medical documentation.
  - ii. Staff members following isolation/quarantine protocol will refer to human resources regarding alternate assignment and/or exclusion from work.
- r. Current communicable disease guidance for illness reporting will be followed.
  - i. Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance will be implemented.
- s. Students/staff will be readmitted to school per DOH guidance and information for schools and Department of Health guidance.
  - i. Students/staff sent home with symptoms related to COVID-19 who wish to return to school before the end of an isolation period, must present: proof of a negative COVID test, medical note with alternate diagnosis, and be fever free for 24 hours without fever reducing medication in order to return to school.
  - ii. Alternatively, the NJDOH discontinuation of isolation test based strategy may be used.
- t. Positivescreenings will be documented per health office communicable illness protocol and current communicable disease guidance for illness reporting followed.
- u. Face covering guidelines for staff, students and visitors are as follows:

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- i. 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.
- ii. Students must wear face coverings at all times.
  - 1. 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 will be addressed by the building administration and school nurse according to that student's need and in accordance with all applicable laws and regulations.
- iii. Additional exceptions to wearing a face-covering include:
  - 1. The individual is in extreme heat outdoors.
  - 2. A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), which precludes the use of face covering.
- v. Screening Procedures for Students and Staff
  - i. All students and staff will have their temperature checked daily prior to entering the building. Parents and staff will complete a verification assuring that they are not a risk.
- w. Masking
  - i. Students will be asked to wear a mask while in all common areas, hallways, and at recess. Students will also be asked to wear masks when unable to maintain social distancing in the classroom.
  - ii. Students will be required to wear a mask at their desk or table provided proper social distancing.
    - 1. Individual plans will be created to address situations when staff or students cannot wear face coverings due to circumstances.
  - iii. School will provide face coverings when necessary.
    - 1. Personal Protective Equipment can include but is not limited to cloth masks, plastic face guards, gloves, etc.
- x. Face Shields
  - i. All staff members will be provided with a face shield and be required to wear it.
- y. COVID Training
  - i. Nurse will provide necessary Covid-related training that includes the following:
    - 1. Understand signs and symptoms of Covid and coordinate action plan for suspected or positive case
    - 2. Health Office examination room will be used to quarantine a child
    - 3. Nurse will contact parent/guardian to pick-up immediately
    - 4. Nurse, staff and administration will:
    - 5. Establish an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others.



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6. 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.
7. Develop methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance. Continuous monitoring of symptoms.

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## Appendix F

### Critical Area of Operation #6 - Contact Tracing

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

1. If the Delran Township 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, as well as staff and families as appropriate, of a confirmed case while maintaining confidentiality.
  - a. Upon notification that a student or staff member has tested positive for COVID-19, the local health department will work in conjunction with the school nurses and trained contact tracers to determine the close contacts of the individual.
  - b. All close contacts will be called and health department recommendations to quarantine will be advised.
    - i. A close contact is defined as being within 6 ft. for a period of at least 10 minutes with or without a mask.
2. Contact tracing will be determined by the township and the district based on CDC and NJDOH guidelines.

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## Appendix G

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

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

1. Start of school day and upon arrival, custodian performs disinfecting with electrostatic sprayer on the following surfaces:
  - a. Nurses' offices and isolation rooms
  - b. Door handles
  - c. Light switches
  - d. Panic Bars
  - e. Handrails
  - f. Playground equipment
  - g. Bottle filling station
  - h. NOTE: Drinking fountains will be covered/closed until it is determined that conditions will allow continued use.
2. Two hours after school starts - Environmental Workers report to buildings
  - a. Upon arriving Environmental Workers will disinfect the above areas. Environmental Workers will also during the course of the day clean bathrooms with the use of CR2 bathroom machines, disinfecting with wand attachment.
  - b. Custodial staff will continue disinfecting the following areas of the building:
    - c. Bathrooms
    - d. Cafeteria tables
    - e. Door handles, panic bars and frequently touched areas around these points
    - f. Stair rails/handrails
3. All disinfecting shall be done with the following:
  - a. Electrostatic sprayer
  - b. Spray bottles
  - c. Presoaked microfiber cloths
4. Lunches, when scheduled
  - a. Custodians shall maintain a presence in cafeterias/APRs:
  - b. Schools shall have 1 custodian per lunchroom assigned
  - c. Environmental Workers will be disinfecting throughout
5. Schools will assign sections of building to staff; responsibilities shall be:
  - a. Sweep and maintain hallways
  - b. Empty garbage cans
  - c. Clean, maintain and disinfect bathrooms
  - d. Disinfect all touch points
  - e. Environmental Workers shall support Custodians with the disinfection process and cleanliness of the building

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6. Lunch cleanup - Custodial staff and Environmental Workers will clean and disinfect the following:
  - a. Lunch tables w/assistance from food service staff
  - b. Remote cafeteria/classrooms
  - c. Main cafeteria
  - d. Hallways
  - e. Bathrooms
  - f. Courtyards (weather permitting)
  - g. Stairwells
  - h. Mopping of kitchens
7. Lobby Areas:
  - a. Disinfect all touch points, including door handles, panic bars, countertops, light switches and frequently touched areas around these points
  - b. Clean glass with microfiber cloth
8. Mid-Session - All Schools - all full time/part time employees' responsibilities shall include the following:
  - a. Sweep and maintain hallways
  - b. Empty garbage cans
  - c. Clean, maintain and disinfect bathrooms
  - d. Maintain stairwells
  - e. Disinfect all touchpoints
  - f. Disinfect playground equipment, when in use
9. Dismissal:
  - a. Shortly before dismissal Custodians shall report to bus area with electrostatic sprayers to disinfect busses
  - b. Environmental Workers shall support Custodians in disinfection
10. Night Custodian Shift:
  - a. Upon arrival Day Chief Custodians shall inform Night Chief and night Custodians about the day's events and area(s) of concern
  - b. Night Custodians shall be responsible for the following every night:
    - i. Classrooms:
      1. Telephones
      2. Sweep all rooms
      3. Vacuum all rugs
      4. Mop all rooms
      5. Disinfect desk tops and chairs
      6. Disinfect all touchpoints - light switches, door handles, countertops, pencil sharpeners, keyboard, electronics
      7. Cleaning door glass
    - ii. Hallways:
      1. Sweep and clean
      2. Empty all garbage cans
      3. Vacuum all rug
      4. Disinfect all touchpoints, including light switches, door handles, panic bars, door glass and frequently touched areas around these points

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- iii. Stairwells:
  - 1. Sweep and clean
  - 2. Disinfect all handrails
  - 3. Disinfect all touchpoints, including light switches, door handles, panic bars, door glass and frequently touched areas around these points
- iv. Bathrooms:
  - 1. Sweep floors
  - 2. Empty garbage cans
  - 3. Fill paper products
  - 4. Fill hand soap stations
  - 5. Fill hand sanitizer stations
  - 6. Clean and disinfect all toilets, urinals and sinks
  - 7. Disinfect all touchpoints, including light switches, door handles, paper towel dispensers, hand dryers, toilet paper dispensers and frequently touched areas around these points
  - 8. Twice weekly bathroom machines are to be used for deep cleaning of bathrooms
- v. Lobby Areas:
  - 1. Disinfect all touchpoint areas - door handles, panic bars, countertops, light switches and frequently touched areas around these points
  - 2. Clean glass with microfiber cloth
- vi. Nurses' Offices:
  - 1. Sweep floors
  - 2. Mop floors
  - 3. Disinfect all touchpoints - light switches, door handles, telephone, keypads and computer peripherals
  - 4. Disinfect all toilets, sinks, and frequently touched areas around these points; disinfect all cots with electrostatic sprayers
  - 5. Sweep floors
  - 6. Mop floors
  - 7. Isolation Room (daily or more often as needed):
  - 8. Disinfect all touchpoint areas - light switches, door handles, telephones, keypads, computer peripherals and frequently touched areas around these points
  - 9. Disinfect all desktops, tabletops, and/or cots with electrostatic sprayer or microfiber cloth.
- vii. Gymnasium/All Purpose Rooms:
  - 1. Disinfect all touchpoint areas - light switches, door handles, panic bars and frequently touched areas around these points
  - 2. Disinfect all pocket tables and folding lunch tables
  - 3. Sweep floor
  - 4. Mop floor/run floor with auto scrubbing machine
- viii. Locker Rooms (when in use):
  - 1. Sweep all floors

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2. Mop all floors
  3. Disinfect all shower rooms
  4. Disinfect all toilets, urinals and sinks
  5. Fill paper products
  6. Disinfect all touchpoints - light switches, door handles, soap dispensers, toilet paper dispensers, hand dryers and frequently touched areas around these points
- ix. Offices
1. Disinfect all touchpoints - light switches, countertops, keyboards, computer peripherals, copier keypad, door handles and frequently touched areas around these points
  2. Door glass/windows to be sprayed and wiped clean using microfiber cloth
  3. Vacuum all rugs
  4. Once per week a deep disinfecting of the school will take place with the use of wand attachments for CR2 bathroom machines that mist disinfectant. All classrooms, offices, locker rooms, lockers, shower rooms shall be treated using electrostatic sprayers, supplemented with microfiber cloths and spray disinfectant.
  5. It should be noted all cleaning is being done with microfiber cloths, pre-treated microfiber mops, microfiber mops, HEPA backpack vacuum cleaners, electrostatic sprayers, and CR 2 wand misters.
  6. The products used are on the EPA list N are:
  7. Hillyard #19
  8. Husky 814 Q/T
  9. Bioesque
11. All custodial staff must wear proper personal protective equipment (PPE):
- a. Face coverings
  - b. Gloves (should be discarded daily)
  - c. Custodial staff must practice 6 ft. social distancing, whenever possible
12. The Delran Township School District must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
13. HVAC:
- a. Filter changes will be followed as per each individual unit's operating guidelines. A log list will be placed in each unit to show when the last filter change has taken place along with any work done to the unit to prevent or repair issues.
  - b. HVAC system to keep constant fresh air flow throughout the room building.
  - c. All control programs will be overwritten to keep Central Air systems running overnight. This will allow fresh air to continually flush the system.
  - d. In the event of a room specific HVAC outage, portable units will be available to expel air out of the room.

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## Appendix H

### Critical Area of Operation #8 – Meals

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

1. The Delran Township School District has determined that all elementary, middle and high schools will reopen on a full day schedule where 'grab and go' lunches will be available.
  - a. Food services will provide a "grab and go" style lunch for our Free and Reduced lunch student populations and will be made available, upon request, with the entire school population.
2. Classes that are scheduled for a full day schedule will eat lunch in their classrooms (K-5) and/or available open space areas, such as cafeterias when possible (6-12).
  - a. Each School's Pandemic Response Team will establish cleaning schedules for classrooms/cafeterias in which students eat lunch.
  - b. Each School's Pandemic Response Team will establish handwashing schedules for students who eat lunch on-campus.
3. Each school will provide a procedure and location that is efficient, accessible, and discrete for students to acquire their lunch/breakfast.
4. With standard lunches and lunch times not available, schools will utilize the unused lunchrooms or all-purpose areas, if possible, to assist in scheduling and reducing class size or maximizing 6 ft. distancing.
5. Any student that receives/purchases a lunch or breakfast, will not be permitted to eat food during the course of the school day, except for those whose classes are scheduled for a full day of instruction on-campus.
6. Feeding Virtual Students
  - a. Students who are receiving instruction 100% virtually will be able to pick up pre-ordered meals on dates/time and at designated locations that will be determined and published before the start of school.
7. Masks
  - a. Students MUST wear masks when proper distancing is not possible.
8. Distancing
  - a. Food Service will make use of existing carts and look to acquire more, in order to service the classrooms and designated eating areas at all schools.
9. Regarding a Hybrid Schedule
  - a. Provide additional three breakfasts and three lunches per week to the qualifying students.
  - b. Designate distribution locations at DHS and DMS and have multiple time slots to accommodate for families that might have a work conflict.
10. Regarding a Full Remote Schedule (if applicable by Executive Order)
  - a. During full remote learning, the number of meals provided would increase to ten total, and follow the established procedures from the Spring/Summer.

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11. K-5 Ordering
  - a. Continue practice in DIS and Millbridge of taking pre-orders in the classroom
12. Eating Spaces
  - a. In DIS and Millbridge, utilize the classrooms as space to eat breakfast and lunch.
13. Lunch Times
  - a. Stagger lunch times by grade level in DIS and Millbridge to allow lunch carts to reach all locations with grab and go lunches and supplemental “for purchase,” snacks and drinks.
  - b. DMS and DHS- make use of the gym to allow students to eat in a properly spaced location outside of the cafeteria.
  - c. Look for scheduling opportunities to reduce conflict of PE/Health Classes during lunch times.
  - d. Relax restrictions regarding students being outside in good weather and consider security and or teacher duties to support procedural changes.
14. *Grab and Go*: Development of pre-packaged meals
  - a. Food Service will reduce the food options in favor of keeping safe protocols by reducing community soup and salad bar options.
  - b. Food Service will utilize mobile carts and snack carts throughout the building to reinforce spacing.
15. Food Safety
  - a. Reduce the chance of cross contamination by using neutral surfaces and pre-wrapped items. (students will verbally order and staff places that item only on the counter top).
  - b. All condiments, silverware, plates etc. must be disposable.
  - c. Sanitize neutral surfaces and touch points along with hand sanitizer stations located throughout all cafeterias.
  - d. Continue to be flexible as the USDA Recommendations are forthcoming.



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## Appendix I: Board's Plan – Section A.1.i

### Critical Area of Operation #9 – Recess/Physical Education

1. Elementary recess procedures:
  - a. Playground equipment will not be used by students during the school day until such time as NJDOE cleaning protocols of playground equipment are relaxed.
  - b. If and when playground equipment is opened for use, a schedule will be created for small group/cohort use. Equipment will be disinfected/sanitized scheduled throughout the school day.
  - c. There will be no use of shared equipment during recess.
  - d. Schools will use open space/fields for recess. Staggered times throughout the school day for students to have recess will be established by each elementary school.
  - e. Each school's Pandemic Response Team will create a staggered schedule and procedure on how and when students will wash their hands upon returning from recess.
  - f. Weather permitting, recess will take place on the field and black top areas. Recess is in the classroom when weather is inclement.
  - g. Each classroom will be assigned to a designated area for recess. Spray paint, cones and flags will be used to designate each area. Classes will rotate areas throughout the year to ensure all students have similar recess options.
  - h. At Millbridge, games and sensory paths are painted onto the blacktop for students to use.
  - i. Masks will be worn except for prescribed mask breaks.
2. Physical Education instruction protocols
  - a. Each of the high schools and middle schools in Delran will restrict the use of locker rooms for students. Locker rooms will be closed during the school day.
  - b. Students are to come to school dressed in clothes appropriate for participation in physical activity with sneakers or comfortable shoes as determined by each school's Pandemic Response Team and PE Department.
  - c. During designated times to be determined by school Pandemic Response Teams, students will be encouraged to use deodorant or other hygiene products.
  - d. Each school's Pandemic Response Team and PE Department will create a staggered schedule and procedure on how and when students will wash their hands upon returning to the building from outside activity or at the end of class if they were participating in indoor activities.
    - i. Each school will eliminate shared equipment in the physical education setting. The physical education department will create and establish lessons and activities that do not require the use of PE equipment.
  - e. Each school's Pandemic Response Team and PE Department will plan out spacing of their physical education students upon their arrival to the Classroom/APR/Gymnasium/Cafeteria.

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- f. Each school will use cones, tape, flags, and/or other markers to designate where students should stand/sit upon their arrival.
  - i. These markers should maximize the 6 ft. social distance guidelines where possible.
- g. Each school's Pandemic Response Team and PE Department will designate outdoor spaces to maximize distancing between classes and between students in the same class.

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## Appendix J: Board's Plan – Section A.1.j.

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

1. Until further notice, the following are considered to be non-operational:
  - a. Field Trips
  - b. Extra-curricular activities
  - c. Use of Facilities by outside groups after school hours
2. Protocols will be developed in advance of an implementation of field trips.
  - a. Field trips, assemblies, and other large gatherings will be suspended during pandemic situations.
  - b. All clubs/activities that are normally run during the course of the school year will be held in accordance with the Delran Township School District phased reopening protocols.
3. Clubs may be able to meet in person according to social distancing guidelines, during the specified phase implemented, depending on club size, indoor restrictions and Superintendent approval.
  - a. If activities are approved to commence, social distancing guidelines cannot be met, then clubs will meet virtually.
4. Use of facilities outside of school hours will be limited to school sponsored activities until further notice.

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## Appendix K: Board's Plan – Section A.2.a-e

### Academic, Social, and Behavioral Supports

The district will provide training to staff during opening professional development days on academic, social, and behavioral supports.

- 1) Social Emotional Learning (SEL) and School Culture and Climate
  - a) Social emotional learning will be incorporated into the curriculum in a variety of ways to support student's overall health and wellbeing in a hybrid or remote model.
    - i) Grades K-5 teachers will incorporate social emotional learning activities through morning meetings with students either in-person or virtually.
    - ii) Grades K-12 health and physical education teachers as well as guidance counselors will be trained on and use the following social emotional learning programs with their students.
      - (1) Move This World! for grades K-12
        - (a) <https://www.movethisworld.com/>
      - (2) Believe in You! for grades 6-12
        - (a) <https://www.varsitybrands.com/believe-in-you>
      - (3) Shape America Crosswalk with SEL
        - (a) <https://www.shapeamerica.org/standards/guidelines/el-crosswalk.aspx>
  - b) The district will also provide professional development on trauma informed practices.
- 2) Multi-Tiered Systems of Supports (MTSS)
  - a) The district currently utilizes the Response to Intervention (RTI) framework and has Intervention and Referral Service (I&RSP) teams in all four schools.
    - i) The district has tiered intervention and instruction that has been recently reviewed to ensure the district meets the extensive needs of students during the pandemic and beyond.
      - (1) There are three components to successful RTI which can be found at <http://www.rtinetwork.org/essential>.
        - (a) Tiered instruction/intervention
          - (i) The district has three tiers of support
            1. Tier III-Intensive Individual Intervention
            2. Tier II-Small Group Instruction
            3. Tier I-Core Classroom Instruction
          - (ii) The district uses Federal funds to provide basic skills instruction in mathematics and English language arts during the day as well as after school tutoring based on a district developed identification rubric.
          - (iii) The district employs reading specialists to provide targeted instruction.

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- (iv) The district has trained staff and provided programs that will support differentiated instruction and materials.
    - (b) Ongoing student assessment
      - (i) The district uses standardized and district created assessments to identify students in need of additional support.
    - (c) Family involvement
      - (i) The district works in partnership with parents to provide interventions that support student academic and behavioral growth.
  - b) The district utilizes Positive Behavior Support in Schools (PBSIS) grades K-8 to provide support for positive behavior, conduct, and social-emotional wellness for all students. Building administration and guidance counselors work with teachers to ensure
    - i) [http://www.njpbs.org/PBSIS\\_Initiative/description.html](http://www.njpbs.org/PBSIS_Initiative/description.html)
      - (1) PBSIS creates learning environments that contribute to everyone...
        - (a) being safe emotionally, physically, and socially.
        - (b) experiencing success every day.
        - (c) receiving what they need to be successful.
        - (d) working together to achieve goals.
        - (e) feeling welcomed and valued.
        - (f) further developing their strengths.
- 3) Wraparound Supports
  - a) Tier 1 – Prevention and Universal Supports for All Students and Families
    - i) Provide access to resources to self-care, self-help, parent supports, and psychoeducational information.
    - ii) Continue to utilize a trauma-sensitive and culturally responsive approach to student engagement and support.
    - iii) Provide Social and Emotional Learning (SEL) programming through elementary morning meetings and health and physical education classes.
    - iv) Planned check-ins with teachers and parents to assist in identifying at-risk students by teachers, guidance counselors, and building administrators.
    - v) Share information with parents and staff regarding how to identify when a student may be struggling with a mental health issue.
  - b) Tier 2
    - i) Utilize existing staff (School Psychologists, Social Workers, and/or school counselors) to provide support for students who are identified as needing assistance.
    - ii) Connect families with local community providers, county resources, and other organizations to enhance Tier 2 and 3 support.
    - iii) Proactively reach out to the Care Management Organization in Burlington County to establish connections to better support families

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- who may be receiving or in need of Tier 2 or 3 support outside of school.
- c) Tier 3
    - i) Individualized and intensive support for students who are identified as needing mental health and/or substance abuse interventions.
    - ii) Provide individualized counseling, monitoring of progress, and therapeutic support through existing programs and current staff.
    - iii) Connect students and parents to individual counseling, family therapy, out-patient programs, or addiction services as needed. The NJ System of Care/Perform Care can be contacted at 877- 652-7624. Services are provided 24 hours a day, 7 days a week.
  - 4) Food Service and Distribution
    - a) See Appendix Critical Area #8
  - 5) Quality Child Care
    - a) Resources for parents
      - i) Burlington County Community Action Program
        - (1) Address: 795 Woodlane Road Westampton, NJ 08060 Mailing Address: 718 Route 130 South Burlington, NJ 08016
        - (2) Phone: (888) 554-2077
        - (3) Fax: (609) 386-7380
        - (4) Website: <http://www.bccap.org/child-care-resources/>
  - 6) Mental Health Services
    - NJ Children's System of Care
    - Perform Care: <https://www.performcarenj.org/families/index.aspx>
    - 877-652-7624

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## Appendix L: Board's Plan – Section B.1.

1. Restart Committee:
  - a. Glenn Kitley
  - b. Brian Brotschul
  - c. Amy Yodis
  - d. Kathleen McHugh
  - e. Daniel Finkle
  - f. Mike McHale
  - g. Michelle Woysner
  - h. Stephanie Segrest
  - i. Ani McHugh
  - j. Linda McHugh
  - k. Rose Larson
  - l. Mike Digiovanni
  - m. Tim Irons
  - n. Maddie Nicastro
  - o. Lisa Della Vecchia
  - p. Christine DeSimone
  - q. Jennifer Mackell
  - r. Brian Stolarick
  - s. Howard Davenport
  - t. Walt Bauer
  - u. Sandy Jankowski
  - v. Stacy Clarke
2. The District has established seven sub-committees that comprise its Restart Committee structure:
  - a. Learning (Curriculum/Programs)
  - b. Health and Safety
  - c. Facilities/Operations
  - d. Athletics/Co-Curriculars and Before and After School Programs
  - e. Funding
  - f. Technology
  - g. Transportation
  - h. Social Emotional Learning (SEL)
3. The sub-committee members include representatives from the following groups:
  - a. Central office administration
  - b. Building administration
  - c. Teaching staff
  - d. Support staff
  - e. Paraprofessionals
  - f. Leadership of bargaining units
  - g. Facilities
  - h. Nurses
  - i. Special education administration, instructional staff and parents

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- j. Security
- k. Board members
- l. Parents
- m. Township of Delran Health Department
- n. Private contractors, food service, transportation, before/aftercare
  - i. These sub-committees report up to the central administrative team, who will coordinate and organize the input into the district's Recovery and Restart Plan.
  - ii. The sub-committees will interface with the individual School Pandemic Response Teams (PRT's) to implement procedures and protocols included in the Restart and Recovery Plan.



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## Appendix M: Board's Plan – Section B.2

### Pandemic Response Teams

1. Millbridge Elementary School:
  - a. Jennifer Lowe
  - b. Stacy Murphy
  - c. Christine Dillon
  - d. Tracey McGonigle
  - e. Kristin Howe
  - f. Beth Cohen
  - g. Alicia Hill
  - h. Chrissie Cusack
  - i. Trish Sorrentino
  - j. Hannah Lorenzo
  - k. Kristen Caiazzo
  - l. Janine Lenguadoro
  - m. Karen Dellaratta
  - n. Amy Dimond
  - o. Stacy Stillwell
  - p. Jennie Wallace
  - q. Any other members deemed appropriate by the Administration and Associations
2. Delran Intermediate School:
  - a. Kimberly Clark-Hickson
  - b. Christopher Sheridan
  - c. Denise Perrino
  - d. Bret McLaughlin
  - e. Brian Gregson
  - f. Sumita Divekar
  - g. Ruth Kim
  - h. Kristin McKeen
  - i. Sarah Finnan
  - j. Any other members deemed appropriate by the Administration and Associations
3. Delran Middle School:
  - a. Mike McHale
  - b. Daniel Cugini
  - c. Michelle Fiorini
  - d. Lorianna Mann
  - e. Mike Frisella
  - f. Lynn Biehn
  - g. Melissa Merrill
  - h. Chris Wolf
  - i. Kim McGonigle

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- j. Sue Davenport
  - k. Holly Martin
  - l. Jon Skvir
  - m. Brett Casne
  - n. Rick Cameron
  - o. Barb Edwards
  - p. Sue Jordan
  - q. Any other members deemed appropriate by the Administration and Associations
4. Delran High School:
- a. Daniel Finkle
  - b. Brian Stolarick
  - c. Danielle Jones
  - d. Karen Rau
  - e. Laura Schreiner
  - f. Brian Croly
  - g. Austin Anderson
  - h. Cait Como
  - i. Jennifer Jue Mattle
  - j. Laura Foster
  - k. Nicole Spera
  - l. Linda Mason
  - m. Jim Maloney
  - n. Renatta Derkacs
  - o. Sylvia Kraehenbuehl
  - p. Any other members deemed appropriate by the Administration and Associations
5. The School Pandemic Response Team is responsible for:
- a. Overseeing each school's planning and implementation of the District's Restart and Recovery Plan protocols at the school building level.
  - b. Providing staff with needed support and training.
  - c. Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district.
  - d. Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
  - e. Providing necessary communications to the school community and to the school district.
  - f. Creating pathways for community, family, and student voices to continuously provide input to the Team's decision-making.
6. Organization of the Pandemic Response Team:
- a. The Pandemic Response Teams will be led by the building principal.
  - b. Each building principal will serve as a liaison to central administration and the District's Reopening of Schools Committee in order to coordinate and maintain consistency of protocols across the district.

# DELRAN TOWNSHIP PUBLIC SCHOOLS RESTART & RECOVERY PLAN

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- c. The Pandemic Response Team will represent a cross-section of the school and district and will consist of the following broad range of building based staff and school community members, including:
  - i. School Principal and other building administrators
  - ii. Teachers - broad selection of certificated staff representing different grade bands served by the school
  - iii. Child Study Team member
  - iv. School Counselor, SAC, and/or SBSS
  - v. School Nurse
  - vi. Custodian
  - vii. Secretary
  - viii. Paraprofessional
  - ix. Members of the School Safety Team
  - x. Parents

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## Appendix N: Board's Plan – Section B.3

### Scheduling of Students

#### Scheduling/School Day

- 1) The Board's Plan accounts for resuming in-person instruction that was guided by a careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
- 2) Hybrid Schedule Framework
  - a) [Millbridge](#)
  - b) [Delran Intermediate School](#)
  - c) [Delran Middle School and Delran High School](#)
- 3) Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
- 4) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
- 5) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
- 6) The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
  - a) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology- based formats.
  - b) The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
- 7) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19.
  - a) Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
  - b) The school district may accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in the classroom receive instruction.
- 8) The district will:
  - a) Provide teachers common planning time on Wednesday either in person or via Google Meet.

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- b) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
  - c) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
  - d) The district will utilize Canvas which will store student records.
  - e) All software and online technology tools have been reviewed for FERPA and COPPA compliance. Google Meet will be the online synchronous learning platform used by teachers, support staff and administrators for instruction and support services.
  - f) Secure a steady supply of resources necessary to ensure the safety of students and staff.
  - g) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
  - h) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers.
    - i) The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
- 9) Delran will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.
- a) School Day Hybrid Schedules: Individual School Schedules
  - b) School Day 100% Remote Schedule
  - c) Educational Program

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## Appendix O: Board's Plan – Sections B.4., B.5., and B.6.

### Staffing

- 1) To ensure effective implementation of curriculum and instruction, vertical articulation will take place at the start of the school year.
  - a) Due to the abrupt shift to virtual instruction in Spring 2020, some standards and/or skills from previous grade levels and/or courses may need to be revisited.
  - b) Curriculum supervisors will work with teachers and coaches/specialists to examine the curriculum both vertically and horizontally in order to identify curricular priority areas for 2020-2021.
  - c) Child Study Team members, general education teachers, co-teachers and paraprofessionals will work to implement accommodations and modifications to the instruction and curriculum as specified in the student's IEP.
  - d) Adapted scope and sequence summary sheets will be collaboratively developed for courses with large enrollments (Elementary, MS and HS ELA, Math, Science Social Studies, etc.).
  - e) Plans will be created for using curricular materials for both the in-person and remote virtual settings - i.e. manipulatives, art and science supplies, etc.
  - f) Families will be informed that the teaching staff will communicate important curricular information to them. In addition, families will be apprised of students' progress and any changes to the learning experience as the method of instructional delivery changes.
  - g) Curriculum implementation will follow the A/B (Delaware/Rancocas) schedule specified by the district, where students who are not physically in the classroom will learn similar content synchronously and asynchronously as their in-class peers on each instructional day.
- 2) Delran Township Public Schools will:
  - a) Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level during allotted curriculum summer work.
  - b) Train teachers and leaders to evaluate students' academic achievement gaps and provide appropriate support.
  - c) Plan to approach diagnosing students' academic achievement gaps in prerequisite content knowledge and prerequisite skills, keeping in mind that during virtual instruction, the type of learning experiences that are appropriate will vary based on grade band and content area.
  - d) Develop the curricular scope and sequence/pacing for each subject area and grade level to accommodate where teachers might need to provide acceleration support.
  - e) Monitor students' progress on grade-appropriate assignments and adjust supports for teachers and leaders based on student results.
  - f) Encourage educators to examine the standards and our district's scope and sequence to understand what skills and content knowledge will be addressed,

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when it will be addressed during the school year, and how students will demonstrate their knowledge of the standards. This work will be supported by district curriculum supervisors.

- 3) Tools that will be utilized include:
    - a) District created instructional units in ELA, Mathematics, Science, Comprehensive Health and Physical Education, Social Studies, Visual and Performing Arts, and World Languages describe the expectations of the standards in a more detailed manner. The district also referenced New Jersey Department of Education [Model Curriculum](#) to identify the most essential prerequisite skills and content knowledge that students will need to understand and apply to their learning during the school year.
    - b) In addition, the district utilized the [2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#) from Achieve the Core to identify priority standards for grades K-12 that describe where to focus and spend the majority of time in each grade level.
    - c) Additional considerations will be given for supplementary levels of support that students might need in order to master grade level standards (e.g., scaffolding, Mathematics and ELA intervention in elementary and middle school, support from K-8 Literacy Coach, etc..).
  - 4) Teachers will examine standards from the previous grade level, in conjunction with those of the current grade level, to identify how learning flows from one grade level to the next.
    - a) To determine what students already know and what they might struggle with, at the beginning of each unit.
    - b) Delran educators will identify the size and commonality of learning gaps among their students in relation to the essential prerequisite skills and content knowledge that will be addressed.
    - c) Teachers will base decision-making about what to teach and when to teach content and skills on student learning objectives that identify the degree to which students have mastered standards.
    - d) Teachers will include assessment of prior learning at the beginning of each unit to identify student and class gaps in knowledge through a variety of formative assessments.  
Reference: [Formative Assessment Process](#)
  - 5) The district will communicate with educators about how they will address academic achievement gaps without engaging in an extended period of remediation at the start of the year.
    - a) Guidance will be provided that clearly explains how identification of academic achievement gaps based on the expectations of the standards will be used to guide decision-making regarding Delran’s scope and sequence of curricula.
  - 6) Delran will utilize the following strategies with respect to student assessment as schools reopen for the 2020-2021 school year:
    - a) Clear and consistent communications with stakeholders are vital to successful implementation. Recognizing that flexibilities in implementation come with unique challenges, Delran will craft a strong communications plan to share
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strategies and rationale with parents and other members of the local education community which may include, but are not limited to:

- b) Communication to the community facilitated by district-level administration, building principals, teachers, and all other certificated staff.
- c) Parents/guardians provided with screening and assessment data pertaining to their child via data on the Parent Portal.
- d) Frequent updating of district and school websites.
- e) Comments about detailed assignments
- f) Canvas Learning Management System used district-wide as the main platform of communication.
- g) Individual teacher/parent/student emails/Canvas communication sent as appropriate.

## 7) Assessments

- a) A systematic approach will be implemented to ensure that the types of assignments students are given are consistent with the targeted standards, provide specific evidence of the degree to which the standards are met, and include actions educators will take in response to their students' work.
- b) During remote instruction, the type of learning experiences that are appropriate will vary based on grade band and content area.
- c) Inventory Sources (Assessments) of Current Student Performance Data with a focus on those that may be administered while adhering to social distancing practices, being cognizant of the limited time that may be available to work with students in the classroom.
- d) Sources may include, but are not limited to:
  - i) Formative classroom assessments (conferring notes, short running records, Intervention Logs, Raz-Kids).
  - ii) Student observations and self-assessments.
  - iii) Readiness screenings for Pre-K and Kindergarten students.
  - iv) District benchmark assessments (Fountas & Pinnell Benchmark Assessments K-8, K-5 Reading iReady Assessment, Pre/Post On-Demand Writing Prompts, My Math K-5 Mathematics Assessments, 6-8 Ed Gems Math Assessments, 6-12 Galileo ELA Assessments)

(1) Note: It is recommended that administering the Fountas & Pinnell Benchmark Assessments be delayed as the method of student reading level identification and the utilization of the reading groups as determined in the past are not a recommended practice at this time. However, iReady Reading Assessment will be used in the fall to determine reading levels to guide instruction. The district acknowledges the challenges of testing in a hybrid or fully remote model and will provide professional development and guidance to teachers through building administration, supervisor of ELA, and the district literacy coach.

- v) Traditional and performance-based assessments (tests, quizzes, quarterly assessments, and projects).



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- vi) After preparing data for examination, teachers, administrators and I&RS teams, etc. will interpret the data and factors contributing to students' performance and the specific actions that will be taken to meet the needs of all students to create student SMART goals--e.g., Special Education, 504, ELL, G&T, Tiered Intervention, etc. This may include, but is not limited to:
    - (1) Grade level, vertical, and content area articulation.
    - (2) WIN ("What I Need" time in the elementary schools).
    - (3) Study hall and/or tutoring (in the middle & high schools).
    - (4) Collaborative goal setting with a school-level I&RS team.
    - (5) Frequently updated intervention methods, SMART goals and objectives with weekly tracking sheets.
    - (6) The I&RS team meets monthly to review student tracking data and consult about interventions.
  
  - e) IEP & 504 Plans.
    - i) Delran will develop an inventory of various assessment tools available and determine which would be most appropriate to utilize in order to evaluate student strengths and areas for improvement based on available student performance data.
    - ii) A compensatory services checklist is available when teachers and child study team members are concerned about a student's lack of progress. This checklist will be able to provide what specific services need additional intensity and duration for recoupment of skills lost during remote learning.
  
  - f) Data articulation by grade levels and content areas to determine which assessments and programs to utilize across grade-levels.
    - i) At the start of an instructional unit, based on the student data available, teachers, administrators, I&RS teams, etc. will make instructional changes that are intended to increase student learning, and use appropriate assessment tools to gather more, current student performance data. New student performance data will be collected and evaluated to determine the impact of instructional changes and make further revisions as necessary.  
Reference: [Covid-19 Response: Diagnostic Assessment](#)
  
  - g) All Levels K-12:
    - i) Determine how to administer assessments based on the hybrid environment schedule that will be used upon the return of to school.
    - ii) Coordinate with curriculum teams for English/Language Arts, Mathematics, and other subjects as appropriate to determine screening tools for the fall and discuss how to administer both in person and remotely.
    - iii) Collaborate with district supervisors, teachers, and K-8 literacy coach as appropriate to develop a plan for addressing gaps in student learning.
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- iv) Prioritize learning standards based on available research and information.  
Reference: [2020-2021 Priority Instructional Content in ELA/Literacy and Mathematics](#)
- v) Utilize individual teacher data records as appropriate.
- vi) Delran staff will provide educators and parents with guidance to support assessment and data literacy. Delran will utilize the K-5 Content Curriculum Committees and 6-12 Content Department Teams to help drive collaboration in modifications to curriculum and instruction throughout the year.
- h) Educator Planning Time - Delran educators will have opportunities to:
  - i) Assess the prior level of engagement of all students with whom they are working in the various learning environments--i.e., in-person, virtual, or hybrid-learning environment through consultation with the student and/or parent/caregiver as appropriate.
  - ii) Collaborate and plan to develop pre-assessments as well as a plan for addressing any gaps determined which will complement the initial instructional units that will be covered as schools reopen in the fall.
  - iii) Articulate with colleagues to discuss specific gaps before the students return to school during allotted Board of Education approved summer planning time and continue articulation on a regular basis throughout the school year. Preliminary focus will be given to ensuring that the needs of the most at risk learners, as determined by the assessments administered, are effectively addressed.
  - iv) Delran staff will facilitate opportunities to build-up staff culture for collaborative analysis of data, inform additional questions that need to be answered, and to establish next steps.
  - v) Delran staff will provide time for teachers to articulate on a regular basis.
  - vi) Teachers, administrators and I&RS teams will repeat the intervention and assessment cycles by creating additional student SMART goals, as necessary, and implementing them throughout the school year.
- 8) Student Orientation
  - a) Students will need time to readapt to the school environment, which may look different than what they have previously known.
    - i) Social and emotional elements of learning will be an important focal point to consider before students are assessed to ensure the conditions for students to receive instruction and demonstrate their proficiency are optimized.
    - ii) Delran staff will understand how trauma and other challenges related to students' social and emotional needs will impact assessment and learning and ultimately, instruction.
    - iii) As Delran educators make efforts to measure academic achievement gaps, it is important to recognize that there are multiple types of assessments that can be utilized, each which serves a different purpose.

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- 9) Professional learning will foster each educators' professional capacity to deliver developmentally appropriate and standards-based instruction in the virtual/hybrid model of instruction.
    - a) Delran will develop professional development schedules and staff collaboration time in accordance with the needs of the district.
    - b) The staff will be surveyed regularly throughout the year to assess potential options and ideas for professional learning.
    - c) Professional development resources will be curated for staff to access throughout the year.
    - d) Delran will develop professional learning experiences to promote high-quality instruction for all students.
    - e) Data collected from staff needs assessments will drive the planning of professional development sessions which will include strategies and applications to reach all learners.
  - 10) Specific professional learning opportunities will be planned to differentiate for and to accommodate the needs of the following students:
    - a) Students with Disabilities
    - b) Students with emotional support needs
    - c) English Language Learners
  - 11) Input will be collected from the Delran School Re-entry Planning Committees.
    - a) Delran staff will communicate regularly with all stakeholders prior to and during the school year via multiple channels (including Canvas, website, social media, phone/email blasts, etc.).
    - b) Professional Development Plans (PDPs) for teaching staff and administrators, as always, will remain flexible and adaptable to the changing needs of the district, school, and each individual educator.
    - c) NJDOE regulations support the inclusion of a broad range of activities in a teacher's annual professional development requirements, potentially including a variety of qualifying experiences related to alternative methods of instruction that have been necessitated by the transition to remote learning.
    - d) PDPs are considered living documents subject to change as circumstances require.
    - e) Teachers, supervisors, and administrators will consider the learning of new technologies, virtual instructional methods, peer supports, and other collaborative efforts as professional development that count towards the required 20 hours.
  - 12) A Home-Based Learning Academy posted on the district website will be created to better support the parent/caregiver in the virtual/hybrid learning environment from the following action items:
    - a) Topic choices will be based on feedback from community stakeholders.
    - b) Video tutorials will be created in the following areas Google Drive, Google Meets, Canvas Learning Management System, classroom assessment practices, etc.
    - c) The district website will also include links to researched resources.
    - d) The Home-Based Learning Academy will allow for ongoing collaboration among staff, creators and parents throughout the year.
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- e) Every consideration will be given to translation of resources for parents and students.
- 13) Links to resources addressing I&RS and CST referral processes are posted on the district website.  
Reference: [Delran Referral Process](#)
- 14) The professional learning committee will partner with the Social Emotional Learning (SEL) committee/mental health committee to create an ongoing needs assessment and resources for special education and general education students impacted by emotional stress.
- 15) Re-entry meetings will be held with parents, students, and staff in September to address the transition back to school. Student and parent tutorials will be created.
  - a) Topics for this will be collected from the feedback from staff and community stakeholders.
  - b) Topics choices will include successful practices in the virtual/hybrid model of instruction, Google Drive, Google Meet etiquette, Canvas, password management, and effectively communicating with teachers, etc.
  - c) Technology Integrationists, IT staff, and supervisors will create student, parent, and teacher video tutorials.
- 16) Professional learning will continue to meet the regulatory requirements in N.J.A.C. 6A:9C-1.1 through 5.4.
  - a) Professional learning will continue to be aligned with the Professional Learning Standards identified in [N.J.A.C. 6A:9C-3.3](#) and be ongoing, job-embedded, sustained, and lead to meeting the needs of all learners.
- 17) Staff roles and responsibilities related to school and student technology needs will vary.
- 18) The district will strive to ensure that every student and staff member has safe and equitable access to a learning device and internet connectivity to support remote virtual instruction, as necessary. To that end, the following practices have been implemented in all of our schools:
  - a) Surveys were created and shared with all Pre-K through grade 12 caregivers to determine technology device and connectivity needs. The survey was sent out via multiple platforms including email, phone blasts, district website, and social media channels.
  - b) District owned Chromebooks were assigned and distributed to parents and students in the spring of 2020 dependent upon need. Students will keep those devices at home to use for remote learning days.
  - c) Wifi Hotspots were purchased and distributed dependent upon need. Families will keep those hotspots for the 2020-2021 school year after consulting with the technology department.
  - d) The district purchased additional Chromebooks that will be available for distribution to all students in November.
  - e) The IT department completed an inventory of all current technology devices and hotspots available for staff and student use.
  - f) Internet Connectivity: Verizon Wifi Hotspots are available to all students and staff on an as needed basis and by request to the building principal.
  - g) Devices for students in Pre-K through grade 2: A single device will be assigned to each student to avoid the necessity of sharing devices. Students will be allowed

# DELRAN TOWNSHIP PUBLIC SCHOOLS RESTART & RECOVERY PLAN

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- to take their assigned device home upon parent request in the hybrid model. More information will be forthcoming from the building principal in terms of device pick-up.
- h) Devices for students in Grades 3-12: Delran is currently in the process of going one-to-one for students in grades 3-12. A single device will be assigned to each student to avoid the necessity of sharing devices. Students will bring their device back and forth from home to school in the provided computer sleeve for instruction. More information regarding the 1:1 program will be forthcoming from the building principal when devices are ready to be assigned.
  - i) Devices for staff: All Delran staff currently have an assigned device. New staff will be assigned a device at the beginning of the school year.
  - j) The district Technology Agreement form will be updated to reflect our new learning environment. This new agreement will be distributed electronically to all students and parents/caregivers for signature.
- 19) Delran has identified several instructional technology applications that will be used by staff and students during hybrid in-person and virtual learning. Professional development sessions led by technology integrationists, technology staff, and district supervisors will be conducted prior to the students' first day of school. The following software/applications will be included in this training:
- a) Google Enterprise for Education: This platform includes Google Meet and Google Drive.
  - b) Canvas Learning Management System: A learning platform that allows for teachers, parents, and students to communicate in a digital learning environment to ensure equity of instruction for all students.
  - c) Screencastify Premium and Canvas Learning Management System: These programs allow staff members to record themselves and/or the content on their screens.
  - d) District purchased research databases and premium applications were vetted out by the IT department, teachers, supervisors and media specialists as appropriate for teacher/student use such as ABC-CLIO and Ebscohost.
  - e) Applications: Discovery Education, Newsela, EDpuzzle, Brainpop/Brainpop Jr., Raz-Kids, etc...
  - f) In addition to Chromebooks, the following instructional hardware has been purchased to support educators in implementing virtual, hybrid learning activities:
    - i) Computer Device: All Delran staff currently have an assigned device to be used for instruction both in school as well as remotely. New staff will be assigned a device at the beginning of the school year.
    - ii) Activboards: Interactive boards are installed in elementary school classrooms to enhance instruction.
  - g) The following procedures and protocols will be followed to ensure the safety of Delran staff and students:
    - i) Immediately upon arrival, all devices returned for repair by parents for students that were issued a device in the spring will be thoroughly disinfected and sanitized using EPA registered disinfectant and microfiber cloths. Technicians have been provided and will utilize

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- personal protection equipment (PPE) during the course of all device repairs. Devices will be returned to students and staff following all CDC guidelines including proper social distancing and PPE protection.
- h) If possible, all in-class technical support will be completed remotely or when the classroom is not occupied. If immediate assistance is necessary, technicians will utilize personal protective equipment (PPE) and follow all CDC guidelines on proper social distancing.
    - i) District technicians have been provided with their own set of tools and supplies necessary for maintaining district equipment to prevent the need for tool sharing. In the event a technician needs to utilize a common tool that may be used by others, that tool will be thoroughly disinfected after each use.
  - i) The district has supplemented the existing device inventory by purchasing additional Chromebook to ensure a true one-to-one learning environment for all students.
    - i) Additional Chromebooks will not be available until November due to high demand for devices across the country. Students will continue to use their personal devices or district device until the additional Chromebooks are received. Additional information will be forthcoming from building administrators on distribution procedures.
  - j) This one-to-one environment allows student Chromebook use without the need for sharing.
    - i) Each student, in grades Pre-K through 12, will have an individual device assigned to them and will only use that specific device unless there is a need for repair.
    - ii) For technology equipment that cannot be isolated to an individual student, such as printers, makerspace equipment, tv/film studio equipment, etc., cleaning supplies that include sanitizing/disinfecting solution and towels will be assigned to each classroom for use by classroom personnel at their discretion.
- 20) The district will use Canvas as the Learning Management System (LMS) to ensure access to all applications for the entire student population.
- a) Canvas utilizes Clever that enables equitable access for all students by centrally managing student rostering and single sign-on (SSO) accessibility.
  - b) Clever badges will be utilized with our youngest students to enable ease of access along with security.
- 21) The district will review staff requests regarding the use of remedies included in the Families First Coronavirus Response Act.
- a) The district will implement a comprehensive plan to address staff absences due to Covid-19 related illness/quarantine or for any other reasons.
  - b) The district will work with our substitute pool to establish a consistent roster of the same substitutes who will report to designated schools every day to cover staff absences.
- 22) Substitutes will receive the appropriate training and take part in professional development to follow the district Restart and Recovery Plan.
- 23) Virtual and Hybrid Learning Environment - Assessment Resources
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- a) [5 Tips for Measuring and Responding to COVID-19 Learning Loss Arts Assessment for Learning](#)
- b) [Assessment and Student Success in a Differentiated Classroom \(ASCD\)](#)
- c) [Five “Key Strategies” for Effective Formative Assessment \(NCTM\)](#)
- d) [Formative Assessment for Remote Learning \(Edutopia\)](#)
- e) [Formative Assessments for Students with Disabilities \(CCSSO\)](#)
- f) [Formative Assessment that Truly Informs Instruction \(NCTE\)](#)
- g) [Instructional improvement cycle: A teacher’s toolkit for collecting and analyzing data on instructional strategies \(NCEE/IES\)](#)
- h) [Restarting School: Planning for Acceleration in the 2020-2021 School Year \(TNTP\)](#)
- i) [Revising the Definition of Formative Assessment \(CCSSO\)](#)
- j) [Seeing Students Learn Science: Integrating Assessment and Instruction in the Classroom \(National Academies of Sciences, Engineering, and Medicine\)](#)
- k) [Teachers Know Best: Making Data Work for Teachers and Students \(Bill and Melinda Gates Foundation\)](#)
- l) [Using Formative Assessments to Help English Language Learners \(ASCD\)](#)
- m) [Teacher’s Essential Guide to Formative Assessment](#)

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## Appendix P: Board's Plan – Section B.7

### Athletics

- 1) The Delran School District will follow the guidelines set forth by the New Jersey Interscholastic Athletic Association (NJSIAA) Return to Play Policies for all athletic/co-curricular activities during the summer session.
- 2) SUMMER SESSION (July 13-August 28)
  - a) All students will be required to fill out the NJSIAA COVID-19 questionnaire at least seven days prior to participation.
  - b) All students/coaches/advisors will be required to fill out a daily health questionnaire prior to the start of the day's activities. Any "yes" answer on the questionnaire will require a physician's note clearing the party to return.
  - c) All students/coaches/advisors will have their temperature taken prior to the start of the day's activities. Anyone with a temperature of 100.4 or greater will not be allowed to participate.
  - d) All NJSIAA Heat Policies will be followed.
  - e) Any student/coach/advisor who shows symptoms or has tested positive will need medical clearance from a physician to return.
  - f) PHASE I (Period of 2 weeks from the first day of participation in Phase I)
    - i) The purpose of Phase 1 is a gradual conditioning program to acclimate students that have not participated in physical activity during the pandemic shutdown.
    - ii) Sessions will last no longer than 90 minutes.
    - iii) All sessions will be outside
    - iv) Students will be grouped in pods of no more than 10. Those pods will remain the same during the duration of Phase 1.
    - v) No spectators will be allowed to watch practices. Only those involved in practice are allowed to attend.
    - vi) Participants will wear face coverings at all times other than during physical training.
    - vii) Coaches/Advisors will wear face coverings for the duration of the session.
    - viii) Use of any equipment will be limited to single use. No sharing of any equipment (hand to hand) will be permitted.
    - ix) Social distancing should be maintained at all times. 6 ft. between participants.
    - x) Any equipment used during the course of the session will be cleaned as per CDC Guidelines.
  - g) PHASE II (Period of two weeks from the first day of participation in Phase II)
    - i) Sessions will be no longer than 120 minutes.
    - ii) Indoor practices will be permitted with good air circulation.
    - iii) Weight Room equipment may be used. All equipment should be cleaned as per CDC Guidelines.



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- iv) Groups can be combined to 25-30 participants. Those groups are to remain the same during the duration of Phase II.
- v) Equipment may be shared within the groups but not outside of those groups. All equipment should be cleaned as per CDC Guidelines.
- vi) Face Covering guidelines will remain the same as in Phase I.
- vii) Social Distancing guidelines will remain the same as in Phase I.
- viii) Any further phases released by the NJSIAA will be adapted by the Delran Athletic Training staff and Administration.
- h) Virtual Contact Session (August 29-September 13)
  - i) All practice sessions will be done virtually.
  - ii) No in person practices, scrimmages will be permitted during this period.
- 3) Fall Session (September 14th) – If approved by the Board
  - a) All teams, activities will start official fall practices under the NJSIAA guidelines, local rules for said season.
  - b) Guidelines and time frames are subject to change pending information from the Delran Township School District, New Jersey Department of Education, Delran Health Department, New Jersey Interscholastic Athletic Association of Center for Disease Control.

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## Appendix Q

### Remote Learning Options for Families

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

1. On July 24, 2020 the New Jersey Department of Education offered guidance for a full time remote option. You can find that document [HERE](#).
2. Below is information regarding the full remote framework. Please keep in mind that our plans are contingent upon student enrollment and our ability to allocate personnel to the remote option.
3. In order to define terms, “asynchronous” means that the instruction is not live and “synchronous” means that it is live.
4. School Information
  - a. Millbridge 100% Remote Schedule Information
    - i. All students will receive three identical days of asynchronous instruction regardless of which model is selected. On these days, there will be an optional synchronous morning meeting, which allows students to connect with their teachers and peers. Students will not be penalized if they are unable to attend. There will be a check-in procedure for attendance purposes on all remote days.
    - ii. On the two other days each week, to the greatest extent possible, we will be mirroring the instruction that is being delivered in person to students on a hybrid schedule in a remote format.
    - iii. Videos will be provided in all content areas for these remote days that can be completed at the time that works best for each family. Assignments in mathematics, writing and Foundations are completed each day, as the lessons for subsequent days will almost always build on the prior day’s activities. Recognizing that families may need to complete work during hours outside of the school day, assignments in all other subjects will have flexible due dates.
    - iv. Students will be required to be on the computer at a specific time to receive small group or 1:1 instruction in reading and writing. Teachers will be developing the scheduled times for these virtual meetings in conjunction with their parents and will be able to offer some flexibility within the school day. From our experience in the spring, these areas were the most challenging to support and we feel this is an extremely important component of the distance learning experience.
    - v. Teachers who are facilitating the 100% remote program will also hold virtual office hours and will be available to provide assistance in math, science, social studies and Foundations as needed.
    - vi. Special area classes will be a combination of live and video based instruction. Since these teachers will be delivering instruction both in

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person and remotely, specific times are being established for each class. Children who are not able to attend the live instruction will be provided with the information they need to compensate for the missed instruction.

- vii. Additional live virtual services will also be planned for students receiving additional services such as basic skills, remedial reading, special education or English as a Second Language.

- b. [Millbridge 100% Remote Schedule Framework](#)

- 5. Delran Intermediate School

- a. The schedule for remote instruction will mirror the hybrid online learning timeframe. There will be 2 designated groups: Delaware (Monday/Thursday) & Rancocas (Tuesday/Friday).
  - i. On Monday & Thursday, the Delaware 100% remote schedule will consist of synchronous morning meetings and reading, writing and math mini-lessons. Students will transition to rotating small group instruction. Asynchronous lessons will be provided for Science, Social Studies, Word Study and Special Area classes to be completed independently. On Tuesday & Friday, the Delaware 100% remote schedule will consist of a synchronous morning meeting, followed by asynchronous lessons in all content areas.
  - ii. On Tuesday & Friday, the Rancocas 100% remote schedule will consist of synchronous morning meetings and reading, writing and math mini-lessons. Students will transition to rotating small group instruction. Asynchronous lessons will be provided for Science, Social Studies, Word Study and Special Area classes to be completed independently. On Monday & Thursday, the Rancocas 100% schedule will consist of a synchronous morning meeting, followed by asynchronous lessons in all content areas.
  - iii. On Wednesday, there will be an abbreviated schedule consisting of a synchronous morning meeting, read aloud and discussion, followed by office hours specific to Reading, Writing and Math. Students are expected to be logged in by 9:00 for Morning Meeting. Daily attendance will be taken. During office hours, teachers will be available to assist or provide guidance on lessons. Also during this time, teachers may offer targeted small group instruction as warranted where students will be expected to be available during these office hours.

- b. [Delran Intermediate School Sample Schedule 100% Remote](#)

- 6. Delran Middle School

- a. Students who choose the 100% Remote Option will follow the same schedule as those in the Hybrid Option. Both options will have 2 in-person days, 2 remote days, and 1 check-in Wednesday with remote lessons. This allows the existing faculty to teach both in-person and remote students during the same school day. There may be some classes where this is not possible and those classes will be held after school hours for 100% remote students.
  - i. All classes, assignments, and Google Meets will be accessible via Canvas, our new student learning system. The Delaware group will attend

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live/synchronous Google Meets Mondays and Thursdays and remote/asynchronous learning Tuesdays and Fridays. The Rancocas group will attend live/synchronous Google Meets Tuesdays and Fridays and remote/asynchronous learning Mondays and Thursdays.

- ii. On Wednesdays, all remote students will attend live check-ins following an abbreviated bell schedule, lasting approximately 90 minutes. On live/synchronous days, remote students will follow the normal DMS bell schedule along with the hybrid DMS students. On the remote/asynchronous days, remote students will be given assignments via Canvas and will complete them throughout the school day.
- iii. Students are expected to be online from 7:30 am through 2:15 pm on live/synchronous days, which is two days per week. Students will have a lunch period scheduled as if they were in school. All major subject areas will have synchronous learning. These subjects include Math, Reading, Writing, Science, & Social Studies.
- iv. Vocational Cycles and Physical Education Cycles will be asynchronous with teachers pushing out lessons and/or presentations via Canvas. Homework will be assigned in addition to the work completed during the school day.

## 7. Delran High School

- a. Students who choose the 100% Remote Option will follow the same schedule as those in the Hybrid Option. Both options will have 2 in-person days, 2 remote days, and 1 check-in Wednesday with remote lessons. This allows the existing faculty to teach both in-person and remote students during the same school day. There may be some classes where this is not possible and those classes will be held after school hours for 100% remote students.
  - i. All classes, assignments, and Google Meets will be accessible via Canvas, our new student learning system. The Delaware group will attend live/synchronous Google Meets Mondays and Thursdays and remote/asynchronous learning Tuesdays and Fridays. The Rancocas group will attend live/synchronous Google Meets Tuesdays and Fridays and remote/asynchronous learning Mondays and Thursdays.
  - ii. On Wednesdays, all students will attend live check-ins following an abbreviated bell schedule, lasting approximately 90 minutes. On live/synchronous days, remote students will follow the normal DHS bell schedule along with the hybrid DHS students. On the remote/asynchronous days, remote students will be given assignments via Canvas and will complete them throughout the school day.
  - iii. Students are expected to be online from 7:30 am through 2:15 pm on live/synchronous days, which is two days per week. Students will have a lunch period scheduled as if they were in school. All subject areas will have synchronous learning during school hours if possible. Some courses may need to be taught after 2:30 depending upon teacher availability.

## 8. [Delran Middle School and Delran High School 100% Remote Schedule](#)

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## CHART OF USEFUL LINKS

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

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	Handwashing (Printable Posters)	<a href="https://www.cdc.gov/handwashing/posters.html">https://www.cdc.gov/handwashing/posters.html</a>
Critical Area of Operation #5	Communicable Disease Service	<a href="https://www.nj.gov/health/cd/">https://www.nj.gov/health/cd/</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
	COVID-19: Information for Schools	<a href="https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml">https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml</a>
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	<a href="https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf">https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf</a>
	Guidance for Child Care Programs that Remain Open	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html</a>
	General Business Frequently Asked Questions	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html">https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html</a>
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	<a href="https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf">https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf</a>
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	<a href="https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19">https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19</a>
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	<a href="https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19">https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19</a>
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	<a href="https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus">https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus</a>
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	<a href="https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf">https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf</a>
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	<a href="https://www.nj.gov/education/njtss/guidelines.pdf">https://www.nj.gov/education/njtss/guidelines.pdf</a>
	RTI Action Network	<a href="http://www.rtinetwork.org/">http://www.rtinetwork.org/</a>
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	<a href="https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-">https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-</a>

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		<a href="#">childhood-programs_Schoolwide-PBS.pdf</a>
Wraparound Supports	SHAPE	<a href="http://www.schoolmentalhealth.org/SHAPE/">http://www.schoolmentalhealth.org/SHAPE/</a>
Quality	Child Care Resource and Referral Agencies	<a href="https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx">https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx</a>
	Coronavirus Resources for Mentoring	<a href="https://nationalmentoringresourcecenter.org/">https://nationalmentoringresourcecenter.org/</a>
Food Service and Distribution	Benefits of School Lunch	<a href="https://frac.org/programs/national-school-lunch-program/benefits-school-lunch">https://frac.org/programs/national-school-lunch-program/benefits-school-lunch</a>
Quality Child Care	Child Care Resource and Referral Agencies	<a href="https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx">https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx</a>
	Division of Early Childhood Education	<a href="https://www.nj.gov/education/ece/hs/agencies.htm">https://www.nj.gov/education/ece/hs/agencies.htm</a>
<b>Leadership and Planning</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Scheduling	New Jersey Specific Guidance for Schools and Districts	<a href="https://www.nj.gov/education/covid19/sped/guidance.shtml">https://www.nj.gov/education/covid19/sped/guidance.shtml</a>
Staffing	Mentoring Guidance for COVID-19 Closures	<a href="https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml</a>
	Educator Evaluation During Extended School Closure as a Result of COVID-19	<a href="https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml">https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml</a>
	Performance Assessment Requirement for Certification COVID-19 Guidance	<a href="https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml</a>
	Educator Preparation Programs and Certification	<a href="https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml">https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml</a>
Athletics	Executive Order No. 149	<a href="http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf">http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf</a>
	NJSIAA COVID-19 Updates	<a href="https://www.njsiaa.org/njsiaa-covid-19-updates">https://www.njsiaa.org/njsiaa-covid-19-updates</a>
	NJSIAA provides return-to-play guidelines – Phase 1	<a href="https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1">https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1</a>
	Guidance for Opening up High School Athletics and Activities	<a href="https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-">https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-</a>

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		<a href="#">activities-nfhs-smac-may-15_2020-final.pdf</a>
<b>Policy and Funding</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	<a href="https://www.nj.gov/education/covid19/boardops/caresact.shtml">https://www.nj.gov/education/covid19/boardops/caresact.shtml</a>
	NJDOE EWEG	<a href="https://njdoe.mtwtgms.org/NJDOEGMSWeb/logon.aspx">https://njdoe.mtwtgms.org/NJDOEGMSWeb/logon.aspx</a>
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	<a href="https://njemgrants.org/site/rpasubmission.cfm">https://njemgrants.org/site/rpasubmission.cfm</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
Purchasing	New Jersey School Directory	<a href="https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission">https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission</a>
	NJSTART	<a href="https://www.njstart.gov/bso/">https://www.njstart.gov/bso/</a>
	Division of Local Government Services	<a href="https://www.nj.gov/dca/divisions/dlgs/">https://www.nj.gov/dca/divisions/dlgs/</a>
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	<a href="https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf">https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf</a>
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	<a href="https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf">https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf</a>
Costs and Contracting	E-rate	<a href="https://www.usac.org/e-rate/">https://www.usac.org/e-rate/</a>
	Technology for Education and Career (NJSBA TEC)	<a href="https://www.njsba.org/services/school-technology/">https://www.njsba.org/services/school-technology/</a>
<b>Continuity of Learning</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	<a href="https://sites.ed.gov/idea/">https://sites.ed.gov/idea/</a>
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	<a href="https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml">https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml</a>



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Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	<a href="https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf">https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf</a>
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	<a href="https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf">https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf</a>
	Mathematics: Focus by Grade Level	<a href="https://achievethecore.org/category/774/mathematics-focus-by-grade-level">https://achievethecore.org/category/774/mathematics-focus-by-grade-level</a>
	Teacher Resources for Remote Instruction	<a href="https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml">https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml</a>
	NJDOE Virtual Professional Learning	<a href="https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml">https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
Professional Learning	Distance Learning Resource Center	<a href="https://education-reimagined.org/distance-learning-resource-center/">https://education-reimagined.org/distance-learning-resource-center/</a>
Career and Technical Education (CTE)	Communicable Disease Service	<a href="https://www.nj.gov/health/cd/topics/covid2019_schools.shtml">https://www.nj.gov/health/cd/topics/covid2019_schools.shtml</a>
	Considerations for Schools	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a>