

Readington Ready: Our Plan for Restarting Schools



Board of Education Offices
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Letter from the Superintendent

Dear Members of the Readington School Community,

Never before has public education been charged with a task as unique and challenging as the one before us. This plan is the result of efforts from all of our stakeholder groups. To all of those who had a hand in developing this plan, we thank you! This would not be possible without the support and input from Board members, staff, administration, parents and, most importantly, our students.

I am excited to share with you *Readington Ready: Our Plan for Restarting Schools*. Even prior to receiving guidance from the New Jersey Department of Education, our district began thinking about what reopening might look like. Once the NJDOE’s guidance was released our Restart Committee began the detailed task of gathering information to put into this plan to ensure a safe return to schools in the fall. The New Jersey Department of Education guidance document specifically calls for our brick and mortar schools to be open in the fall by stating, “...absent a shift in the public health data, school buildings will open in some capacity for in-person instruction and operations in the fall.” Therefore the Restart Committee envisioned a reopening with a combination of in-person and virtual instruction, also called a hybrid model. Our restart plan includes several sections which represents much of the work from the Task Force and Restart Committees. In addition, the plan also includes references to the NJDOE guidance document to ensure compliance.

This document is meant to serve as our restart plan. Given the ever-changing nature of the COVID-19 pandemic, we anticipate changes may occur to this plan as the summer and fall progress. Our district will communicate any revisions that may need to occur in the future.

I would like to thank the members of the Task Force and the Restart Committee for giving up their valuable time to provide input into this plan. This was a monumental undertaking, and all feedback was considered. In fact, throughout the process parents, teachers, staff, Board members, and administrators all provided insightful feedback that has informed our planning. I look forward to a safe return to school and a productive 2020-2021 school year.

Sincerely,

Jonathan Hart, Ph.D.
Superintendent of Schools



Introduction

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

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

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

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

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

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

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

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of this Plan include the school district’s unique and locally developed protocols to ensure school(s) in the district reopen safely and are prepared to accommodate staff and students' unique needs during this unprecedented



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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

Principles

Primary Principle: Provide for the health and safety of our staff and students while implementing a cohesive, consistent educational program amid a global pandemic.

Sub Principles Summarized from the NJDOE Restart and Recovery Plan:

Sub Principle 1: Reduce crowds and close contact.

Key tools and strategies:

- Masks
- Face Shields
- Social distancing (6 foot rule)
- Use of plexiglass barriers
- Classroom redesigns
- Reducing movement of students
- One-way hallways and stairwells
- Identifying possible “shifts” of staff and students (i.e. A/B Day)
- Reduction in students in areas such as cafeterias, gyms, recess

Sub Principle 2: Reduce mixing of students.

Key tools and strategies:

- Cohorting and batching of students
- Reducing movement of students
- One-way or limited hallways and stairwells
- Designate entry and exit points

Sub Principle 3: Monitor the prevalence of symptoms and spread in the schools and community.

Key tools and strategies:

- Daily “symptom-free” assurances from families
- Periodic temperature checks
- Educate children (and staff training) about signs and symptoms
- Isolation areas

Sub Principle 4: Sanitize, disinfect, and enhance cleaning protocols

Key tools and strategies:

- Personal hygiene
- Custodial sanitation and new standard protocols
- Wipes, cleaners, sanitizing stations for use by students and staff
- Area audits to reduce problematic surfaces



Phase in Approach to Reopening

On August 21, 2020 the school district communicated with the school community regarding a virtual start to the school year citing difficulties in staffing. Students identified in self-contained special education programs began the school year on September 3, 2020 as scheduled. As the district reevaluates its staffing needs and staff requests for leaves and accommodations, we have begun planning a phased approach to reopening with a goal to return to a hybrid model of in-person instruction no later than October 19, 2020.

The timeline for the phase in approach is as follows:

Grades K-1: Phase in on September 14

Grades 2-3: Phase in late September/early October

Grades 4-8: Phase in early/mid October but no later than October 19, 2020

When school reopens with this phase-in approach, the district will operate on the A/B schedule outlined below with all days being an early dismissal day for students (4.5 hours), which will include small group and individual instruction in the afternoon along with office hours.

Health and Safety Measures and Physical Wellness

Outline

The Health and Safety Measures section of this plan provides readers with an overview of the protocols used in schools during reopening. This answers several Critical Areas of Operation found in the NJ Department of Education *Restart and Recovery Plan*. Specifically, this section reviews Area of Operation 1: General Health and Safety Guidelines, Operation 2: Classrooms, Testing and Therapy Rooms, Operation 4: Student Flow, Entry, Exit and Common Areas, Operation 5: Screening, PPE, and Response to Students Presenting Symptoms, Operation 6: Contact Tracing, and Operation 7: Facilities Cleaning Practices.

Pre-boarding wellness assurances for students and assurances for staff

- Each parent who is sending their child to school will be required to log online and fill out a form through *Genesis* that assures the district that the student's temperature was taken before boarding the bus or coming to school. Staff will also take their temperature before coming to work and assure they have done so via an electronic format (Google Form).
- Children or staff showing **signs and symptoms of any illness must stay home from school**. Signs and symptoms of COVID-19 include the following (appearing in the NJDOE document):
 - Fever of 100° or greater
 - Cough
 - Shortness of breath
 - Chills
 - Repeated shaking with chills

- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell
- Fatigue
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Visual Screenings

- Staff must visually check students for symptoms upon arrival (which may include temperature check follow-ups) and/or confirm with families that students are free of COVID-19 symptoms (via the assurance document).
- Health checks must be conducted safely and respectfully and in accordance with any applicable privacy laws and regulations.
- Results must be documented when signs/symptoms of COVID-19 are observed.
- Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- Temperature checks will also occur if district staff did not receive an assurance document for a staff member or student.

Mask Wearing/Face Covering Protocols

- All **staff and visitors will be required** to wear face coverings at all times. Exceptions can be made when the mask inhibits an individual's health.
- Students are **required to wear face coverings during the school day**. There are times when an adult may permit or instruct students to take masks off (i.e., a mask break). This will be done only when a six (6) foot distance can be maintained outdoors. The following is a list of exceptions to students wearing face coverings and provides guidance for if/when masks can be removed:
 - Doing so would inhibit a student's health.
 - The student is in extreme heat outdoors.
 - The student is in water.
 - A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.
 - The student is under the age of two (2), due to the risk of suffocation.
 - During the period that a student is eating or drinking.
 - Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistance (e.g. face coverings should not be worn by Pre-K students during nap time).
 - The student is engaged in high intensity aerobic or anaerobic activities.

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- Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart.
- When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.
- Additional considerations include:
 - Individuals (particularly students) should be reminded not to touch the face covering and to wash hands frequently.
 - Information will be provided on proper use of face coverings, per the [CDC](#).
 - Currently, the CDC does not recommend use of face shields as a substitute for face coverings. Therefore, they may not be used to satisfy the face covering requirements detailed above. However, they may be an option for students with medical or other challenges that preclude the use of face coverings. If face shields are used without a mask, they should wrap around the sides of the wearer's face and extend to below the chin.
 - Students and educators that rely on facial cues may consider use of clear face coverings where available. This might include students who are deaf or hard of hearing, students receiving speech/language services, young students in early education programs, and English-language learners.
 - Researchers have identified “frequent discomfort” as a potential challenge associated with implementing use of face covering requirements. Students and staff should be provided face covering breaks throughout the day (see above). Face covering breaks should only occur when social distancing can be maintained outdoors and during PE class.
 - Face coverings should be provided by the student's family/guardian and can be included as part of the back to school supplies list provided to families/guardians prior to the start of the school year. Schools should strive to provide extra disposable face coverings for students who need them and should provide face coverings for students that are experiencing financial hardship and are unable to afford them to the greatest extent possible.

Education on signs and symptoms

The district shall post signage throughout the school buildings including, but not limited to, entrance and exits, hallways, cafeterias, gymnasiums, classrooms, bathrooms, playgrounds, and so forth. Floor markings and designated assigned seating areas shall be maintained. Signage promoting healthy habits will also be posted throughout school buildings.

Staff will be provided training relating to health and safety protocols. Communication with parents will be regular and frequent. Students shall be taught safety measures during the school day.

Universal Precautions

Hand washing will be included in the school day to ensure staff and students are maintaining proper hygiene as recommended by the CDC. Hand washing is required before and after eating, after using the bathroom, and after blowing one's nose, coughing or sneezing. The district has a supply of PPE and cleaning supplies



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that will be placed in certain locations in the building or could be supplied to staff and students as requested via an accommodation request. All classrooms will be equipped with hand sanitizer, cleaning solutions, and sanitizing wipes. Additional protections that can be provided by the district are as follows:

- Face coverings (required by all)
- Barriers (at least one will be provided in each classroom)
- Gloves (will be available for any staff member who requests them)
- Face shields (will be available for any staff member who requests them)
- Six foot distances (in all classrooms)

Additional requests can be made should a staff member require specific protective equipment.

Accommodations for Staff and Students

There are several universal precautions the district is taking to provide for the safety of staff and students.

The following are included to provide for the health and safety of all:

- Six-foot distance is provided in all classrooms and the cafeteria.
- All individuals within the school building (staff and students) are required to wear face coverings unless it inhibits the well-being of the individual.
- Clear barriers are provided in all classrooms for the teacher's desk. Clear barriers are also used in all small-group classrooms.
- Face shields are available to all staff.
- Gloves are available for all staff.
- N95 masks are available in certain circumstances, as requested by an accommodation.

If the list of universal precautions listed above does not meet the medical needs of an individual staff member or student, individuals will be instructed to contact district personnel. Staff will receive an accommodations letter and request form in order to discuss requests with his/her supervisor. Students/parents should contact the school counselor. Reasonable accommodations will be discussed and considered.

- Accommodation requests by students will be discussed on a case by case basis with school counselors.
- Accommodation requests by staff will be discussed on a case by case basis with supervisory staff.

Staff Members Requiring a Leave or Needing to Quarantine

- Leaves for staff: Please review Policy 1649 (forthcoming) and [Federal Department of Labor](#) [handout](#).
- Staff members who are required to quarantine for a period of 10-14 days could teach from home if feeling well or will be eligible to use paid sick leave under the Emergency Paid Sick Leave act. Please see policy 1649.

Pandemic Response Team

Each school in the district will have a Pandemic Response Team to centralize, expedite and implement COVID-19 decision-making. The school team will consist of a cross section of stakeholders such as: the school principal, teachers, CST member(s), school counselor(s), school nurse(s), school safety specialist(s), custodian, and parents. Readington Township Public Schools plans to use our existing Building Emergency



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Response Teams (BERT) to serve as the Pandemic Response Team. Staff members on the BERT team are also RTEA members. Where possible, the team shall include members of the RTEA leadership. The team will be responsible for:

- Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership;
- Adjusting or amending school health and safety protocols;
- Providing staff with support or training;
- Review of data related to health, safety and the presence of COVID-19;
- Developing procedures that foster a safe and supportive school climate;
- Providing necessary communications to the school and the district;
- Creating pathways for community, family, and student voices to continuously inform the Team's decision making.

Student Expectations for Health and Safety

The young men and women of Readington School District are individuals of good character and will demonstrate excellent behavior. As our social awareness goal states, "Every individual will develop skills that promote an awareness of self and others, including the ability to understand the impact of their decisions." To that end, students are expected to adhere to the guidelines set forth in this restart plan. This includes wearing a face covering, washing hands when instructed, keeping a six foot distance, and other guidelines. A student's refusal to comply with instructions will be considered disruptive classroom behavior or insubordination and will be subject to discipline outlined in our Code of Conduct. Consequences may include removal from school and placement on virtual instruction.

School Facilities

Classroom and hallway setup

Classrooms are being designed to accommodate the maximum number of students **while maintaining six foot spacing** between assigned student seating, forward-facing. Seating shall allow for access to sinks in the classrooms for hand washing, and a designated space adjacent to the SMARTboard will be provided to teaching staff at least six feet from the first row of student seats. Students requiring close instruction such as speech services shall be provided with clear barriers such as plexiglass, along with areas of congregation such as main office, nurse office, cafeteria lunch line, etc. Self-contained special needs students will be provided individual student barriers for usage. Additional barriers shall be provided based on needs that may arise or accommodations that need to be made. Excess furniture and classroom supplies shall be removed to accommodate additional spacing needs. Classrooms lacking a sink or bathroom will be provided with a hand sanitizing station. Each classroom will also be equipped with cleaning supplies such as cleaning spray, wipes, hand sanitizer, among other measures. Reduction in commonly touched surfaces shall occur to degree possible. Hallways will be designated one-way where feasible, and markings and signage shall be placed to promote social distancing.



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Air flow and HVAC settings

The district recognizes the needs to create additional passive air circulation and introduction of increased outdoor air into the building to promote safety. The district shall remove all classroom fans and hand blow dryers in bathrooms as non-passive in nature. HVAC units shall be adjusted to increase outside air flow into the building and windows shall be opened when feasible. Vent angles shall be adjusted as necessary to prevent direct, active air flow across surfaces, as airflow is preferred to be indirect to prevent the direct spread of water droplets in the air between students and staff. Passive air circulation from adjacent rooms and hallways shall occur, unless safety or privacy prohibits. Filters with a MERV rating of 13 or higher that potentially remove a certain percentage of viruses from the air are not feasible at this time due to HVAC capabilities, nor is installation of UVC lighting in air units. The district is considering these options and others long-term as part of capital projects.

Facilities and Cleaning

The district will do its best to ensure the safety and health of all students and staff by implementing the following practices.

- Facilities staff will review and receive retraining on cleaning and enhanced sanitation practices and safety protocols.
- Maintenance staff will be assigned a specific school building as their primary work space to limit travel between buildings to lessen contact with district staff.
- Conducting daily cleaning and sanitizing of classrooms, restrooms, cafeterias, kitchens, and hallways.
- Conducting periodic and/or necessitated deep cleaning using enhanced protocols.
- Implementing improved sanitation and personal hygiene practices for both students and staff.
- Supplying hand soap, disinfecting wipes, and hand sanitizing gel in classrooms, main entrances, and high use areas. In areas where hand washing may not be available, sanitizing gel will be available.
- Supplying masks, gloves, face shields, plexiglass barriers, and additional PPE as needed.
- Provide additional daytime custodial staff for essential operations and cleaning of high touch areas.
- Restrooms and high touch areas will be cleaned/sanitized on a rotational basis during the school day. Daily logs will be kept to certify that the areas are being checked and cleaned.
- Cafeteria tables/seats/chairs will be cleaned and sanitized between lunch periods.
- Implementing safe/social distancing practices through classroom arrangement, cafeteria seating and creating one-way travel through hallways. Exterior sidewalk areas will be marked to encourage safe distancing during arrival/dismissal and parent pick/up and drop/off.

Examples of frequently touched areas in school are as follows and will be cleaned with greater frequency:

- Classroom desks and chairs
- Lunchroom tables and chairs;
- Door handles and push plates;
- Handrails;
- Kitchens and bathrooms;
- Light switches;



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- Handles on equipment (e.g. athletic equipment);
- Buttons on vending machines and elevators;
- Shared telephones;
- Shared desktops;
- Shared computer keyboards and mice;
- Drinking fountains; and
- School bus seats and windows.

Facility Use

This Readington Township School District will limit indoor facility use. The facility will be used by our staff and students for daily instruction only. Outside groups will not be permitted to use our indoor facilities at this time. The only exception to this will be the YMCA program for childcare purposes. If the YMCA is to use our facilities the program must:

- Adhere to social distancing guidelines
- Apply hygiene protocols
- Limit the sharing of materials
- Develop protocols regarding masks/face coverings for staff and students in compliance with the CDC and any other requirements set forth by the district.

Outside Use/Outdoor Spaces

Each of our district schools has outdoor spaces that could be used for instructional purposes. These include our gardens and outdoor classrooms. Teachers and staff are encouraged to take students outside for instructional activities at available times during the day. The district understands the use of technology in the classroom is essential, but at times during the instructional schedule when technology is not required, outdoor space is an appropriate alternative.

Emergency Drills

The requirements of N.J.A.C 5:70-3 Section 405 Emergency Evacuation Drills, shall be suspended for the duration of the public health emergency for use Group E - Educational. Upon the end of the public health emergency, the requirements for this section and the existing schedule for emergency drills shall be reinstated.

Symptomatic Individuals and Response to a Potential Positive or Confirmed Positive Case

Procedures of symptomatic student or staff at school

Staff or students experiencing symptoms related to COVID-19 will be respectfully placed in an isolation room until such time the student is picked up from school, or staff members can safely exit the building and go home. Nurses must ensure social distancing when interacting with the individual in the isolation room, and the individual in the isolation room will be required to wear a mask.

Exclusion Criteria According to the Risk Level Matrix

The New Jersey Department of Health has outlined exclusion criteria based on the low, moderate, high, and very high risk level matrix..

COVID-19 Exclusion Table: *Exclusion criteria for staff, students and close contacts*

	Low Risk	Moderate Risk	High Risk	Very High Risk
COVID-19 positive (viral test), symptomatic or asymptomatic	Exclude according to COVID19 exclusion criteria Work with local health department to identify and exclude close contacts for 14 days from last exposure	Exclude according to COVID-19 exclusion criteria Work with local health department to identify and exclude close contacts for 14 days from last exposure	Exclude according to COVID19 exclusion criteria Work with local health department to identify and exclude close contacts for 14 days from last exposure	Not Applicable (Full remote learning)
COVID-19 symptoms but not tested for COVID-19 and no alternate diagnosis	If no potential exposure to COVID-19 in the last 14 days, individual can follow NJDOH School Exclusion List If person has potential exposure to COVID-19 in the last 14 days, exclude according to COVID-19 exclusion criteria.	Exclude according to COVID-19 exclusion criteria	Exclude according to COVID19 exclusion criteria Work with local health department to identify and exclude close contacts for 14 days from last exposure, or until symptomatic individual tests negative for COVID-19 or receives an alternate diagnosis from a medical provider	
COVID-19 symptoms and negative COVID-19 test (viral test)	Exclude individual through 24 hours after their fever has ended without the use of fever reducing medications and other symptoms improve	Exclude individual through 24 hours after their fever has ended without the use of fever reducing medications and other symptoms improve	Exclude individual through 24 hours after their fever has ended without the use of fever reducing medications and other symptoms improve	
COVID-19 symptoms BUT with alternate diagnosis from a healthcare provider	Exclude individual based on diagnosis, using NJDOH School Exclusion List	Exclude individual based on diagnosis, using NJDOH School Exclusion List	Exclude individual based on diagnosis, using NJDOH School Exclusion List	

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<p>Close contact of COVID-19 positive staff or student <i>or to someone with COVID-19 symptoms (high risk level only)</i></p>	<p>Close contacts of persons who test positive for COVID19 should be excluded through 14 days from date of last contact.</p>	<p>Close contacts of persons who test positive for COVID-19 should be excluded through 14 days from date of last contact</p>	<p>Close contacts of persons who test positive for COVID-19 should be excluded through 14 days from date of last contact.</p> <p>Close contacts of an individual with COVID-19 symptoms should be excluded through 14 days from date of last contact, or until ill individual receives an alternate diagnosis or tests negative for COVID-19.</p>	
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Exclusion Protocols - When Can Students Participate in Remote Learning?

The New Jersey Department of Health has outlined exclusion protocols, which appear below with instructions for participation in remote learning. This decision-making chart may depend on the exclusion criteria according to the regional matrix chart above.

If this:	...then this:
<p>Student has symptoms of COVID-19 and</p> <ul style="list-style-type: none"> ● Has tested positive (by PCR, rapid molecular or antigen testing), or ● Has not been tested (i.e., is monitoring for symptoms at home) 	<p>Student may not return to in-person instruction until 10 calendar days have passed since their symptoms first appeared, and</p> <ul style="list-style-type: none"> ● Has had no fever for at least 24 hours (one full day) without use of medication that reduces fever, and ● Symptoms have improved <p>Student should not participate in full remote instruction until well, and will be counted ill for attendance purposes. Once a student becomes well, s/he can participate in full remote instruction if before the 10 days.</p>
<p>Student who has NO symptoms but has tested positive.</p>	<p>Student may not return to in-person instruction until 10 calendar days have passed from the collection date of the positive COVID-19 test and there are no symptoms.</p> <p>Student should participate in full remote instruction if well, and will be counted as present for attendance purposes if participating.</p>
<p>Student has symptoms and has tested negative.</p>	<p>Student may not return to in-person instruction until 24 hours after fever has ended without the use of fever reducing medication, and other symptoms improve.</p> <p>Student should not participate in full remote instruction until well and will be counted ill for attendance purposes.</p>
<p>Student who is identified as a close contact (within 6 feet for at least 10 minutes).</p>	<p>Student should self-quarantine and monitor symptoms for 14 calendar days from the last date of exposure with the confirmed case, even if tested negative.</p> <p>Student should participate in full remote instruction if well, and will be counted as present for attendance purposes if participating.</p>

Positive Case at School

The district administration and the school’s Pandemic Response Team will work collaboratively with the Hunterdon County Department of Health to ensure we follow protocols if a staff member or student tests positive for COVID-19. Once a positive case is identified, the district will assist the Department of Health with contact tracing (see below). Our protocols will follow the guidelines set forth by the CDC, which can be found [here](#). A communication would be sent out notifying families of a confirmed case. A positive case would likely include a 14-day quarantine of the affected class(es). Please see the chart below from the Department of Health.

SITUATION:	CONTAINMENT RESPONSE	NOTE
Confirmed Case (Student or Faculty)	<ul style="list-style-type: none"> • May recommend school-wide virtual instruction for a day to allow health department to complete investigation and contact tracing. • All students and faculty in class or on bus with a confirmed case are quarantined for 14 days. • Confirmed case will isolate for at least 10 days since their symptoms first appeared and they have no fever for 24 hours (one full day without the use of medicine to reduce fever) and symptoms improved. 	
Probable Case (Student or Faculty)	<ul style="list-style-type: none"> • May recommend school-wide virtual instruction for a day to allow health department to complete contact tracing investigation. • All students and faculty in class or on bus with a probable case are quarantined for 14 days or until Probable Case tests negative. • Probable Case will isolate for at least 10 days since their symptoms first appeared and they have no fever for 24 hours (one full day without the use of medicine to reduce fever) and symptoms improved. • Probable Case is recommended for testing. 	Probable cases should already have been under quarantine as close contacts and should not have been in school.
Reported Symptoms of COVID-19 with no known exposure to a confirmed case (Student or Faculty)	<ul style="list-style-type: none"> • Student and faculty member with symptoms of COVID-19 stays home for at least 10 days since their symptoms first appeared and they have no fever for 24 hours (one full day without the use of medicine to reduce fever) and symptoms improved. May return earlier after negative COVID-19 test or alternative diagnosis is confirmed. • Symptomatic person is recommended for testing. 	Based on NJDOH COVID-19 Guidance for Reopening Childcare 7/20/20
Close Contact (Student or Faculty)	<ul style="list-style-type: none"> • Student or faculty that are close contacts of confirmed cases outside the school will quarantine for 14 days from last date of exposure. 	

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Assumption:

- There is a low confidence that students and teachers can remain 6 feet apart during a class period
- There is a low confidence that students can be six feet apart on the school bus. All bus trips are longer than 10 minutes
- When a 6-foot distance cannot be maintained, the use of face coverings and physical barriers in a classroom are protective measures to decrease the risk of disease transmission, but do NOT eliminate the recommendation for individuals in the class or bus to quarantine if there is a positive or probable case.

Definitions:

- Confirmed Case: A person with a lab test confirming COVID-19
- Probable Case: A person with clinical symptoms of COVID-19 with known exposure to a confirmed case
- Close Contact: A person who was within 6 feet of a confirmed or probable COVID-19 case for at least 10 minutes

Deciding when to Close Schools

The following is a flowchart from the Department of Health that will assist in guiding schools in decision-making when it comes to school closures.

SCENARIO	CLOSURE
1 confirmed case in the school	School remains open*; students and staff in close contact with positive case are excluded from school for 14 days.
2 or more cases in the same classroom (outbreak limited to one cohort)	School remains open*; students and staff in close contact with positive case are excluded from school for 14 days. Recommendations for whether the entire classroom would be considered exposed will be based on public health investigation.
2 or more cases within 14 days, but are linked to an exposure outside the school setting (e.g. in same household, exposed at the same event outside of school)	School remains open*; students and staff in close contact with positive cases are excluded from school for 14 days.
2 or more cases within 14 days, linked together by some activity in school, but who are in different classrooms (outbreak involving multiple cohorts)	Recommendations for whether school closure is indicated will be based on investigation by local health department.
A significant community outbreak is occurring or has recently occurred (e.g., large event or large local employer) and is impacting multiple staff, students, and families served by the school community	Consider closing school for 14 days, based on investigation by local health department.
2 or more cases are identified within 14 days that occur across multiple classrooms and a clear connection between cases cannot be easily identified (outbreak involving multiple cohorts)	Close school for 14 days.
Very high risk of community transmission (refer to COVID-19 Risk Level Matrix above)	Close school until COVID-19 transmission decreases.



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Contact tracing

The Department of Health defines contact tracing as a strategy used to determine the source of an infection and how it is spreading. Finding individuals who are in close contact to a person who has tested positive for COVID-19, and therefore at higher risk of becoming infected themselves, can help prevent further spread of the virus.

A contact tracing team from the Health Department or the NJDOH calls anyone who has tested positive for COVID-19. They ask specific questions about their activities within certain timeframes to help identify anyone they have had close contact.

School staff will assist the administration and Pandemic Response Team in identifying close contacts of positive COVID-19 cases. This will be done in conjunction with the Health Department. The contact information for the Public Health Nursing Division is 908-806-4570. The Department of Health, through contact tracing, will determine the need for any individual to quarantine.

Medical Certification

N.J.S.A. 18A:40-10 permits the District to exclude any teacher or student who has a contagious disease (or lives in a household exposed to the contagious disease) until the District has been provided “with a certificate from the board of health, or from the physician attending such person, or from a medical inspector, certifying that all danger of communicating the disease by the teacher or pupil has passed.” Therefore the district will ask for medical certification of anyone who returns to school to ensure the individual is free of danger of communicating the disease.

Instructional Schedule

Outline

The Readington Township Public School District recognizes the necessity of opening schools at a reduced capacity for the health and safety of our staff and students. In an effort to maintain continuity of instruction, the district is planning a hybrid model schedule identified in the NJDOE document. Further, this section of the plan identifies special populations of students who require unique considerations to ensure continuity of learning. The district is committed to providing social and emotional (SEL) and academic support for students as we move to a hybrid model of instruction.

Hybrid Schedule Details

A hybrid schedule allows us to bring approximately 50% of our student population into school on any given day. The breakdown below displays what a hybrid model will look like and what the students will be responsible for doing each day.

A Day (Monday and Tuesday)	Wednesday Virtual Day	B Day (Thursday and Friday)
<p>Students identified as “A-Day” and within the same family will report to school for a full day. Transportation will be provided for these students only.</p> <p>Students not reporting to school will be engaged in virtual learning at home. Students must log in to live lessons at a certain time/times according to their schedule.</p>	<p>Each Wednesday noted on the school calendar will be a virtual learning day.</p> <p><i>All</i> students will be engaged in virtual learning at home. Students must log in to live lessons at a certain time/times according to their schedule.</p>	<p>Students identified as “B-Day” and within the same family will report to school for a full day. Transportation will be provided for these students only.</p> <p>Students not reporting to school will be engaged in virtual learning at home. Students must log in to live lessons at a certain time/times according to their schedule.</p>

Generally, each week will look as follows:

Monday	Tuesday	Wednesday	Thursday	Friday
A Day	A Day	Virtual Day	B Day	B Day
Students identified as “A day” students will come to school in person.	Students identified as “A day” students will come to school in person.	All students will be engaged in virtual instruction at home.	Students identified as “B day” students will come to school in person.	Students identified as “B day” students will come to school in person.
Students identified as “B day” students will stay home for virtual learning.	Students identified as “B day” students will stay home for virtual learning.		Students identified as “A day” students will stay home for virtual learning.	Students identified as “A day” students will stay home for virtual learning.

*Please note exceptions on the school calendar when a holiday appears during the week (see below).

Schedule for Each Day

At some point in the year the school district will be operating a full day (6 hours 50 mins.) of instruction each day, with the exception of Wednesdays (4.5 hours). However, during the phase in approach the district will operate on an early dismissal schedule of 4.5 hours daily. Students and families who are learning virtually during the day should expect to have live lessons and asynchronous assignments throughout the duration of the academic day. The schedule will be developed at the building level with the teacher and the principal, but expect longer periods of instructional time with additional assignments.



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Face-to-Face Instructional Days

Face-to-face instructional days will mirror what occurs in the traditional in-person classroom but with smaller class sizes. These days will provide opportunities for more small group lessons, guided practice, hands-on activities, lab explorations, intervention programs, and other services for eligible students.

Virtual Learning Days

Virtual learning days will allow all students who are at home (according to the A/B rotation) to log into a live lesson happening in the classroom. Students will be able to receive the same 15-20 minute mini-lessons and direct instruction as the students who are in the classroom. Students will then have independent practice activities in their Google Classroom that mirror activities happening in the face-to-face classroom. There will be a balance of live sessions and independent work that takes into consideration screen time for students.

Wednesday Virtual Learning Days

On the Wednesday virtual learning day, **all** students will be required to log into their Google/Zoom meeting to meet live with the teacher for a mini-lesson, check-in, or small group instruction as determined by the teacher. This will occur on a shortened schedule. Students who will remain at home for full virtual instruction (i.e. students who are not identified as attending on A/B days) will be scheduled for small group instructional time with their teacher(s). There will also be scheduled time for students who are learning virtually to receive extra help during office hours. Finally, the teachers will be engaged in planning and professional development during these days.

Parent/Student Option for a Fully Virtual Program

The New Jersey Department of Education has announced that parents may opt for their children to attend a fully virtual program. This would mean that students would not attend in-person instruction on their A/B day rotation. Students and parents opting for a fully virtual program will log into class meetings according to the student's schedule in order to be counted as present. Wednesdays will be reserved for days when a student who is fully virtual can receive small group instruction from his/her teachers. If parents are going to opt for a fully virtual program, we expect parents will make the **commitment for the program through October 1**. At that time, a change can be made to a parents option. This is similar for parents who are opting for in-person instruction on A/B days - a change could be made at the October 1 date. Beyond October 1, parents may make requests on a monthly basis.

Sample Schedules, Curriculum Revisions and Grading/Assessment

Teachers will be provided with support, including sample schedules and expectations for hybrid learning, major content and supporting content and revisions, and grading/assessment guidelines.

Student Attendance

Students attending school in-person will have attendance taken as ordinary in their homeroom class. Students who are attending school virtually must log into their first period class or first online session to have their



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attendance counted for the day. This will be the record of daily attendance, but students who are learning remotely will also be required to attend each class via Zoom/Google Meet on their schedule for the day. Attendance will be taken during each class period. If students are not attending school or each live virtual session, they may be considered absent/truant.

Recess and Physical Education

The Readington Township Public School District supports the physical and emotional benefits of recess and physical education courses, particularly outdoors. The district supports students in maintaining a level of physical activity both during remote learning and in-person learning. When a child is in school, recess and PE will be scheduled.

- Recess will occur daily but will be staggered to ensure a minimum amount of students are engaged in recess at the same time. Recess will be held outside when possible. Cones, flags, or other marks will notify students of boundaries during recess time. Only one group of students will use recess equipment daily. Students will wash hands upon entering the building.
- If more than two groups are at recess, mixing (keeping students 6 feet apart) will be reduced during play time.
- Students will attend PE class. On a day when PE class is scheduled, students will dress in the morning (before school) in attire appropriate for PE class. Locker rooms will not be used.
- Sharing of equipment will be minimized.

Athletics and Extracurricular Activities

The district plans to postpone the athletic season until, at least, mid-way through September. At that time, we will reevaluate the possibility of fall athletics. Further, extracurricular activities will be postponed until such time the district deems it safe to host additional activities after school.

Shift to Fully Remote Instruction for a School Closure

The Readington Township Public School District is aware that a shift to fully remote instruction may be possible given the shifting nature of the pandemic. The district has prepared schedules to ensure that students remain engaged in learning activities once fully remote. See “Schedules” section.

- Fully remote learning due to a school closure will mean that all students and teachers will follow a Wednesday early dismissal schedule. This will include direct synchronous instructional time along with teacher office hours in the afternoon.
- Teachers will use Google Meet or Zoom combined with their Google Classroom to connect with students, provide instruction, and give assignments.
- The afternoon office hours will also consist of teletherapy, small group or individual counseling sessions, intervention and other components of the instructional day.



Staffing

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

As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

Responsibilities for all staff during in-person and hybrid learning environments during COVID-19:

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, which may include duty times.

The following details roles and responsibilities of staff

Instructional/Certificated Staff:

- Reinforce social distancing protocol with students.
- Limit group interactions to maintain safety.
- Support school building safety logistics (entering, exiting, restrooms, etc.).
- Become familiar with district online protocols and platforms.
- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress.
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.) within the context of the teacher's work day.
- Instruct and maintain good practice in digital citizenship for all students.
- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.

Mentor Teachers:

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

- Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
- Continue to maintain logs of mentoring contact.
- Mentor teachers should consider all health and safety measures when doing in-person observations.
- Consider alternative methods for classroom observations and avoiding in-person contact where possible.

Administrators:

In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:

- Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- Provide time for staff collaboration and planning.
- Prioritize vulnerable student groups for face-to-face instruction.
- Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Hone collaboration, cooperation and relationship building skills using alternative methods to remain connected to virtual instruction.
- Define and provide examples of high-quality instruction given context and resources available.
- Assess teacher, student, and parent needs regularly.
- Ensure students and parents receive necessary supports to ensure access to instruction.
- Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- Plan a process to onboard students and re-establish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when they return to school.
- 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 student's experience and learning while out of school.
- Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.

- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

Educational Services Professionals:

- Paraprofessionals and teachers may lead small group instruction in virtual and in-person environments.
- Teachers, Counselors, and CST Members may facilitate the virtual component of synchronous online interactions.
- Teachers, with technological supports, may manage online platforms for small groups of in-person students while the teacher is remote.
- Educational Services Professionals may assist with the development and implementation of adjusted schedules.
- Educational Services Professionals may assist teachers with providing updates to students and families.
- Educational Services Professionals may support embedding of SEL into lessons.
- Paraprofessionals and teachers may lead small group instruction to ensure social distancing.
- Virtual meetings will be conducted, unless otherwise is deemed necessary for one-on-one interactions avoiding in-person contact where possible.

Support Staff:

Paraprofessionals that usually serve in physical classrooms supporting students and teachers may also provide support in the virtual environment, especially for struggling students, those with special needs, English language learners, and those that need additional support at home.

Paraprofessionals may:

- Lead small group instruction to ensure social distancing, provided there is space available. In virtual circumstances, breakout rooms may be utilized.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- Pre-record read-alouds and videos around SEL activities and routines.
- Act as a liaison between counseling and students, and facilitate recommended activities.
- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Support families and students in accessing and participating in remote learning.
- Paraprofessionals can be added to online classes as co-teachers.
- Lead small group instruction in a virtual environment through the use of breakout rooms, private chat, email and one-on-one conversations.
- Facilitate the virtual component of synchronous online interactions.

Substitutes:

- The district has developed a training program for substitutes that includes COVID related topics.
- The district has developed roles and responsibilities for substitute teachers in both virtual and hybrid settings.



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- The district may make use of “permanent” or “floater” substitute teachers who shall report daily to the building and provide class coverage to promote continuity of instruction and reduce the number of outside visitors (personnel) reporting to the building.

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 may apply to the regulatory requirements in the following categories. However, the district waits for more formal guidance regarding these flexibilities.

- Mentoring
- Educator Evaluation
- Certification
 - 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.
 - 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.

Equity and Priority Student Populations

Outline

The Readington Township School district anticipates that many students likely made less than one full year of academic growth during the 2019-2020 school year. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at risk. The Readington Township Public Schools recognizes a one-size fits all plan to accommodate hybrid and remote learning is neither feasible nor appropriate to meet the needs of our special populations. The district has incorporated unique considerations to ensure continuity of learning as well as the health and safety of students and staff within the least restrictive learning environment.

Access to Technology

The technology department is prepared to deploy Chromebooks on a one-to-one basis for all students in our district. This will ensure that students have access to a device for their remote learning days. The district is scheduling parent pick-up of devices during the last week of August.

Special Education

The NJDOE guidance document charges districts with considering issues of equity in their student population and further asks districts to identify students that may require additional or specialized services during this unique learning experience. Special education students in self-contained programs will be prioritized and will



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receive in-person instruction up to four (4) days per week. The district will reach out to parents of students with special needs on an individual basis if their child qualifies to attend these in-person sessions.

English Language Learners (ELL)

The NJDOE guidance document charges districts with considering issues of equity in their student population and further asks districts to identify students that may require additional or specialized services during this unique learning experience. ELL students will be prioritized and will receive in-person instruction up to four (4) days per week. The district will reach out to parents of students who receive ELL services on an individual basis if their child qualifies to attend frequent in-person sessions.

Intervention

The district has adopted an Response to Intervention model for reading and math instruction. This model provides additional instruction to enhance the content occurring in these core academic areas. Students will be identified for intervention programs and receive services over the course of the school year.

Teacher and Parent Training/Learning Opportunities

Outline

The Readington Township School District values professional learning for staff and considers parents a valuable resource for student learning. To that end, the district is preparing learning opportunities aligned with the NJ Department of Education guidance document that provides members of our school community with support to manage a hybrid learning model. Professional development for teachers was offered in June and July, focusing on online tools for learning. Moving forward, professional development will also focus on using these online tools in a hybrid learning environment.

Teacher Professional Development

- Hybrid synchronous learning - [Standard classroom setup and usage](#)
- Hybrid Instruction Classroom Implications Training Session
- Hybrid Morning Meeting Training Session
- Web-based technology training with emphasis on hybrid/remote instruction
 - Training was determined by survey data and feedback from teachers, coaches, and supervisors.
 - Teachers will have the option to attend virtual sessions the week prior to the start of the year and on the first two professional days of the school year.
- Technology website for teacher resources on technology tools for remote instruction and showing student learning.



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Opportunities for Parent Learning

- Supports for Parents - [Tech@Home](#) website for parent resources for remote learning
- Virtual parent training to provide parents with skills to support their child.
 - Emphasis on district Student Information System and technology platforms that will be used in remote instruction
 - Open to all with Kindergarten parents and new parents to the district as the target audience.

Parent Expectations

The district understands that parent support will be an integral part of student success during this unique learning experience. Parents should assist children with learning by doing the following:

- Know your child's daily schedule;
- Ensure your child is logged in for learning;
- Follow up on asynchronous assignments;
- Provide periodic breaks during the academic day;

Parents must also be aware of the signs and symptoms of COVID-19 related illness. Parents **must keep children home from school if they are experiencing symptoms** (please see Safety Measures and Physical Wellness above).

Nutrition and Food Service

Outline

This section focuses on Nutrition and Food Service as we reopen schools. The section addressed Critical Area of Operation #8 - Meals from the NJDOE document.

The Readington Township School District contracts with Maschio's Food Services Inc. to provide meals in school. The district and Maschio's are committed to providing nutritional food options for students within guidelines established by the National School Lunch Program. The district is committed to providing meals to students who qualify for free and/or reduced lunch. In order to do this, the district is taking the following steps:

- Identify students who are eligible for free/reduced lunch programs.
- Work with Maschio's to identify the number of meals needed daily for students who are eligible for food service each day.
- Provide pre-packaged meals to students based on accepted meals through a district form/claiming procedure in conformity with National School Lunch Program guidelines.
 - On live instructional days, students physically in school shall obtain meals through our cafeteria in each building.
 - On virtual instructional days, students remote from school shall be provided meals prior to departure on the day(s) prior when physically present at school.



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- For students opting to learn 100% virtually, if deemed appropriate by State guidelines, pickup or delivery of meals shall occur to students who qualify for free/reduced lunch.

Safety Measures

The following safety measures shall be undertaken:

- Pre-packaged meals, discontinuation of family-style and buffet style meals.
- One-way entry and exit from cafeteria and lunch serving line.
- Assigned seats in the cafeteria spacing at minimum 6 feet apart to allow for face covering removal for food consumption. Face coverings shall be worn until seated at designated seats.
- Reduced capacity in cafeteria and lunch serving lines to promote social distancing through additional lunch periods and usage of A/B schedule.
- Staggered lunch times.
- Cleaning between lunch periods, increased frequency of hand washing and usage of hand sanitizer, enhanced availability of disinfecting supplies (i.e. gloves, hand sanitizer, spray cleaners, etc.), physical barriers at key locations, among others. All individuals handling food shall wash hands with soap after removing gloves.
- Signage on walls, floors and seats.
- For any meals that are delivered, this shall occur on sanitized district-owned vehicles directly to students whose parents/guardians have accepted meals through a district form/claiming procedure. Staff loading and delivering the meals shall wear latex gloves, a mask, and refrain from direct person-to-person contact at delivery to ensure the utmost safety. Meal counts and deliveries are being tracked daily.

Department of Agriculture Information

The following information is provided to ensure this preparedness plan meets requirements set for by the New Jersey Department of Agriculture to provide food service for families in need:

- SFA Name: Readington Township Public Schools
- Agreement #: 01904350
- Date Meal Distribution will begin: Thursday, September 3, 2020 (the first day of school)
- Date Meal Distribution will end: Friday, June 18, 2021 (the last day of school)

Food Service Distribution

Meals will be distributed to students who opt to receive meals at home during the use of an A/B day schedule. Students who attend school on an A/B day schedule will receive three meals per week; students who are fully virtual will receive five meals per week. Information will be distributed to families regarding meal service delivery options.

Transportation

Outline

The Readington Township School District recognizes that the safe transportation of students to and from school is a fundamentally important part of our school operations. This section discusses the precautions the district will take with regard to transporting students to school consistent with Critical Area of Operation #3-Transportation.

Route Design

The district is committed to ensuring the safe transportation of students to and from school in conformity with State regulations. The district shall design routes to minimize the amount of students on each bus to degree feasible through:

- Usage of bus waivers (while maintaining a spot if parents opt back in)
- Encouragement of alternative means such as walking or biking when safe and appropriate
- Removal of courtesy busing when safe and appropriate based on district policies
- Identifying students likely being driven to/from school by parents
- Identifying students who opt to 100% remote learn
- Usage of A/B schedule

Bus Procedures

Each parent who is sending their child to school will be required to log into Genesis and fill out a form through Genesis that assures the district that the student's temperature was taken before boarding the bus or coming to school. Children that are **showing signs and symptoms of any illness must stay home from school.** Signs and symptoms of COVID-19 include the following (appearing in the NJDOE document):

- Fever of 100° or greater
- Cough
- Shortness of breath
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell
- Fatigue
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea



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Hand sanitizer shall be provided to each student upon entry of the bus. Students will be required to wear face coverings. Students who lack face coverings shall be provided with a mask upon entry to the vehicle. Students shall have assigned seats, with families sitting together when practical, and the bus shall be loaded from back to front. Seating arrangements shall be designed based on anticipated students riding the bus each day. Loading and departure of students at each school building shall be staggered to promote social distancing upon exit of the vehicle. Vehicles shall be cleaned and disinfected between student routes, which are tiered for elementary and intermediate/middle school schedules. During the mid-day and conclusion of routes, the buses shall be re-sanitized through deep, enhanced protocols.

Precautions

All buses shall be provided with hand sanitizer, backup masks for students, spray cleaners and wipes. Bus windows shall be opened when practical to increase outside air into the vehicle. Bus drivers shall be provided with added layers of protection, including but not limited to masks, face shields, or other protective equipment to ensure safety. Field trips and other non-mandatory busing shall be kept to a minimum. Face coverings shall be worn at all times. Each student shall be provided hand sanitizer upon entry to the vehicle. Students not adhering to safety procedures shall be subject to disciplinary measures.

Parent Drop-Off/Pick-up

Based on survey results, the district is aware of a potential increase in parents dropping and picking up their children from school. The district is working with local police and the Township of Readington to plan for increased traffic on roads adjacent to our buildings. Additional staff is being assigned duties relating to pickup and dismissal, and the district has two officers assigned to our buildings from the Police Department to assist through a shared services relationship with the Township of Readington. Modified protocols to promote expedited pickup/dropoff while maintaining social distancing are being developed. Access to the buildings from outside visitors and parents shall be limited in nature. Signage and communication shall be provided.

Technology

Outline

Readington Township School District will simultaneously deliver in class and remote/virtual lessons for students using a hybrid scheduling model. The district will leverage existing technology resources to assist students and teachers in this collaborative learning environment. To help accomplish this goal each student in K through 8 will be assigned a student Chromebook at the beginning of the school year. Additionally, each teacher will have an assigned laptop that can be used to help facilitate in class and remote virtual learning.

Technology Platforms

- Software: Google, Microsoft, iReady, BrainPop, Literably, Smart Suite, Clever, Genesis
- Hardware: Dell laptops with Windows 10 (Teachers), Dell Chromebooks (Students), Epson Interactive Whiteboards (Classroom and live streaming instruction)

Technology Support

- Instructional Tech Support (one point person per grade and Sherry Krial district-wide)
- Hardware Tech Support: Each building will have a technician on site to assist with technical support issues. Staff members can enter a [support request](#) in our ticketing system, which will be monitored in real-time during the day. Parents and students can email for Chromebook related issues.
- Technology hotline for each building - If a parent or student is experiencing technology issues at home, we discourage the parent from contacting the teacher as he or she will be doing live instruction. Parents or students can contact the technology department via email at: techsupport@readington.k12.nj.us. The technology department will reach out to the parent or student (and teacher) if necessary to help resolve technical issues at home. Please email the technology department with your child's name, school and teacher.

Devices and Device Use by Students

- All students K-8 will be assigned a Chromebook that can be taken home and used in school for A/B hybrid schedule rotation. All parents will pay the \$25 safety package fee for devices that go home.
- All teachers have an assigned laptop that can be used in school for A/B hybrid schedule rotation.
- Teachers will be assigned a Bluetooth headset for remote instruction needs.

Device Pickup

- Chromebooks will be available for pickup at each school date and time TBD. Each school will notify parents via email with more details.

Equipment in Classrooms

- All classrooms have an Interactive Whiteboard and Projector.
- All classrooms can provide remote instruction (Video and Sound) utilizing the assigned teacher laptop or master computer.

Devices for Students Needing Educational Technology

The district has prepared devices for each individual student. If a student does not receive his/her device, the school staff will contact the family to ensure pick-up of the device. A date and time will be scheduled to ensure all students have a district-provided device before the start of school. Similarly, the district has placed advertisements in the local newspaper informing parents of the district's ability to assist with Internet access. In order to monitor students who may require assistance with technology the district will:

- Monitor student attendance,
- Coordinate with the local police regarding welfare visits,
- Contact students on free and reduced lunch to ensure students are receiving services,
- Coordinate with district staff who may have contact with families needing assistance.

Social and Emotional Wellness

Outline

The NJDOE guidance document and the Readington Township School District recognize that social and emotional learning, along with a strong school culture and climate, is critical to a child's academic success. Readington Township School District deeply values the social and emotional well-being of every student, staff member, and parent/guardian throughout the community. The NJDOE understands that as an educator's social and emotional wellness improves, they are more equipped to successfully support a child's social, emotional, and academic needs. This section outlines the district's commitment to adult and student SEL and what that will look like in a hybrid model.

Educator Well-Being

- Set clear guidelines and expectations. Build understanding for all by addressing these essential topics/questions.
 - What are teachers expected to implement?
 - How will these expectations be communicated more routinely with families about routines?
- Communicate the times teachers are available to students and families. Set clear working boundaries to allow staff members to maintain a healthy work/home balance.
- Reinforce the message that social and emotional learning comes first. (Opportunities for students to process)
- Adapt our thinking and set realistic, thoughtful and fair expectations to ease anxieties throughout the district.
- Provide adequate time for staff training in this new age of hybrid instruction.
- Provide support to staff in HIB policies, procedures and prevention.
- Provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support that promotes their healing.
- Prioritize educator self-care and wellness through the 2020-2021 school year.
 - Resources dedicated to the self care of all staff members
 - [Self Care Resources for Staff Google Site](#)
 - A quiet space other than the classroom or faculty room for staff members to go and decompress.
- Support educators' access to mental health and behavioral resources and encourage them to utilize these services.
- Create opportunities for staff to regularly practice and reflect on their social and emotional competence.
 - Professional development opportunities, such as teacher academies.
 - Provide opportunities for self reflection through questionnaires and surveys periodically throughout the school year.

Student Well-Being

- Classroom teachers will set and establish clear and fair expectations, boundaries and routines at the beginning of the school year.
- Prioritize relationships and well-being over assignment and behavioral compliance.
- Implement classroom meetings, connection circles, and morning meetings into the weekly schedule to establish a classroom community. ([See SEL Expectations for Grades K-8](#))
 - Conduct morning/classroom meetings and connection circles virtually during academic support and on Wednesdays, so all students participate and have an opportunity to connect with their entire class at least one time per week. The district will look at doing this with more frequency as the year progresses.
 - Classroom/Morning Meetings for Grades K-5 will be held on Wednesdays during full virtual learning.
 - [Weekly SEL Google Slide Presentation](#) will be implemented during Academic Support Periods for Grades 6-8 (Monday-A Group/Thursday-B Group)
 - Connection Circles can be held on Wednesdays for Grades 6-8 (Optional)
 - Meetings can take place more frequently than once per week based on teacher comfort and preference.
- Include weekly affirmations specific to each building: See Suggested Virtual Morning Meeting/Connection Circle Structure for [Grades K-3](#) and [Grades 6-8](#). Grades 4-5 will refer to the HBS SEL Document, which will be implemented during SEL Blocks. (See [SEL Block Suggested Structure for Grades 4-5](#))
 - Affirmation is included in daily announcements.
 - During morning/classroom meetings, academic support circles and connection circles, the affirmation can be shared and discussed with the whole class. Depending on the building, activities and other resources will be implemented to support these affirmations.
 - [RMS Affirmations Document](#)
 - [HBS SEL Document](#)
 - [TBS SEL Document](#)
 - [WHS SEL Document](#)
- Conduct student wellness checks on Mondays (A Group) and Thursdays (B Group). Only the students attending school in the building will participate. Each student will anonymously assess themselves either individually with the teacher or by filling out a google form. Teachers can choose the option that works best for them. The data will be reported to the school counselor for review. The students who are learning virtually will get to participate when they come to school. Each child will assess themselves one time per week. The classroom or academic support teacher can conduct virtual or live mental health conferences based on the data they have collected. If necessary, they can have further conferences for students who require more support. Students requiring further assistance will be seen by the school counselor for further mental health support.

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- [Anecdotal Notes Tracking Option 1](#)
- [Anecdotal Notes Tracking Option 2](#)
- [Google Form](#)
- [Emotional Check-in](#) (Suitable for Grades K-2)
- Incorporate daily brain breaks into the classroom schedule. (Pure Edge Curriculum- Breathe, Seated Exercises, Standing Exercises, Rest)- See individual school building google site for resources. Be reminded that breathing exercises should only be done outside when a mask break can occur.
 - [Grades 6-8](#)
 - [Grades 3-5](#)
 - [Grades K-2](#)
 - [Sample brain break implementation schedule](#)
- The NJDOE anticipates a high influx of students who may need social/emotional support once schools reopen in the fall. Therefore, the district will continue to provide support for students to address concerns relating to their social and emotional well-being by implementing weekly check-ins.
 - Make sure that every student has one caring adult they can check in with each day.
- Consider periodic virtual assemblies to maintain and strengthen school spirit and community. (Each school building can decide what works best for their school.)

Parent Well-Being

- Provide frequent communication (Balance between things that are going well vs. areas that need improvement).
- Opportunities for parents to participate in self-care activities and exercises:
 - Create a virtual space for parents and guardians to participate in yoga and mindfulness practices.
- Workshop opportunities and personal information:
 - This can be a space for parents and guardians to read articles relating to social and emotional learning tools and strategies to implement at home. Articles can also include strategies to support virtual home instruction.
 - Provide virtual workshops related to SEL. These workshops can be recorded and shared virtually to accommodate all families.

Childcare

The YMCA program is going to offer several sites in our region to provide parents with childcare. One site option during the school day will be at RMS. Students attending the Y program at our school site will not have contact with students who are attending school during the day. We have developed procedures to ensure the program operates separately from our instructional program and to reduce as much building use as possible.



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To look at options for child care, please visit the website at <https://www.hcymca.org/child-learning-center/before-and-after-school-programs/>

You will notice there are several options to choose from. Please see below for a list of options with pricing. Should you have any questions, please contact the YMCA using the following contact information: email Stephanie at sflawreck@hcymca.org or Wendy at wcrocetti@hcymca.org.

- 2 after school days & 3 full days = \$878/month
- 2 before school days & 3 full days = \$750/month
- 2 before school days & 2 after school days & 3 full days = \$968/month
- 2 days before school days = \$90/month
- 2 days after school days = \$218/month
- *for more options please contact the YMCA directly.

Schedules

Regular School Day A/B Schedule Monday, Tuesday, Thursday, Friday	Early Dismissal/Wednesday Fully Virtual Day/School Closure Virtual Day*
<p>RMS School Starts - 7:25 Dismissal - 2:25</p> <p>HBS School Starts - 7:40 Dismissal - 2:30</p> <p>TBS/WHS School Starts - 8:30 Dismissal - 3:20</p>	<p>RMS School Starts - 7:25 Dismissal - 12:05 <i>The following will occur each afternoon:</i> Teacher/Student Lunch Teacher Prep Office Hours/Small groups</p> <p>HBS School Starts - 7:40 Dismissal - 12:10 <i>The following will occur each afternoon:</i> Teacher/Student Lunch Teacher Prep Office Hours/small groups</p> <p>TBS/WHS School Starts - 8:30 Dismissal - 1:00 <i>The following will occur each afternoon:</i> Teacher/Student Lunch Teacher Prep Office Hours/Small groups</p>

*Please refer to your building principal or classroom teacher for a more detailed schedule.



Thank you and Acknowledgements

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Board of Education

Laura Simon, President
Anna Shinn, Vice President
Ray Egbert
Carol Hample
Robyn Mikaelian
Carolyn Podgorski
Andrew Saunders
Thomas Wallace
Eric Zwerling

Administrative Team

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Jason Bohm, Business Administrator
Dr. Stacey Brown, Supervisor of Humanities
Marci Cole, Transportation Coordinator
Dr. Ann DeRosa, Principal WHS
Kristen Higgins, Principal TBS
Sherry Krial, Supervisor of Curriculum & Instruction (Technology/Professional Development)
Sharon Moffat, Principal RMS
Dr. Jonathan Moss, Vice Principal RMS
Paul Nigro, Principal HBS
Sarah Pauch, Supervisor of Math and Science
Don Race, Facilities Manager
Anthony Tumolo, Supervisor of Curriculum & Instruction (SEL/Special Projects)

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