

# **Restart and Recovery Plan to Reopen Schools**

## **Cumberland County Charter School Network**

**Fall 2020**

Vineland Public Charter School  
1480 Pennsylvania Ave, Vineland, NJ 08361  
Mrs. Kim Garcia – Acting Principal

Millville Public Charter School  
1101 Wheaton Avenue, Millville, NJ 08332  
Mr. Matthew Ackiewicz – Principal

Bridgeton Public Charter School  
790 E Commerce Street, Bridgeton, NJ 08302  
Dr. Valerie James-Kemp – Principal

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## Overview

Since March 2020, Cumberland County Charter School Network (Vineland, Millville and Bridgeton Public Charter Schools) has risen to the challenge of a changing landscape brought on by the COVID-19 pandemic. The safety and wellbeing of students, families, employees and the community has been at the forefront of planning and decision-making.

There is much that is still unknown about COVID-19. In planning for the safe reopening of schools, the network engaged a cross-functional group of medical professionals including the Cumberland County Department of Health and fellow county school districts. The network also sought input from students, parents, employees and community stakeholders.

Based on all the input gathered, and in alignment with the guidance issued by the Centers for Disease Control and Prevention (CDC) and the American Academy of Pediatrics, the protocols within the Cumberland County Charter School Network “Recovery and Reopening Plan” represents processes that support ensuring a safe return for students and staff.

The Recovery and Reopening Plan attached is in alignment with the guidelines that are outlined in the New Jersey “Restart and Recovery Plan: The Road Back.”

The appendices sections of the plan found on pages 13 – 56 include the Schools unique and locally developed protocol to ensure schools (Vineland, Millville and Bridgeton Public Charter Schools) in the network reopen safely and are prepared to meet the staff and students' unique needs during this time.

This plan is guided by the following principles:

1. Ensure the safety and wellness of students and employees
2. Reopen Cumberland County Charter Schools for students
3. Provide parents flexibility and choice through instructional learning options
4. Deliver high-quality instruction to students

While school will, no doubt, look different in the 2020-2021 school year, the commitment of the teachers, leaders and staff of the Cumberland County Charter School Network remains steadfast as we all strive for 100% student success. That will mean ensuring that we work as a school community to adhere to all the processes put in place that are there to greatly decrease the spread of COVID-19. And, for those families who are not ready to return to our school buildings we have high-quality instructional learning options to meet the needs of your student.

To continue to meet the needs of our community, this plan will be reviewed, adjusted and communicated, in alignment with any changes due to COVID-19. We want all stakeholders to be confident that the Cumberland County Charter Schools Network has the processes and procedures in place for a safe return to our buildings.

## **Health and Wellness Protocols: Ensuring the Safety and Wellness of Students and Employees**

As the Cumberland County Charter School Network reopens, there will be a number of procedures in place to ensure the safety and wellness of students, employees and, ultimately, the entire community. The intent of all protocols is to ensure high-quality instruction and decrease the spread of COVID-19, as well as address and support wellness for all stakeholders who enter a school building.

### *Social Distancing and Face-Coverings*

Following the recommendations of Governor Murphy, these are the guidelines for the Cumberland County Charter School Network.

Masks must be worn at all times by all staff, students and visitors, unless doing so would inhibit the individual's health. See [appendix A](#) for further information.

- Students and staff will receive instruction on the proper way to wear a mask/face covering.
- Masks/face coverings must adhere to standards as outlined in the student dress code.
- Student's name must be written in permanent ink on their mask or face covering to avoid cross contamination.
- Students, staff and faculty who have a medical condition that does not allow for wearing a mask must provide medical documentation.

Classroom set-ups will be arranged to maximize space and increase social distancing between students. All extraneous furniture will be removed from the classroom.

The sharing of instructional materials or manipulatives (e.g. pencils, supplies, center activities, etc.) will be minimized and shared items will be sanitized regularly.

Students will adhere to socially distancing protocols and will eat meals in their classrooms to provide a safe and healthy environment. Please see [appendix H](#) for further information.

To the maximum extent possible, students will move throughout the school as a cohort, to lessen the number of people students are exposed to throughout the school day.

### *Visitors and Volunteers*

In order to limit exposure for all students and staff, the school will limit visits by any nonessential visitors, community organizations, businesses, municipal partners, and speakers. Essential visitors are defined as those with business critical to the operation of the schools (e.g. contractors, food deliveries, members of the Department of Health, etc.).

All essential visitors, community organizations, businesses, municipal partners, and speakers must make an appointment to visit the school grounds. Visitors without an appointment may not be granted entry into any of the schools' facilities.

At this time, all volunteer/mentoring opportunities will be conducted virtually, unless directed by the school principal and approved by the School Principal. All individuals entering a school building must follow the protocols outlined in [appendix A](#).

- Prior to a scheduled visit, all individuals must affirm their wellness by completing the COVID-19 Self Screening Tool.
- All individuals will practice social distancing and must wear a mask/face covering at all times.

### *Health and Wellness*

All students, employees or visitors at any school building must affirm their wellness to be on site. Anyone exhibiting any symptoms should stay home and consult with their health professionals to plan for a safe return.

While attendance at school and work is critical for the success of students, no one should come to any school building if they are unwell or exhibiting any symptoms. See [Appendix E](#) for further information.

### *Employee and Visitor Screening*

Employees and visitors will complete a self-screening tool to affirm their wellness each day prior to entering any school building.

### *Student Screening*

As a part of the opening of school documents, all parents will receive and need to complete the Student and Parent 2020-2021 Wellness Responsibilities and Expectations form and return the signed portion to their school. This form denotes that all students and parents understand that it is their responsibility each day during the school year to:

- 1) ensure their child is well, as outlined by the screening questions, prior to entering a school building and
- 2) that if their child becomes ill during the school day, the parent/guardian will make arrangements for their child to be picked up as soon as possible following notification.

***Periodically throughout each day, teachers and/or school-based staff will do informal check-ins with students to ensure all students are feeling well.***

### *Self-Screening Questions*

Before entering a school building, you should assess your wellness with the following questions:

1. Have you experienced any of these symptoms, not associated with previously diagnosed conditions, in the past 72 hours:
  - a. Fever greater than 100.4/chills
  - b. Cough/shortness of breath
  - c. New loss of taste or smell
  - d. Nausea/vomiting/diarrhea
  - e. Experienced multiple symptoms
2. In the last 14 days, have you:
  - a. been in close contact with anyone who has been diagnosed with COVID-19;
  - b. been placed on quarantine for possible contact with COVID-19;
  - c. traveled abroad or to an area of the country where it is recommended that you self-quarantine;
  - d. had a COVID-19 test pending

If anyone (student, employee, visitor) shows any symptoms or conditions it is extremely important that they not enter any school building and should contact their healthcare provider for guidance.

### *Monitor and plan for absenteeism*

- The School will review the absenteeism patterns at schools among students and staff.

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- Alert local health officials about large increases in student and staff absenteeism, particularly if absences appear to be due to respiratory illnesses (e.g., the common cold or the “flu,” which have symptoms similar to COVID-19).
- Review attendance and sick leave policies. Encourage students and staff to stay home when sick, even without documentation from doctors. Use flexibility, when possible, to allow staff to stay home to care for sick family members.
- Identify critical job functions and positions, and plan for alternative coverage by cross-training staff.
- Determine what level of absenteeism will disrupt continuity of teaching and learning.

### *Process if a Student is not feeling well at School*

Any student not feeling well or exhibiting any COVID-19-like symptoms will be referred to the school nurse in alignment with school-based protocol. Please note, that if a student is not feeling well, another student will NOT be asked to walk alongside them to the nurse’s office. If a teacher or school-based staff member notes a concern, the teacher will call the school nurse. The school nurse will come to the classroom to assess and escort back to the nurse’s office, if needed to limit any potential exposure to others. Protocols for referring a student to the school nurse will be part of all staff training prior to students returning in August 2020.

### ***The Schools will have a separate isolation room for students who are exhibiting signs of COVID-19 symptoms.***

During the 2020-2021 school year, every school will have a full-time nurse to support the wellness needs of the students in the Cumberland County Charter School Network. In addition, all schools will have two identified, dedicated spaces for nursing services.

The nurse’s office will provide services traditionally done by school nurses, but to the extent possible some services will be handled within classrooms to limit exposure.

- All school health staff will be provided with adequate and appropriate PPE and guidelines for appropriate usage.
- School nurses will be available for consultation to assist in guiding classroom staff with appropriate decision making.
- Basic first aid situations, to the greatest degree possible, should be handled by the student/teacher in the classroom to prevent congregation in the office and possible cross exposure. All classrooms will be stocked with basic first aid supplies.
- Approved medication dispersal (in alignment with Board policies), will continue to occur.

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- School health staff will closely monitor trends of absenteeism and will follow-up with students who have been absent for multiple days.
- Families will be encouraged to maintain wellness visits with their child's healthcare provider and keep up-to-date on all age-appropriate immunizations and the recommended seasonal flu vaccine.
- Separate procedures have been established regarding statutorily-required health screenings (vision, hearing, BMI, scoliosis) and will be communicated with affected school administrators prior to the beginning of the school year. A separate isolation room for students exhibiting symptoms of COVID-19 will be established in every school.
- School nurses will be available for consultation to assist in guiding classroom staff with appropriate decision making.
- All temperatures will be taken using a no-contact thermometer.
  - If a student is found not to be well and needs to utilize the isolation room, parents/guardians will be called and expected to pick up their child as soon as possible. Students who are not well will not be transported home on the bus nor sent back to class or to an after-care provider.
  - The room will be monitored at all times when a student is present. Staff assigned to monitor the room (if not the school nurse) will be provided with education on PPE and signs that further assistance is needed by the nurse.
  - Parents will be provided with information on health conditions/symptoms that will require an absence from school and recommendation to follow-up with medical professionals. Symptoms requiring an absence include, but are not limited to:
    - Active vomiting or diarrhea
    - Fever  $\geq 100.4F$ /chills/generalized body aches
    - Undiagnosed, new, and/or untreated rash or skin condition

The Daily Home Screening checklist released by the CDC serves as guidance for screening decisions. The New Jersey Department of Education Road Back Restart and Recovery Plan for Education requires screening for all students and staff. Until this guidance changes, each parent who is sending their child to school will be required to log into Google and fill out a form through Google forms 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 before arriving to work. Students who arrive to school



without a completed form will be delayed from the instructional day, screened by the school nurse or designee, temperature taken, and a phone call home to parents.

## Cleaning and Disinfection

Cleaning protocols have been established to align with industry standards as established by the CDC, APA and local Health Department's recommendations for the cleaning and sanitizing of schools and public areas. Individual protocols have been designed for each unique classroom space, general area and office area. See [Appendix G](#) for further information.

Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.

To minimize the risk of diseases associated with water, take steps to ensure that all water systems and features are safe to use after a prolonged facility shutdown. Encourage staff and students to bring their own water.

## Wellness Procedures: Education for Stakeholders

To ensure all students, families, visitors and staff understand the health and wellness protocols implemented by the school, a series of communications will be shared prior to the beginning of the school year. Reopening information will be housed each individual schools' website. Age-appropriate information on what COVID-19 is and what we can do to stay healthy (e.g. hand-washing, social distancing) will be shared with students and staff. Signage will be placed throughout each school reminding students, staff and visitors to practice social distancing, to wear a mask or face covering at all times when not eating or drinking, to wash hands frequently and thoroughly, and to limit room capacity to reduce opportunities for exposure. The school will release a series of videos aimed at preparing students and adults for the upcoming school year. Videos will include information on what the school experience will look like, what cleaning protocols are in place, how to properly wear a mask/face covering, what social distancing means and more.

## Demographics and Survey Results

Cumberland County Charter School Network consists of three schools, Vineland Public Charter School, Millville Public Charter School, and Bridgeton Public Charter School. The schools' 2019-2020 demographics are listed below:

**Vineland Public Charter School:**

Total enrollment: 348

White Male: 30

White Female: 44

Black Male: 62

Black Female: 54

Hispanic Male: 63

Hispanic Female: 80

American Native Male: 1

Asian Male: 3

Asian Female: 3

Pacific Islander Female: 1

2 or more races male: 4

2 or more races female: 3

Economically Disadvantaged: 227

Homeless: 1

Students with Disabilities: 30

LEP: 4

**Millville Public Charter School:**

Total enrollment: 218

White Males: 12

White Female: 11

Black Male: 60

Black Female: 58

Hispanic Male: 38

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Hispanic Female: 34

2 or more races male: 1

2 or more races female: 4

Economically Disadvantaged: 218

Homeless: 1

Students with Disabilities: 19

**Bridgeton Public Charter School:**

Total enrollment: 98 students

White male: 1

White Female:

2 Black Male: 12

Black Female: 15

Hispanic Male: 32

Hispanic Female: 33

Asian Male: 1

Asian Female: 1

2 or more races female: 1

Economically Disadvantaged: 98

Homeless: 0

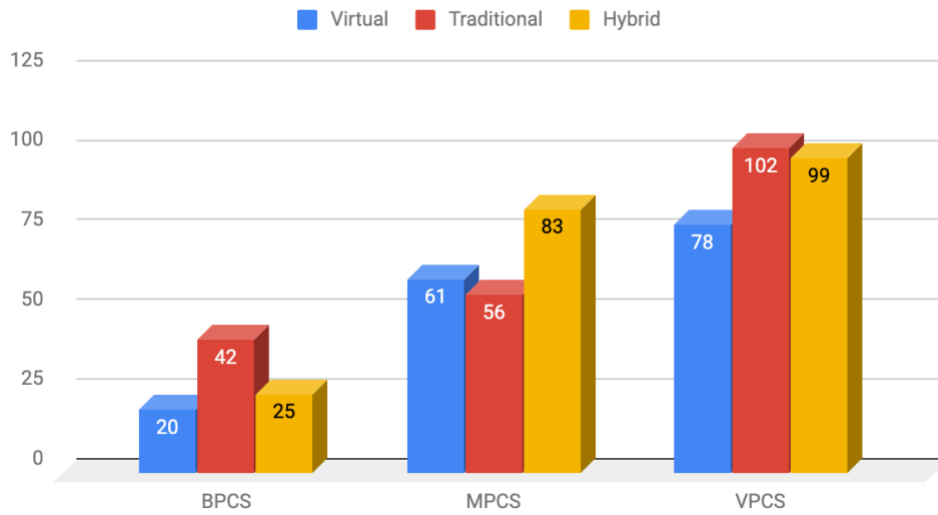
Students with Disabilities: 5 LEP: 22

**Parent Survey Results for Learning Options:**

The results from the school's parent survey informed the framework and educational experiences Cumberland County Charter Network is offering. The survey was conducted through phone, email and survey links available on each school's homepage and social media outlet. Shown below are the results from the survey.

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### Learning Options



Cumberland County Charter School Network’s Recovery and Reopening Plan Protocols for the 2020 – 2021 School year are listed in the Appendices.

In addition, the Board of Trustees Restart and Recovery Plan Policies required in the New Jersey Department of Education Guidance can be found [here](#).

Thank you for your assistance as we plan together to provide a successful and safe learning experience for your child.

# **Appendices**

## **Restart and Recovery Plan to Reopen Schools**

### **Cumberland County Charter School Network**

#### **Board of Trustees**

Vineland Public Charter School

1480 Pennsylvania Ave, Vineland, NJ 08361

Mrs. Kim Garcia – Acting Principal

Millville Public Charter School

1101 Wheaton Avenue, Millville, NJ 08332

Mr. Matthew Ackiewicz – Principal

Bridgeton Public Charter School

790 E Commerce Street, Bridgeton, NJ 08302

Dr. Valerie James-Kemp – Principal

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

In an effort to meet the unique needs of staff/students, to ensure the continuing of learning and to protect and support staff/students who are at higher risk for severe illness, we will notify our staff that they should notify their supervisor/school nurse should they believe that they are in a high risk category so that their assignments and students learning options can be evaluated.

- Protocol for High Risk Staff Members
  - The network will survey staff to determine what medical issues exist that may make them high risk and accommodate their role in the school, if needed.
  - Staff who are 65 years or older (high risk) will be identified by the school to provide enhanced protective measures.
  - Staff who identify as high risk due to underlying medical conditions will need to notify the building principal and human resources so that enhanced protective measures may be provided.
  - Provide accommodations to staff members who are required to quarantine due to potential exposure.
  - Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk or severe illness from COVID-19 such as older adults (65 and older), individuals with disabilities, or those that have serious underlying medical conditions.
  
- Protocol for High Risk Students
  - Students with health care plans/504/IEP will be contacted by the school nurse to determine if they will be attending school in-person and if additional protective measures need to be taken.
  - Parents/Guardians of students without health care plans who have medical concerns that would put a student at increased risk because of COVID (Example: asthma) should contact the school nurse and/or school principal regarding additional protective measures and reasonable accommodations.
  - Students at increased risk of severe illness should consider implementing individual plans for remote learning to limit exposure and accommodations should also be extended to those students who are required to quarantine due to exposure or potential exposure.
  
- Protocol for Face Coverings for Staff, Faculty, and Students
  - In accordance with the Center for Disease Control and Prevention (CDC) and New Jersey Department of Health, Cumberland County Charter School Network will require that all students, staff, faculty, vendors, and visitors wear a face covering while on school property.
    - Face coverings must cover the mouth and nose at all times.
    - All staff, faculty, vendors and visitors will be required to sign in.
      - Face coverings will be provided to staff and students as needed.

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- Employees must wear clean and well-maintained masks that are appropriate for the school environment.
- Employees will be required to wear face coverings at all times unless in isolation.
- Face coverings should not be placed on the following individuals:
  - Anyone who has trouble breathing
  - Anyone who is unconscious
  - Anyone who is incapacitated
  - Anyone who cannot remove the face covering without help
    - For students unable to understand or comply with social distancing requirements or those with more significant personal care needs:
      - Provide staff working with those individuals the necessary PPE.
      - Provide staff with guidelines and strategies to maximize safety for themselves and others with whom the student comes in contact.
- Require on-site before/after care providers to follow the same standards as adopted by the schools.

### Visitors

- Until COVID-19 restrictions have been lifted and health measures assured, all visitors must make an appointment to enter the school. Exceptions can be made in case of an emergency.
- All visitors must wear a face mask.
- Visitors will be subject to a temperature check upon entering the schools.
- Visitors with temperatures 100.4 degrees or higher and/or exhibit COVID-19 symptoms shall not be allowed in the building.
- Visitors may be asked the following questions to screen for illness:
  - Have you had a cough or a sore throat?
  - Have you had a fever, or do you feel feverish?
  - Do you have shortness of breath?
  - Do you have a loss of taste or smell?
  - Have you been around anyone exhibiting these symptoms within the past 14 days?
  - Are you living with anyone who is sick or quarantined?
  - Have you been out of state in the last 14 days?
- When schools or departments receive a visitor at their offices and 6 feet social distancing cannot be maintained, a room or space shall be identified to seat and hold visitors until such time the individual(s) can be called upon to receive service.

### Symptomatic Employees and Students

#### Employees

- All employees will be required to affirm that they are symptom free and have not had recent exposure to someone with COVID-19 by completing the online Pre-Entry Screening form at arrival which inquiries about physical symptoms and

exposure to COVID-19. Employees are required to report if they test positive for COVID-19, if they develop symptoms consistent therewith, or if they are self-isolating due to suspected or known exposure to COVID-19 by contacting their direct supervisor.

- Staff confidentiality will be adhered.
- Staff must be trained on the symptoms and procedure for sending individuals with symptoms to the school nurse; parents/guardians must be made aware of the classroom protocol including students being sent home.
- Employee who develops symptoms while at work
  - An employee who is present at work and develops the following symptoms will be isolated and sent home immediately
    - Fever of 100.4F over greater, cough, or shortness of breath unrelated to pre-existing conditions OR
    - Any two of the following symptoms:
      - Sore throat
      - Chills
      - Headache
      - Muscle pain
      - New loss of taste or smell
      - Note: If the employee needs to be picked up, they will wait in a designated quarantine area.
- Employee who tests positive for COVID-19
  - An employee who test positive for COVID-19 must:
    - Must notify their direct supervisor on the day of receipt.
    - School will notify Cumberland county health department of all positive COVID-19 tests **immediately**.
    - Identify all employees and contacts (i.e. visitors, students, teachers and staff) who spent more than 15 minutes with 6 feet of the infected employee during the 48 hours before the onset of symptoms and report the information to their direct supervisor and contact those possibly affected.
    - Remain home until all of the following are true:
      - At least 14 days since the onset of symptoms.
      - The Cumberland County Health Department will support the school by determining the length of time an individual should be removed from school and when clearance should be provided for a full or modified return.
      - Until fever free without the use of anti-fever medications for three days.
      - Symptoms are improving
      - Notify Cumberland county health department of all positive COVID-19 tests **immediately**.



- Require any individual who is sent home with symptoms to secure a COVID-19 test or medical clearance prior to returning.
- Respect confidentiality of COVID 19-impacted staff names.

### Students

- All parents/guardians will be required to conduct a daily Pre-Arrival Screening of their children at home, before their child/children depart for school, which involves taking temperatures daily and monitoring for the symptoms identified above. If any of the following are true, the parent/guardian must keep the student at home and contact the school nurse for further instructions.
- Students who develop symptoms while at school.
  - If a student exhibits the following symptoms while at school:
    - Fever of 100.4F over greater, cough or shortness of breath unrelated to a pre-existing conditions OR
    - Any two of the following symptoms:
      - Sore throat
      - Chills
      - Headache
      - Muscle pain
      - New loss of taste or smell
- Teacher will inform the school nurse's by telephone prior to sending the child to the Nurse's office.
- A staff member or the nurse will escort students to the nurse's office.
- Nurse will perform appropriate assessment and documentation.
- Students will be isolated within the quarantine room.
  - If a staff member is calling an ambulance for a student or staff member to be transported to a healthcare facility, they should alert them that they person may have COVID-19.
- Parents/guardians will be notified to pick the student.
- Parents should have a plan in place for picking up a student when directed by a school nurse.
- Students will be escorted to the designated entrance to meet parent/guardian.
- Parents/guardians will be given instructions to contact their primary care provider.
- No student who develops COVID-19 like symptoms will be permitted to return home on the bus that day.
- Nurses will follow up with family and document interaction.
- Respect confidentiality of COVID 19-impacted student names.
- **Return to School Guidelines**
  - When tested and determined to be COVID-19 Positive, the student will remain home until all of the following are true:
    - At least 14 days since the onset of symptoms AND
    - Until fever free without the use of anti-fever medications for three days
    - Symptoms are improving

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- Notify Cumberland county health department of all positive COVID-19 tests **immediately.**
- When tested and determined to be COVID-19 Negative, the student will remain home until:
  - The student meets the school's normal criteria for return after an illness which includes fever free, vomiting and diarrhea free for greater than 24 hours without medication OR
  - A clinician has evaluated the child and documented an alternative diagnosis and that the student may return to school.
- When symptomatic, but COVID-19 testing was not completed, the student will remain home until all of the following are true:
  - At least 14 days since the onset of symptoms AND
  - Until fever free without the use of anti-fever medications for three days
  - Symptoms are improving

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

- Social Distancing in Instructional and Non-Instructional Rooms
  - Face coverings must be worn by all staff and students.
  - Students will be with the same cohort in the same classroom, with teachers rotating in and out of classrooms when practical.
  - Students will be seated 6 feet apart and facing in one direction to facilitate social distancing when feasible.
    - Desks arranged face-to-face will not be permissible.
  - Classrooms will eliminate the use of pods or table style seating for grades K-8 classrooms.
    - Limit activities in classrooms that do not support social distancing.
    - Special attention to music classes/programs, art, physical education and other classes with significant hands-on activities.
  - Teacher will maintain a 6-foot distance from students.
  - Therapy and testing environments will follow social distancing guidelines and safety protocols and will be sanitized after each session.
    - Students will sit a minimum of six feet apart and not face-to-face
  - Hallway traffic flow will be staggered and one direction where feasible.
    - Signage will be installed in school buildings to remind students and staff of the requirement to maintain six feet of social distancing, with cues for traffic flow through building entrances, exits and other common areas.
  - Limit visitors to promote health, safety and social distancing.
  - School administration will preview and approve classroom designs prior the start of the school year. Administration will approve adjusted classroom designs as required during the school year.
  - Teachers will minimize the use of shared items in the classroom, including: learning tools, pencils and other items.
    - Teachers will sanitize shared items after individual use.
    - At the elementary level, class sets of manipulatives should be divided and assigned to individual students.
    - Students will be asked to bring in their own school supplies and labeled with the student's name when feasible.
  - For areas of the school where lines may regularly develop such as the front office or nurse's office the building administrative staff will mark off designations for places to stand to provide a visual cue for social distancing.
  - Student arrival/dismissal times will be staggered to limit social interaction.
  - Maintain hand sanitizing stations in each classroom (entrances and exits) with alcohol based hand sanitizer.
- Common Areas
  - Signage will be installed in school buildings to remind students and staff of the requirement to maintain six feet of social distancing, with cues for traffic flow through building entrances, exits, and other common areas.
  - Limit high-traffic, high-volume hallway use, when feasible, to increase social distancing. One direction hallways and stairways, stagger class dismissal times.

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- Utilize multiple points of entry and egress from the building.
  - Prohibit locker use at secondary levels.
  - Maintain social distancing requirements and limit use of cubbies at the elementary level.
  - Students and staff who require the use of an elevator will adhere to the capacity rules, with the maximum amount of 2 persons.
  - Visitors will not be authorized entry into classrooms or common areas.
    - Require all visitors to comply with all school screening and monitoring processes before entering reception/office
    - Require a visitor log in the event contact tracing is required
  - Use of water fountains is not permitted (fountains will be covered). Students should bring water bottles from home or be provided water bottles to use at school.
  - High-touch areas of playgrounds will be cleaned after each use.
  - Signs will be posted in highly visible locations that promote everyday protective measures and how to stop the spread of germs.
  - Provide each teacher with hand washing schedules to ensure hand washing (with soap and water) is conducted during regular intervals.
  - Hand washing will be scheduled during the school day at regular intervals.
- Restroom Protocol
    - The number of individuals permitted in the restroom will be determined by the size and space of the restrooms.
    - Restroom partitions provide appropriate separation for individuals. In cases where partitions are unavailable, such as: urinals in the men's/boy's restroom, every other urinal will be utilized.
    - Signage will be posted instructing on proper hand washing protocols.
    - Bathroom logs will be kept by each classroom teacher.
    - Ensure hand washing stations are filled with soap through school day.
- Ventilation
    - Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.
    - Maintain operation heating and ventilation systems
    - Maintain filters for air conditioner according to manufacturer recommendations.
- Water
    - To minimize the risk of diseases associated with water, take steps to ensure that all water systems and features are safe to use after a prolonged facility shutdown. Encourage staff and students to bring their own water.

## Appendix C: Critical Area of Operation #3 – Transportation

### *Student Transportation*

The Daily Home Screening checklist released by the CDC serves as guidance for screening decisions. The New Jersey Department of Education Road Back Restart and Recovery Plan for Education requires screening for all students and staff. Until this guidance changes, each parent who is sending their child to school will be required to log into Google and fill out a form through Google forms 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 before arriving to work. Students who arrive to school without a completed form will be delayed from the instructional day, screened by the school nurse or designee, temperature taken, and a phone call home to parents.

- Prior to boarding a school bus, parents/guardians will be required to conduct a daily Pre-Arrival Screening at home, which involves taking temperatures daily and monitoring for the symptoms identified below.
  - If any of the following are true, the parent/guardian must keep the student at home and contact the school nurse for further instructions.
    - Fever of 100.4 °F or greater, new onset of cough, or shortness of breath unrelated to a pre-existing condition, OR
    - Two of the following symptoms:
      - sore throat
      - chills
      - headache
      - muscle pain
      - loss of taste or smell, OR
      - Close contact with a person diagnosed with COVID-19
  - If a student experiences the onset of symptoms while being transported to school they should inform their bus driver or bus attendant.
    - Upon arrival at school, the bus driver or attendant will inform your school's Principal.
    - The student will be accompanied to the school's isolation room by an adult school member for assessment.
  - If a student experiences the onset of symptoms while being transported to home they should inform their driver.
    - The parent/guardian should contact their health provider and inform the building Principal.
- [What bus transit operators need to know about Covid-19](#)
- Adopt best practices for cleaning and disinfecting school buses and other transportation vehicles.
- Clean/disinfect all high-touch surfaces on buses at least twice a day.
- At the end of each day, a detailed cleaning will be completed.

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- Face coverings are required on buses
  - Any student who cannot wear a mask due to a medical condition, a mental health condition, or disability, or who would be unable to remove a mask without assistance, is not required to wear face coverings.
  - Medical documentation will be required for students unable to wear a face mask.
  - 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.
- Refusal to wear a mask and follow all rules will result in re-evaluation of the type and method of transportation service for your child.
- Upon arrival at the school, students will disembark the bus beginning with those students who are seated at the front of the vehicle and working toward the back of the vehicle.

### *Social Distancing on School Buses*

- Assigned seating in buses, assignments starting from the rear of the bus to the front of the bus, to minimize students passing by other students in the aisle.
- The seat immediately behind the driver will remain unoccupied.
- Limit students on school buses with the requirement that all individuals wear face coverings while on the bus.
  - Students will be seated in every other seat.
  - There may be one child per seat if necessary.
- Students from the same family should sit together on the bus (maximum 2 per seat).
- Encourage parents to promote social distancing at bus stops.
- Educate students and drivers of the importance of passengers facing forward (not sideways or backwards) via signs on the buses.
- Increase ventilation on vehicles by opening windows, when feasible.

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

We will safely and respectfully screen students and employees for symptoms of and history of exposure to COVID-19. Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others into a designated quarantine room. If the school becomes aware that an individual who has spent time in a school facility tests positive for COVID-19, we will immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

Upon arrival (assigned entrances per grade band)/nurses office, health checks will be conducted safely and respectfully and accordance with any applicable privacy laws and regulations. All screening practices will consider students with disabilities and accommodations that may be needed in the screening process for those students. Establishment of an isolation space in each school has been identified.

The protocol for screening students and employees upon arrival for symptoms and history of exposure will include the following:

- Staff must visually check students for symptoms upon arrival (which will include a touchless temperature checks) and confirmation with families that students are free of COVID-19 symptoms through the daily home screening checklist released by the CDC.
- Health checks will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
- Results will be documented when signs/symptoms of COVID-19 are observed. All protocols for symptomatic students/staff will be followed. See appendix A.
- All screening practices will consider students with disabilities and accommodations that may be needed in the screening process for those students.

### Arrival and Dismissal of Students

- Schools will establish arrival and dismissal procedures to minimize crowding and transmission of COVID-19.
- This will include pick-up and drop-off locations for walkers and car-riders.
- Dismissal procedure will include transitional directions and pathways that limit the congregation of large amounts of parents, students, and faculty.
  - Signage will be provided to remind parents, students, and staff of the traffic flow patterns upon entry and exit of school grounds.
  - Dismissal procedure will include staggered entry and exit of students.
- Staff will create a site-based protocol for late arrivals and early dismissals.
  - Parents/guardians picking up students will be required to wear face-coverings and to follow all social distancing requirements.

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- Parents/guardians picking up students will be required to wait in designated locations.
  - Only one parent/guardian will be authorized to pick up students from school and wait in designated locations.
- Students will walk on the right-hand side of the hallway at all times.
- Signage will be installed in school buildings to remind students and staff of the requirement to maintain six feet of social distancing, with cues for traffic flow through building entrances, exits, and other common areas.
- Staff will establish a one-directional hallway where appropriate to assist with the flow of student movement.
- Staff members will monitor hallways and escort class movement when possible to ensure the steady flow of students and to avoid the congregation of students.
- School Administration will establish a wait-line rotation for the offices and classrooms. Social distancing will be enforced.
- Students will be directed to enter and exit common areas through a sign allocated door.



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

The Daily Home Screening checklist released by the CDC serves as guidance for screening decisions. The New Jersey Department of Education Road Back Restart and Recovery Plan for Education requires screening for all students and staff. Until this guidance changes, each parent who is sending their child to school will be required to log into Google and fill out a form through Google forms 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 before arriving to work. Upon arrival, a touchless temperature check will be taken upon entry for all students and staff. Students who arrive to school without a completed form will be delayed from the instructional day, screened by the school nurse or designee, temperature taken, and a phone call home to parents.

- Educate all stakeholders (students, staff, and parents/guardians) on how to screen on signs and symptoms of COVID-19 at home before arriving at school and/or reporting to work.
- Staff and Students are reminded at the beginning of the day of the signs and symptoms of COVID-19 with reminders to go to the designated area immediately if feeling symptomatic.
- The nurse will evaluate any individual who presents with symptoms in school.
- Staff and students must notify the school if an absence is COVID-19 related.
- Require an individual (one who becomes sick in school or demonstrates a history of exposure) to report immediately to the designated isolation area.
- Schools will identify an isolation area with adequate ventilation, easy exit from building, and configured to promote safety and privacy.
- Provide appropriate PPE to staff & students in the isolation area and to those interacting directly with such an individual.
- Written protocol will be provided for nurses to use when students report to them to ensure all symptomatic students are triaged appropriately.
- Require any individual who is sent home with symptoms to secure a COVID-19 test or medical clearance prior to returning.
- Consult with the Cumberland County Health Department immediately on any decision related to symptomatic staff/students, closure of classrooms, schools, or the Network.
- The closing of a classroom, and /or school will occur in consultation with the Cumberland County Health Department and Executive Director.
- All staff members are asked to refer to the Self-Quarantine for Travelers FAQ. Available at Self-Quarantine for Travelers FAQ Updated July 21, 2020. All voluntary travel must include the 14-day self-quarantine period.
  - “The self-quarantine advisory was issued to limit the spread of the virus within our communities. While the recommendation relies on personal accountability, state officials expect that affected individuals will follow the recommendation. Travelers arriving from areas with increasing COVID-19 cases may wish to

postpone their travel to the region if they are unwilling or unable to follow the self-quarantine advisory.”

- Staff member’s time will be charged.
- [https://nj.gov/health/cd/documents/topics/NCOV/Travel\\_advisoryFAQs\\_6-25-2020.pdf](https://nj.gov/health/cd/documents/topics/NCOV/Travel_advisoryFAQs_6-25-2020.pdf)
  
- Pre-screening / Symptom Monitoring and mandatory reporting
  - Parent/guardians, students and staff are required to conduct a daily self-screen at home before reporting to school or work. If they answer yes to any of the pre-screening questions, they must refrain from going to school or work.
    - Fever of 100.4F or greater, cough or shortness of breath unrelated to pre-existing condition OR
    - Any two of the following symptoms:
      - Sore throat
      - Chills
      - Headache
      - Muscle pain
      - New loss of taste or smell
  
- Employees
  - All employees will be required to affirm that they are symptom free and have not had recent exposure to someone with COVID-19 by completing the online Pre-Entry Screening form at arrival which inquiries about physical symptoms and exposure to COVID-19. Employees are required to report if they test positive for COVID-19, if they develop symptoms consistent therewith, or if they are self-isolating due to suspected or known exposure to COVID-19 by contacting their direct supervisor.
    - Staff confidentiality will be adhered.
    - Staff must be trained on the symptoms and procedure for sending individuals with symptoms to the school nurse; parents/guardians must be made aware of the classroom protocol including students being sent home.
    - Employee who develops symptoms while at work
      - An employee who is present at work and develops the following symptoms will be isolated and sent home immediately
        - Fever of 100.4F over greater, cough, or shortness of breath unrelated to pre-existing conditions OR
        - Any two of the following symptoms:
          - Sore throat
          - Chills
          - Headache
          - Muscle pain
          - New loss of taste or smell
          - Note: If the employee needs to be picked up, they will wait in a designated area for their ride.
    - Employee who tests positive for COVID-19
      - An employee who test positive for COVID-19 must:

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- Must notify their direct supervisor on the day of receipt.
- Notify Cumberland county health department immediately of all positive COVID-19 tests.
- Identify all employees and contacts (i.e. visitors, students, teachers and staff) who spent more than 15 minutes with 6 feet of the infected employee during the 48 hours before the onset of symptoms and report the information to their direct supervisor.
- Remain home until all of the following are true:
  - At least 14 days since the onset of symptoms. The Cumberland County Health Department will support the school by determining the length of time an individual should be removed from school and when clearance should be provided for a full or modified return.
  - Until fever free without the use of anti-fever medications for three days.
  - Symptoms are improving
  - Notify Cumberland county health department immediately of all positive COVID-19 tests.
  - Require any individual who is sent home with symptoms to secure a COVID-19 test or medical clearance prior to returning.
  - Respect confidentiality of COVID 19-impacted staff names.
- Students
  - All parents/guardians will be required to conduct a daily Pre-Arrival Screening of their children at home, before their child/children depart for school, which involves taking temperatures daily and monitoring for the symptoms identified above. If any of the following are true, the parent/guardian must keep the student at home and contact the school nurse for further instructions.
  - Students who develop symptoms while at school.
    - If a student exhibits the following symptoms while at school:
      - Fever of 100.4F over greater, cough or shortness of breath unrelated to a pre-existing conditions OR
      - Any two of the following symptoms:
        - Sore throat
        - Chills
        - Headache
        - Muscle pain
        - New loss of taste or smell
    - Teacher will inform the school nurse's by telephone prior to sending the child to the Nurse's office.
    - A staff member or the nurse will escort students to the nurse's office.
    - Nurse will perform appropriate assessment and documentation.

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- Students will be isolated within the quarantine room and contact Cumberland County Health Department immediately.
  - If a staff member is calling an ambulance for a student or staff member to be transported to a healthcare facility, they should alert them that they person may have COVID-19.
- Parents/guardians will be notified to pick the student.
- Parents should have a plan in place for picking up a student when directed by a school nurse.
- Students will be escorted to the designated entrance to meet parent/guardian.
- Parents/guardians will be given instructions to contact their primary care provider.
- No student who develops COVID-19 like symptoms will be permitted to return home on the bus that day.
- Nurses will follow up with family and document interaction.
- Respect confidentiality of COVID 19-impacted student names.
- Return to School Guidelines
  - When tested and determined to be COVID-19 Positive, the student will remain home until all of the following are true:
    - At least 14 days since the onset of symptoms AND
    - Until fever free without the use of anti-fever medications for three days
    - Symptoms are improving
    - Medical documentation for clearance to return to school must be provided.
  - When tested and determined to be COVID-19 Negative, the student will remain home until:
    - The student meets the school's normal criteria for return after an illness which includes fever free, vomiting and diarrhea free for greater than 24 hours without medication OR
    - A clinician has evaluated the child and documented an alternative diagnosis and that the student may return to school.
  - When symptomatic, but COVID-19 testing was not completed, the student will remain home until all of the following are true:
    - At least 14 days since the onset of symptoms AND
    - Until fever free without the use of anti-fever medications for three days
    - Symptoms are improving
    - Medical documentation for clearance to return to school must be provided.

### Policy 8451: Control of Communicable Diseases

- The teacher may exclude from the classroom and the Principal may exclude from the school building any pupil who appears to be ill or has been exposed to a communicable disease. A pupil may be isolated in school to await the arrival of or instructions from an adult member of his/her family. If the school medical inspector or the school nurse is present in the building, his/her recommendation shall be sought before any such

exclusion or isolation is ordered. Any pupil retained at home or excluded from school by reason of having or being suspected of having a communicable disease shall not be readmitted to his/her classroom until he/she presents written evidence of being free of communicable disease. That evidence may be supplied by the school medical inspector or another qualified physician who has examined the pupil.



## Appendix F: Critical Area of Operation #6 - Contact Tracing

- Cumberland County Charter School Network will collaborate with the Cumberland County Health Department to conduct contact tracing upon the notification of a positive COVID-19 Case within the school.
  - All positive cases of Covid-19 in Cumberland County will be electronically reported immediately to the Cumberland County Health Department and/or Vineland Health Department to commence contact tracing and case investigation.
  - If the health department identifies a positive person with contacts in any school, the health department will notify the network superintendent or his/her designee.
  - The Cumberland County Department of Health and Vineland Health Department will take the lead on contact tracing, isolation/quarantining of ill students and staff, and any further actions needed to contain the spread of COVID-19.
  - The schools will be contacted during the contact tracing period for information regarding a case.
  - The schools will work in coordination with the health department to identify close contacts of the positive case. Therefore, it will be crucial for school to have a plan in place which will identify the close contacts. It may also be necessary for the school to alert staff and parents of a positive case and to inform them that all close contacts will be contacted by the Health Department.
  - If a school is aware that a staff or student has tested positive and they have not heard from the Health Department, the school will notify the health department immediately.
  - Under the guidance of the health department, the school will alert staff and parents of a positive case. The health department will contact those persons in close contact of the confirmed COVID-19 student or staff member.
- School will implement and utilize the contract tracing/monitoring strategies recommended by the Centers for Disease Control.
- If a student or staff member is suspected / confirmed positive for a communicable disease or COVID-19, the student or staff member information will be entered into the schools contact tracing system.
  - Contact tracing strategies will identify all student / staff contacts within the classrooms, activities and other services.

## Appendix G: Critical Area of Operation #7 - Facilities Cleaning Practices

The Building and Grounds Department will work to ensure that appropriate cleaning protocols are utilized at all times. Transmission of coronavirus in general occurs much more commonly through respiratory droplets than through fomites. Current evidence suggests that novel coronavirus may remain viable for hours to days on surfaces made from a variety of materials. Cleaning of visibly dirty surfaces followed by disinfection is a best practice measure for prevention of COVID-19 and other viral respiratory illnesses in community settings.

Protocols are in alignment with the guidance provided by the CDC:

<https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html>

### *Cleaning and Disinfection*

As per the American Association of Pediatrics (AAP), "The main mode of COVID-19 spread is from person to person, primarily via droplet transmission. For this reason, strategies for infection prevention should center around this form of spread, including physical distancing, face coverings, and hand hygiene. Given the challenges that may exist in children and adolescents in effectively adhering to recommendations, it is critical that staff are setting a good example for students by modeling behaviors around physical distancing, face coverings and hand hygiene."

The network will maintain the following guidelines:

- A procedure manual schedule has been established for increased cleaning and disinfecting.
- Cleaning will be performed per established protocols followed by disinfection when appropriate.
- Normal cleaning with soap and water decreases the viral load and optimizes the efficacy of disinfectants.
- The use of EPA approved disinfectants against COVID-19 will be used.
- In general, elimination of high-touch surfaces is preferable to frequent cleaning.
- Eliminate the use of lockers, particularly if they are located in shared spaces or hallways.
- When elimination is not possible, surfaces that are used frequently, such as door handles, sinks and faucet handles, etc., will be cleaned and disinfected following the frequent daily cleaning schedule.
- Bathrooms, in particular, will receive frequent cleaning and disinfection throughout the school day and a thorough cleaning will be performed after students and staff leave the building at the end of the day.
- Shared equipment will be kept to a minimum (computer equipment, keyboards, art supplies, and play or gym equipment) and will be disinfected.
- Hand washing will be promoted before and after touching shared equipment.



- Outdoor play equipment with high-touch surfaces, such as railings, handles, etc., will be cleaned and disinfected after each use.

### *Facilities Cleaning Procedures to Reduce the Spread of Contagion*

The building principal, in consultation with the Buildings and Grounds Department supervisor, have developed a procedure for increased, routine cleaning and disinfection. The procedure includes cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used.

- Scheduling and Routine
  - Throughout the school day, the custodial staff will implement a routine or surface cleaning in the major touch points.
  - Custodial shifts will apply the full standard of cleaning of all areas to be ready for the next school day.
  - Additional disinfecting will be performed prior to the arrival of staff and students in high-traffic areas.
  - Custodial Staff will wear face covering and gloves.
- Procedures for Hand Sanitizing/Washing
  - Frequent hand washing and the use of hand sanitizer when soap and water cannot be utilized and will be encouraged at the minimum: upon arrival at school, before and after eating, and after using the restroom and sneezing or coughing.
  - Alcohol based sanitizer will be available in all classrooms as well as the cafeteria, gym, and main office
  - Protocol for teaching hand washing and covering coughs/sneezes to students will be developed and implemented by teachers
- Procedures for cleaning the classrooms and common areas
  - Schools will be cleaned daily, focusing on major touch entry and exits points in common areas:
    - Door knobs and handles
    - Elevator buttons
    - Stairwell railings
    - Light switches
    - Soap dispensers
    - Pencil sharpeners
    - Student desks
  - Custodial Staff will disinfect using proper cleaning products to clean and wipe down objects.
  - Teachers and students must work together with the custodial staff to promote a clean and healthy environment for everyone within the school buildings.

In case of a suspected COVID-19 students or staff member:

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- Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting.
- Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection items, including storing products securely away from children.
- Notify health officials and close contacts.
- In accordance with state and local laws and regulations, school administrators should notify local health officials, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act.
- Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop

### *Facility Cleaning Plan*

Due to the ongoing pandemic the Cumberland County Charter School Network will be implementing a facility cleaning / disinfection plan based on three areas of focus points to provide our community with clean, safe and healthy school. The district will also be using guidance from the New Jersey Department of Education's: The Road Back: Restart and Recovery Plan for Education.

The focus areas are as follows:

- **Interim disinfection-** Disinfecting and sanitizing of high touch areas during work hours to maintain a safe environment and help reduce the spread of potential contaminants. This process would begin when students or staff return to school.
- **Comprehensive Daily Cleaning and disinfection-** Deeper comprehensive cleaning and disinfection to be completed during off hours to further reduce potential spread of any bacterial and viral pathogens.
- **Summer Cleaning** - Each summer the Custodial staff shall provide restorative cleaning and maintenance to prepare for the upcoming school year. This summer we will be providing the services listed below while simultaneously maintaining safe working conditions as recommended by the State of New Jersey and the CDC. Staff will practice social distancing and wear masks. Gloves will also be made available to staff.
  - Desks in classroom must be seated at least 6ft apart and facing the same direction
  - Desk placement will be marked with floor tape/or alike in case desks are moved
  - Classrooms should be kept to a minimum for furniture.
  - 1 teacher desk, 1 cabinet, 1 filing cabinet, all other furniture will be added is space warrants or if needed.
  - Prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):
    - in each classroom

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- At entrances and exits of buildings.
- Near lunchrooms.
- For classrooms that have existing handwashing stations, prepare stations with soap, water.
- Floor and/or hanging directional signs for hallways (one way directional and others) need to be purchased.
- Provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least 6 feet apart in lines and at other times (e.g. guides for creating “one-way routes” in hallways).
- Coordinate with Principal on placements
- Thoroughly ventilate, clean, and then disinfect all rooms, offices, desks, equipment, and other surfaces prior to students returning, using CDC and State guidelines.
- Purchase no touch trash cans or at minimum remove tops of all trash cans
- Evaluate how hygiene products like soap, paper towels, tissues and toilet paper are dispensed in the building.
- Cleaning schedule shall include checking these items each night.
- Ensure adequate supplies of:
  - PPE for custodians while disinfecting including gloves and masks
  - Cleaning supplies.
  - Use disinfectant products that are less likely to trigger asthma attacks.
  - Install plastic barriers for secretaries to protect them from students and visitors.
  - Post signs in bathrooms on how to effectively wash hands.
  - Water fountains should be turned off throughout the school.
  - If possible, water bottle fill stations should be purchased.
  - Check Ceiling Tiles: Replace damaged, stained, and missing tiles. Check for cobwebs in corners.
  - Ceiling vents: Dusted, cleaned, disinfected.
  - Lights: Replace burned out, dim, and mismatched bulbs. Check lens and remove bugs and dirt if necessary.
  - Windows and Mirrors: Cleaned, disinfected
  - White boards and Chalk boards: Cleaned, disinfected and top dusted
  - Clock: Dusted, face cleaned, disinfected and working properly
  - Walls: Tape removed, fingerprints and dirt removed. Electrical outlets working properly.
  - Sinks, Counters, Cabinets: Cleaned, disinfected and stains removed, Drawers and doors working properly, towels and soap dispensers working properly and filled.
  - Pencil Sharpener: Emptied and working properly, cleaned, disinfected
  - Telephone and light switch: Cleaned, disinfected and working properly · Doors and Frames: Dusted, Fingerprints removed, Glass Cleaned, disinfected, Kick Plates: Cleaned, disinfected, and shined. Doorknob and hinges working properly
  - Furniture: Fingerprints, writing, gum removed and dusted, chair glides cleaned, disinfected, trash cans washed
  - Baseboards: Cleaned, disinfected and attached to the wall

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- Restroom: Toilets and sink thoroughly cleaned, disinfected and working properly, floor cleaned, disinfected, towel and soap dispensers working properly and filled, vents cleaned, disinfected
- Carpet: Cleaned, and stains removed, no musty or mildew smells
- Tile Floor: Top Scrubbed or Stripped
- Tile Floor: Appropriate number of coats of wax applied
- Furniture back in place, Final Inspection complete. Ready for class

### **During the School Day (Interim Disinfection)**

Cumberland County Charter School Network utilizes a variety of Disinfecting Products from National Chemical Labs, General Chemical Company as well as Home Depot Pro and W.B. Mason. While students are in session custodians will focus on these high touch areas in common areas. The disinfectant will be sprayed or wiped on surfaces and left to dry over a ten-minute period.

· Clean and disinfect all areas throughout the day:

- Door handles
- Counter tops
- If a classroom is empty desks.
- Anywhere that is touched a lot during the day.
- Make sure bathrooms being used have doors propped open.
- Ensure fresh air continues to circulate in the building
- Clean air handler filters on the regular or expedited schedule.

### **Visitors**

- In order to prevent the spread of disease during pandemic recovery and to protect the health and safety of students and staff against infection, no visitors shall be permitted in the schools until pandemic restrictions are lifted. The principal may admit a visitor if he or she determines that it is necessary. In all such cases, the visitor shall submit to the screening procedure (e.g., temperature and exposure questionnaire) and shall be required to wear a face mask while in the school building. The face mask shall be required in all cases. However, an accommodation may be made where the visitor can demonstrate that wearing a face mask is detrimental to the visitor's health. A child under two years of age shall not be required to wear a face mask.

After School – After Students and Staff Leave

**Comprehensive Daily Cleaning** - Each evening the Cumberland County Charter School Network custodial staff provides daily cleaning services for our facilities. During the fall of 2020 we will be providing a more comprehensive cleaning program. This cleaning will be more

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detailed. Staff will not only focus on high touch point areas in common areas but also disinfect areas such as classrooms and areas continually in use during the school day. Our custodial staff will be following a Covid-19 cleaning disinfectant protocols as outlined below by the manufacturer, the State of New Jersey and the CDC.

- A full thorough cleaning of all areas used during the day.
  - Particular attention to high intensity areas such as nurse's office and the quarantine room.
  - Refill all soaps, wipes, and hand sanitizer.
  - Remind custodial staff their equipment should also be wiped down thoroughly after using them.
- Secondary / Unused areas such as:
- Bathrooms that were closed during the day.
  - Certain Hallways which may be closed.
  - Student Lockers.

## Appendix H: Critical Area of Operation #8 – Meals

This school 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.

- All schools will participate in a grab-and-go breakfast and lunch program.
  - Carts will be located in geographical / grade-level locations.
  - Food Service staff will deliver grab-and-go meals bags for each classroom.
  - All free and reduced virtual and hybrid students will receive breakfast and lunch meals as per the schedule directed by the food service director following all social distancing and safety protocols.
- The school will support food service staff with training in best practices for food service and food safety in schools.
  - Food service staff will comply with sanitary requirements and social distancing guidelines while preparing and distributing meals.
- All individuals sanitize/wash hands before and after eating.
- Students will eat breakfast and lunch in their classroom within their assigned seat to help control contact tracing and promote social distancing.
- All teachers, staff and students will receive orientation to include procedures of the meal structure.
  - School administration and facility staff will post signs on the proper disposal of trash within the classrooms.
- The school will implement the contactless entry of lunch numbers:
  - Students will provide their name and the food service staff member will enter code into lunch account
- Students will not be permitted to pass or share any items, such as:
  - Food
  - Drinks
  - Eating utensils
- Students' desks and/ or eating area will be cleaned and disinfected prior to and after meals.
- Outside Lunch deliveries will not be permitted, such as (but not limited to):
  - Fast Food Restaurants
  - Pizza Deliveries

## Appendix I: Critical Area of Operation #9 – Recess/Physical Education

- Recess/Physical Education: Students may participate in physical education and recess activities in staggered shifts to limit groupings outside at once, Students and staff must adhere to social distancing protocols and limit physical contact and touching, when feasible. The schools will follow CDC considerations for youth sports.
  - Utilize objects to partition areas of outside recreational areas to create boundaries/zones between cohorts of students to include six feet of open space between each cohort.
  - Keep cohorts of students together -maintaining the same groups from day to day to reduce potential exposure to other cohorts of students and cohort mixing.
  - Schools will stagger the use of the playground equipment and should disinfect it in between uses.
  - Students will need to wash or sanitize their hands before going outside and before coming back inside.
  - Use of water fountains is not permitted. Students should bring water bottles from home or be provided water bottles to use at school.
  - Face coverings must be worn in the event that six feet of socially distancing cannot be adhered.
  - Teach and facilitate games that limit physical contact and limit /eliminate direct contact with equipment and sharing of equipment.
  - Playground /Physical education Equipment must be cleaned and disinfected between each use.

The network supports the physical and emotional benefits of recess and physical education courses, particularly outdoors. It is important for students to maintain a level of physical activity during both remote learning and in-person learning. Physical education class will be scheduled weekly for all in- person and remote learning students. Recess will be by individual classroom teachers and scheduled by the classroom teacher to allow students to take breaks from being inside and wearing facial coverings/masks. Recess planned by classroom teachers will be held outside. Teachers will work with building principals to sign up to use the playground equipment so that only one class will use the equipment at a time. Teachers and facility staff will assist to clean high contact areas on the playground after use by students. After recess, students will wash their hands upon entering the building

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

- In order to stay committed to the health and safety of our students and staff, field trips and mass gatherings will not be permitted until further notice.
- Extra-Curricular activities will occur in alignment with A/B schedule and all health and safety protocols. Extra-Curricular that involve students from different classrooms will occur virtually.



## Appendix K: Continuity of Learning

### *Social Emotional*

- Schools will launch an initiative designed to address the needs of our students, staff, and families in the wake of this sustained trauma. The initiative encompasses an intensive focus in four areas:
  - Mental health and trauma
  - Social-emotional learning
  - Relationships and community
  - Adult wellness.
- Through this initiative, we will work in collaboration with trusted local partners and national experts to provide support, professional development and training, and resources throughout August and September to address students' and staff members' needs in each of these four areas. The goal is to prepare school leaders and staff in August for an intensive focus in these four areas in the first two weeks of school, and to build on this foundation with ongoing training and resources throughout the year. Specific supports will include:
- Mental Health and Trauma:
  - Live and virtual counseling and mental health helpline information for students and families will be provided.
  - Training for principals on meeting mental health needs of students, families, and staff.
  - Training for counselors and other support positions on newly available mental health resources.
  - Training for teachers on identifying and assisting students who need extra support.
  - Trauma-informed mental health activities that can be completed in-person or virtually.
- Social-emotional learning:
  - Training for all school staff on the social-emotional developmental trajectory.
  - Resources to help school leaders support social-emotional learning in their schools.
  - Professional development on integrating social-emotional and academic learning.
- Mindfulness training and resources;
  - Grade-specific social-emotional learning activities that can be implemented live or virtually.
- Relationships and Community.
  - Training for principals on practices that foster strong, supportive relationships in schools.
  - Training for leaders and staff on community building through restorative circles and restorative disciplinary approaches.
  - Grade-specific relationship- and community-building activities that can be implemented live or virtually.
- Adult Wellness:
  - Facilitated support sessions for school leaders and staff throughout August.
  - Training for principals on best practices in supporting adult wellness in schools.

- Professional development for teachers on integrating mindfulness practices into their day.
- Planning guides to assist school leadership teams in creating systems and structures to support adult wellness and mental health.

### *Instructional Support*

Multi-tiered Systems of Support (MTSS) – A Schoolwide Framework for Selecting, Delivering, and Evaluating the Success of Student Supports and Interventions Multi-Tiered Systems of Support (MTSS) is a systematic approach to prevention, intervention, and enrichment in grades PK-8 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. The network uses a collaborative team approach that allows ALL students to be successful academically, socially and emotionally in the least restrictive environment by making meaningful progress as determined by multiple assessments, data analysis, and research-based interventions.

Our strong core instructional program ensures all students receive the highest quality, equitable educational experience. Teachers, parents, and administrators work collaboratively to support students in the learning process and provide targeted student interventions based on individual learning needs. This is done through utilizing a variety of evidence-based practices designed to improve achievement and promote positive student outcomes. Through regular progress monitoring of student performance using a variety of assessment data (including but not limited to universal screening tools, pre-assessments, post-assessments, formative data, and observations), teams will continue to make data-driven decisions to provide a continuum of supports, interventions, and coaching to accelerate student learning when an opportunity gap is determined. Students will continue to receive small group instruction and one-on-one interventions in-person or virtually as appropriate.

### *Curriculum, Instruction and Assessments*

Our schools are committed to providing the highest quality educational experience for all students, the following supports will continue to be in place regardless of the nature of the learning environment:

#### Curriculum:

- Continue to monitor the effects of pandemic-era learning environments on the pacing of instructional delivery, and make adjustments as needed to ensure all students meet grade-level and content-specific NJSL standards.
- For administrators, continue to be aware of adjustments being made, and support teachers in making appropriate shifts in teaching and learning.
- For teacher leaders or instructional coaches, provide support for teachers in making any necessary adjustments, and in continuously improving the quality of instruction in traditional, virtual, and hybrid learning environments.

- Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during traditional, virtual or hybrid instruction, and to continue to develop and build skills essential in this everchanging, evolving world, especially in virtual and hybrid learning environments.
- Review and update (as applicable) data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology to ensure these policies adequately address home use of devices.
- Based on the supply and demand for devices and internet accessibility, facilitate virtual learning as necessary.
- Determine structures for the collaborative creation of content for virtual learning (i.e., school-created, teacher-created, and a mixture of school-created and teacher-created).
- Utilize Google Suites, in addition to other approved technology, PreK-8 to facilitate online learning, manage coursework online, and communicate with students, to minimize the number of online platforms used to reduce the learning curve for students and teachers and ease transitions between in-person and virtual learning.

Instruction:

- Continue to plan standards-based lessons to meet the needs of students at various levels, ensuring that teaching and learning are made accessible to students whether in an in-person, hybrid, or virtual learning environment.
- Continue to plan standards-based lessons to meet the needs of students at various levels, ensuring that teaching and learning are made accessible to students whether in an in-person, hybrid, or virtual learning environment.
- Continue to utilize structures that support high levels of student engagement and foster student ownership of learning, include student “voice & choice”, and promote independent learning by designing learning experiences that:
  - Use technology in the service of learning
  - Build student understanding by linking together concepts within and across grade-levels and content areas
  - Provide a variety of learning opportunities, including support for struggling learners as well as enrichment activities
  - Leverage student interest
  - Address real-world issues
- Provide supports that allow students to meet the requirements of grade-level and content-specific learning goals, including a variety of teaching structures (e.g., whole group and small group instruction, individual conferences, adjustment of materials, pacing, and delivery, timely and actionable feedback based on ongoing assessment) to support students’ progress toward those goals.
- Provide regular feedback to students and families on expectations and progress based on a variety of assessment indicators.
- Distribute materials, manipulatives and items purchased by the network for at-home activities at no cost to families for all students.

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- Plan and implement developmentally appropriate on-line activities for preschool students.
- Recognize the impacts that home and societal environments may have on learning as students re-acclimate to in-person learning and adjust to new instructional models and schedules.
- Educator Planning Time: Provide regular time to collaborate with colleagues, both within and across buildings in order to ensure consistency of practice, coordination of assignments, cross-curricular learning opportunities, and common lessons and modules.

### Assessment:

- Review screening tools used at the opening of school, considering the implications of delivering these in a potentially virtual learning environment with respect to 1) the logistics of administration, 2) the validity of screening outcome decisions, and 3) the ways in which assessment data can be used to inform instructional decisions.
- Utilize a variety of assessment tools (pre-assessments, formative assessment, interim assessment, student self-assessment, summative assessments) to determine students' strengths and readiness for instruction, particularly as it relates to any learning loss that may have been experienced as a result of school closures at the end of the 2019-2020 school year.
- Utilize ongoing formative assessment data (e.g., assessments that are administered informally to monitor students' progress toward goals, including student self-assessment) to monitor and adjust instruction; assess the School data on how English Language Learners experienced instruction during virtual or hybrid learning (particularly for newcomer students and students with lower English language proficiency levels), and its impact on their progress. Utilize this information, along with formative, informative, and NJDOE-required assessment data to plan high-impact instruction.
- Continue to monitor the progress of students with IEPs towards learning goals, and adjust instruction based on ongoing formative and summative assessments.

### Grading:

Recognizing that school closures due to the pandemic will impact our students and families, and the critical importance of clear and open communication during this time, we will continue to monitor the growth of each student. As in the pre-pandemic learning environment, the school will use multiple forms of assessment, and use these to plan instruction in both the traditional, virtual, and hybrid environments that meet the needs of each student. Students' progress will be reported at the end of each quarter using the same standards-based report card that has been used before the pandemic. As always, the purpose of this performance report is to describe students' learning progress based on the network's curricula aligned to the New Jersey Student Learning Standards.

### Special Education:

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

### Ensuring the Delivery of Special Education and Related Services to Students with Disabilities:

Under the Federal Individuals with Disabilities Education Act (IDEA) and New Jersey state special education regulations, students with disabilities are entitled to special education and related services, such as accommodations and modifications to instruction, speech-language services, occupational therapy (OT), physical therapy (PT), and counseling.

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

- Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan. School districts should communicate frequently with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student's return to school.
- IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which virtual instruction was being provided to students and determine the need for additional services to address learning loss.
- I EP 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.

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- IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- The use of school guidance department staff and child study team personnel to identify students whose plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, state, and federal opportunities to access support.
- Clear communication to parents/guardians of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by federal and state law.

### English Language Learners

- ESL instruction in grades K-8 is delivered in a blended model that includes synchronous and asynchronous learning opportunities.
- Daily materials include specific assignments for students, as well as time for independent practice of skills and/or strategies introduced.
- Asynchronous learning experiences are crafted to advance student learning that is aligned with grade-level specific NJSLs. Teachers are able to view student work in “real time” as well as to receive student work for review, and to provide feedback in a timely manner
- ESL teachers utilize video conferencing platforms (e.g., Google Meets) to provide assignments to students and to offer individual, group, and in some cases, peer feedback. Teachers are able to view student work in “real time” as well as to receive student work for review, and to provide feedback in a timely manner.
- ESL teachers will flexible with due dates, provide choice assignments, and give students the option of either a written or oral response

With respect to instruction that meets the needs of our ELL population, teachers are modifying and supplementing the general education by:

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

### *Technology and Connectivity/ Digital Divide*

- The school will continue to strive to ensure that every student has access to a device and internet connectivity and prioritize the provision of technology, or, alternatively, in-person instruction, to students that are otherwise without access.
- The school has conducted a needs assessment to determine the number of students that will require network-provided devices and/or internet access. Results from the needs assessment have informed the school's efforts to ensure that all students are able to access all components of virtual and hybrid learning environments. The school will prioritize the purchase and rollout of devices and/or connectivity that may improve learning based on the results of the needs assessment.
  - A technology school wide survey of all preschool through grade 8 families was conducted by school staff to assist the school in assessing and determining how many of our families do not have access to the internet or devices at home. Through the collection of this data we identified recipients in need of devices and or internet connectivity. After compilation of data - prioritized by highest need.
    1. Survey families to identify internet capabilities and access to technological devices capable of remote learning.
    2. Determine if multiple students in the household have access to multiple devices or if a single device is being shared.
    3. Research connectivity platforms and hotspot availability and pricing among local cable companies.
    4. Contact eligible families who are in need and prioritize based on highest need.
    5. Create and review with families the technology device agreement.
    6. Schedule and plan for a mandatory technology training.
    7. Schedule for device distribution and inform of technological support availability.
    8. Checkout process will take place at school location and will include student/device verification and a required signature of a parent /guardian.

To ensure all students who do not have access to a computer or device can take part in virtual learning, the schools will utilize grant funds to coordinate a technology program to bridge the digital divide. All network students will be given a technological device as part of our 1-to-1 initiative. All students will be assigned a Gmail account for the entire suite. All staff will utilize google classroom and post assignments that are compatible with google classroom.

In addition, the schools will provide personal WIFI hotspots for use by students who do not have reliable wireless internet access for their computer at home through grant funding. Digital Divide grant funds will further assist students in need with the ability to access online resources and supplemental programs at home to help bridge the digital divide and ensure educational equity.

**Professional Learning:**

The school will support teachers as they assist students' acclimate to a new hybrid or all virtual learning environment. Teacher supports will be provided through the implementation of the following professional learning opportunities:

- Become familiar with district online protocols and platforms.
- Become familiar with modified and/or new assessment tools and procedures that will need to be utilized in a virtual learning environment.
- Become familiar with high-quality online resources that support student learning.
- Explore impactful predictable routines and structures for students in a virtual learning environment that will maintain high levels of student engagement, including clear expectations for virtual and in-person students.
- Explore instructional methods that maintain high levels of student engagement, including but not limited to the use of "office hours" for additional support, synchronous whole and small group lessons, the use of technology to provide asynchronous learning experiences.
- Explore ways in which to deliver instruction focused on the maintenance of good practice in digital citizenship.
- Provide regular time to collaborate with colleagues, both within and across buildings in order to ensure consistency of practice, coordination of assignments, cross-curricular learning opportunities, and common lessons and modules.
- Recognize the impacts that home environments may have on learning as students re-acclimate to in-person learning and adjust to new instructional models and schedules. Consider implementing project-based learning, learner-centered, and student-guided learning.
- Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during virtual or hybrid instruction:
  - Leverage technology in service to learning.
  - Design learning experiences that:
    - Build student understanding by linking together concepts within and across grades.
    - Provide direct instruction, student practice, and enrichment activities.
    - Leverage student interest.



## Appendix L: Restart Committee

- The establishment of a restart committee includes network and school level administrators, members of the board of trustees, content experts, educators, and families.
- The restart committee will work closely with the pandemic response team, local health department, and others in municipal and county government as necessary to develop the Cumberland County Charter School Network plan.
- The restart committee will reflect diversity of a school community included but not limited to:
  - Students with disabilities
  - Families who speak languages other than English at home
  - Families that reflect racial, ethnic, and socioeconomic demographics
- Sub committees will be created to focus on age and/or grade level specific needs, school specific needs, and to address issues of importance.

<b>Stakeholder Group Represented</b>
Executive Director
Curriculum & Instruction
Safety and Facilities
Food Services
Technology
Finance
Building Level Administrators
Human Resources
Guidance and Social Emotional
Board Member

## Appendix M: Pandemic Response Teams

School districts will establish school-based Pandemic Response Teams in each school to centralize, expedite, and implement COVID-19-related decision-making. Each school team should have a liaison that reports to network-level administrators to ensure coordinated actions across the network.

The Pandemic Response Team is responsible for:

- Overseeing each school’s implementation of the school’s reopening plan, particularly health and safety measures, and providing safety and crisis leadership.
- Adjusting or amending school health and safety protocols as needed.
- Providing staff with needed support and training.
- Reviewing school level data regarding health and safety measures and the presence of COVID19 and reporting that data to the network as required.
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posted by COVID-19.
- Providing necessary communications to the school community and to the local district.
- Creating pathways for community, family, and student voices to continuously inform the Team’s decision-making.

The Cumberland County Charter School Network school level Pandemic Response Team is comprised of the following individuals:

<b>Stakeholder Group Represented</b>		
<b>Vineland Public Charter School</b>	<b>Millville Public Charter School</b>	<b>Bridgeton Public Charter School</b>
Kim Garcia, Chief Academic Officer	Kim Garcia, Chief Academic Officer	Kim Garcia, Chief Academic Officer
Matthew Larson, Assistant Principal	Matthew Ackiewicz, Principal	Dr. Valerie James-Kemp, Principal
Michael Shawaryn, Facilities Manager	Michael Shawaryn, Facilities Manager	Michael Shawaryn, Facilities Manager
Maryanne McCarty, Nurse	Maryanne McCarty, Nurse	Maryanne McCarty, Nurse
Rob Harris, Director of Special Education/School Psychologist	Afton Koontz, Special Education	Juan Beltran, Stephanie Holden, and Cecia Santiago, Parents

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Kathy Pearce and Kate Bryant, Parents	Rob Harris, Director of Special Education/School Psychologist	Amy Zimmerman and Heather Zoppina, Teachers
Kristen Deal & Diana Rochella, Teachers	Thomas Ludwig, School Safety Officer	Afton Koontz, Special Education
Christine Howell and Afton Koontz, Special Education	Ginamarie Dempsey, Stephanie Doelp, and Leah Tryon, Teachers	Rob Harris, Director of Special Education/School Psychologist
Joseph Zlotek, School Safety Officer	Lakeysha Williams, Elizabeth Anekwe, and Sesley Hayes, Parents	Charlotte Gould, School Safety Officer
	Jean Parkhill, Parent Liaison	

## Appendix N: Scheduling of Students

The Cumberland County Charter School Network will be providing 3 forms of instruction to our students:

- Virtual Learning
  - Teachers and students will engage in instruction daily through technology-based learning strategies. Students on Virtual learning will be required to follow a bell-schedule consisting of a minimum of 4 hours, 5 days a week. Virtual learning will consist of live interaction with teachers and mandatory participation time. All live instruction will be recorded in case of an emergency while at home.
- Hybrid
  - A combination of traditional learning and Virtual learning
  - Students will follow an A day / B day schedule
  - Teachers and students will be engaged in instruction daily through in person and technology-based learning strategies from 8:30-2:30 daily.
  - Students opting for hybrid learning will need to follow the bell schedule set in place while during virtual instruction designated days.
  - While hybrid students work virtually they will be required to follow a bell-schedule consisting of a minimum of 4 hours.
- Traditional Learning
  - Students will attend school Monday through Friday
  - Our school day will run from 8:30am to 2:30pm for the 2020 - 2021 school year.
    - Pre-K to 2nd Grade: Minimum daily instruction provided for direct instruction, group projects, and independent practice is 4 hours or less as per the developmental age of the child and recommended screen time.
    - 3rd - 5th Grade: Minimum daily instruction provided for direct instruction, group projects, and independent practice is 4 hours with a maximum of 6 hours per day.
    - 6th - 8th Grade: Minimum daily instruction provided for direct instruction, group projects, and independent practice is 4 hours with a maximum of 6 hours per day.

### *Transition to All Remote Learning, if needed.*

In the event of a closure, our schools will implement all digital learning utilizing preexisting learning platforms and telecommunicate plans for students and staff. Online learning platforms for all students will be provided that include digital differentiated learning options and various delivery options will be utilized which include but are not limited to:

- Google Suite
- Zoom
- IXL
- I-Station

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- Dream Box

Minimum daily instruction will include a minimum of 4 hours with a maximum of 6 hours per day according to the developmental age of the child. All students will be provided with a device and if needed, a personal hotspot.

*Virtual Learning Days*

There will be a balance of live sessions and independent work that takes into consideration screen time for students.

*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 a weekly rotation. Students and parents opting for a fully virtual program will log into lessons and live meetings with teachers according to the student’s schedule in order to be counted as present. [Click here for Remote Learning Policy](#)

*Learning Options*

Teachers will be provided with supports including sample schedules and expectations for hybrid learning, curriculum compacting and revisions, and grading/assessment guidelines.

<p><b>OPTION 1</b> <b>Traditional Model (In-Person)</b></p>	<p><b>OPTION 2</b> <b>Hybrid Model</b></p>	<p><b>OPTION 3</b> <b>All Virtual Model</b></p>
<p>Students thrive on consistency and benefit from being with their teachers in person whenever possible. Students report to school in person 5 days a week from 8:30 - 2:30pm. For this option, students would be placed into grade level self-contained groups in order to control and limit exposure. This option would adhere to the social distancing and safety protocols designated by the State of New Jersey and CDC guidelines.</p>	<p>A hybrid model will allow us to split class rosters into multiple in-person groups to ensure greater physical distance and fewer people in our facilities. All classrooms will be equipped with remote capability, and students will have school-issued Chromebooks, allowing them to successfully participate in classroom experiences. Flexibility by and for students, families, and the school will be key this year as the global health situation evolves.</p> <p>For this option students will attend school for a minimum of two days per week (Monday/Wednesday &amp; Tuesday/Thursday and Friday virtual for all). Every effort will be made to keep families on the same schedules. In-person instruction will be supplemented with virtual instruction to provide a full week of learning experiences. The school will strengthen remote</p>	<p>This 1:1 program is designed to address the unique challenges of the 2020-21 school year and will eliminate the need for students to share computers by providing everyone with their own device. A full virtual learning model will be offered in order to meet the needs of families who elect to have their students remain at home. The school will strengthen remote learning to provide a live streaming enhanced program. Parent and student expectations will be implemented and enforced.</p> <p>*Awaiting guidance and approval from the New Jersey Department of Education.</p>

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	learning to provide a live streaming enhanced program. Parent and student expectations will be implemented and enforced. Our students will maintain their daily learning schedule remotely, either in full or in part (depending on the developmental needs of the student).	<a href="#">Click Here for Virtual Learning Policy</a>
We are currently having conversations with the YMCA to explore child care options to families who may need their services.		

### Cohort Schedule

Cohort A	Cohort B	Cohort C	Cohort D
Hybrid A In-person/Virtual	Hybrid B In-person/Virtual	Traditional	Virtual Learners

#### Cohort Reporting Sequence

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort C In-Person	Cohort C In-Person	Cohort C In-Person	Cohort C In-Person	Cohort C In-Person
Cohort A In-Person	Cohort B In-Person	Cohort A In-Person	Cohort B In-Person	All Virtual Cohort A, B, D
Cohort B Virtual	Cohort A Virtual	Cohort B Virtual	Cohort A Virtual	
Cohort D Virtual	Cohort D Virtual	Cohort D Virtual	Cohort D Virtual	

## Appendix O: Staffing

- All Staff are required to report to their school building Monday to Friday from 8:00-3:30pm.
- The Cumberland County Charter School Network will comply with all applicable employment laws including but not limited to:
  - The American Disabilities Act (ADA)
  - Health Insurance Portability and Accountability Act (HIPAA)
  - CDC and Department of Health guidance.
  - Federal, State and local law and regulations.
  - Board policies and regulations.
- New Jersey Department of Education has provided flexibility for implementation of certain regulatory requirements during the public health emergency. Flexibility will apply and be implemented in each school:
  - Mentoring guidance
  - Educator Evaluation guidance
  - Certification
- **IN-PERSON AND HYBRID LEARNING ENVIRONMENTS: Roles and Responsibilities** Because the health and safety of our students is paramount, staff schedules will include designated time to support school building logistics required to maintain health and safety requirements, including, but not limited to:
  - Reinforcing social distancing protocol with students and co-teacher or support staff.
  - Monitoring student movement and hallway traffic in order to maintain safety according to guidelines.
  - Limiting group interactions to maintain safety.
  - Supporting school building safety logistics (entering, exiting, restrooms, etc.).
  - Maintaining social distancing guidelines when in classrooms.

## **Appendix P: Athletics**

This section is not applicable to the Cumberland County Charter School Network, as it does not currently have an Athletics program.



## 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%2Fschools-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%2Fschools-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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	Hand washing (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>
	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	New Jersey Tiered System of Supports (NJTSS)	<a href="https://www.nj.gov/education/njtss/guidelines.pdf">https://www.nj.gov/education/njtss/guidelines.pdf</a>

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Support (MTSS)	Implementation Guidelines	
	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-childhood-programs_Schoolwide-PBS.pdf">https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf</a>
Wraparound Supports	SHAPE	<a href="http://www.schoolmentalhealth.org/SHAPE/">http://www.schoolmentalhealth.org/SHAPE/</a>
	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/eevaluation.shtml">https://www.nj.gov/education/covid19/teacherresources/eevaluation.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>

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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-activities-nfhs-smac-may-15_2020-final.pdf">https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-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.mtwgms.org/NJDOEGMSWeb/logon.aspx">https://njdoe.mtwgms.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>
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/bsol/">https://www.njstart.gov/bsol/</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>

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	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>
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/virtualprofessionallearning.shtml">https://www.nj.gov/education/covid19/teacherresources/virtualprofessionallearning.shtml</a>
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>

