

Restart and Recovery Plan  
Restart and Recovery Plan  
to Reopen Schools

*Greenwich & Stow Creek*

Board of Education

Fall 2020

# Restart and Recovery Plan

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## Appendices

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

### **Greenwich & Stow Creek Board of Education**

**Fall 2020**

# Restart and Recovery Plan

## School Profile Sheet

School: Morris Goodwin School  
Address: 839 Ye Greate Street; Greenwich, NJ 08323  
Phone: 856-451-5513 x 1 Fax: 856-451-4476  
CDS: 111820

School: Stow Creek School  
Address: 11 Gum Tree Corner Road; Bridgeton, NJ 08302  
Phone: 856-455-1717 x2 Fax: 856-455-0833  
CDS: 115070

Superintendent: Mr. Brandon Cobb Email: [brandon.cobb@stowcreekschool.com](mailto:brandon.cobb@stowcreekschool.com) Business  
Administrator: Mrs. Cherie Bratty Email: [Cherie.bratty@stowcreekschool.com](mailto:Cherie.bratty@stowcreekschool.com)  
Supervisor of C&I: Mrs. Melinda Galasso Email: [melinda.galasso@morrisgoodwinschool.org](mailto:melinda.galasso@morrisgoodwinschool.org)

Grade Levels: PK3-8 Student Enrollment: 215

Greenwich Demographics:	Stow Creek Demographics:
7.7% Students with Disabilities	14.29% Students with Disabilities
0.8% Homeless	1.2% Homeless
0% ELL	0% ELL
0% Migrant	0% Migrant

### **Greenwich Board Members:**

Bill Parker  
Stephen Barndt  
Nicole Bostwick  
Kelly Seabrook  
David Cascais  
Rebecca Thompson-Albert  
Tim Hunter  
Megan Sheppard

### **Stow Creek Board Members:**

Scott Bonham  
Fred Hoovermann  
Kevin Coll  
Leigha Saulin  
Erin Hurff  
Andrea Levick  
Kelly Fithian  
Courtney Mattus  
Kyle Uhland

**Partnership Website: <http://new.greenwichstowcreekpartnershipschools.org/>**

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## Survey Questions

a. *If the school reopens with traditional in-person school instruction with safety and health rules in place, how likely are you to send your child to school?*

i. *Definitely Will = 52.1%*

ii. *Probably Will = 33.3%*

iii. *Definitely Will Not = 14.5%*

b. *Does your child have a device to use for home instruction?*

. *Greenwich*

1. *Yes = 85*

2. *No = 19*

i. *Stow Creek*

1. *Yes = 55*

2. *No = 28*

c. *Do you plan to send your child to school or prefer complete remote virtual instruction?*

. *Greenwich*

1. *In-School Instruction = 87*

2. *Remote = 17*

i. *Stow Creek*

1. *In-School Instruction = 69*

2. *Remote = 14*

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## Appendix A

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

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

- a. Protocol for High Risk Staff Members
  1. Our districts will work closely with the state and county health officials during the reopening process.
  2. If a staff member requests accommodations the district will work with the staff meeting
    - a. If a staff member is considered to be high risk, and it is determined that having them stay home is the appropriate accommodation, that staff member will still be responsible for proving their class with live, face to face instruction while students are present in the classroom.
    - b. There will be a proctor in the room while children are present.
- b. Protocol for High Risk Students
  1. Students who are considered high risk and need to stay home for remote instruction will be responsible for the same work the students in class will complete.
  2. Students will be required to log into TEAMS or Zoom to listen to instruction that is being provided to the students in class.
    - a. Attendance and participation are mandatory.
      - i. Attendance and participation will affect grades
      - b. Students will have the ability to participate in class discussions
        - .The teacher will place the computer at the front of the classroom so students can hear and see the teacher and board.
        - i. The volume on the computer in the classroom will be turned up so the teacher can hear if a student has a question or answers a question
        - c. Students will have the ability to participate in small group discussions by placing the laptop in the classroom near students in the classroom or by allowing all students learning remotely to have discussions amongst themselves.
    3. Health and Emotional Well Being of Students Learning at Home
      - . School nurses will contact families of students who are participating in remote instruction.
        - .Nurses will discuss the health of student and family
        - i. Nurses will discuss food distribution

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- a. School counselor will reach out to families to support the emotional well-being of the student
- .Students learning at home will have the ability to participate in whole class counseling sessions via TEAMS or Zoom.



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## Appendix B

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

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

- a. Social Distancing in Instructional and Non-Instructional Rooms
  1. All classrooms will be outfitted with physical social distancing barriers.
    - a. Every student desk, 1st-8th grade, will have a polycarbonate desk carol that extends past the edge of the desk where the child is seated to surround the student and separate students seated next to each other.
    - b. Students will be separated by social distancing to the greatest extent possible. As per the State of New Jersey Department of Education Reopening Document Checklist 8/3/2020, social distancing modifications will be implemented, including the use of physical barriers.
  2. Classroom tables in preschool classrooms will be outfitted with physical social distancing barriers. As per the State of New Jersey Department of Education Reopening Document Checklist 8/3/2020, social distancing modifications will be implemented, including the use of physical barriers.
    - . Every shared table in the classroom will have polycarbonate dividers installed
    - a. Physical dividers will extend past the edge of the table to provide a physical barrier between students seated near each other.
    - b. Physical barriers will be available for use while students are participating in learning lab activities on the carpet if social distancing is not feasible
    - c. Students will be separated by social distancing to the greatest extent possible while in the classroom
    - d. Students will be social distanced while accessing their cubbies
    - e. During rest time, student cots will be placed head to toe and social distanced to the greatest extent possible
    - f. Social distancing will not be possible under certain circumstances such as:
      - i. Staff member assisting a student in restroom procedures (snapping, zipping pants, etc.)
      - ii. Staff member assisting a student in changing soiled clothing
      - iii. Staff member assisting a student tie shoes (velcro shoes are recommended)
      - iv. Staff member assisting a student to zip their coat, put on gloves, etc during the winter months
  3. Classroom tables in the kindergarten classrooms will be outfitted with physical social distancing barriers. As per the State of New Jersey Department of Education Reopening Document Checklist 8/3/2020, social distancing modifications will be implemented, including the use of physical barriers.
    - a. Every shared table in the classroom will have polycarbonate dividers installed

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- b. Physical dividers will extend past the edge of the table to provide a physical barrier between students seated near each other.
  - c. Physical barriers will be available for use while students are participating in learning lab activities on the carpet if social distancing is not feasible
  - d. Students will be separated by social distancing to the greatest extent possible
  - e. Students will be social distanced while accessing their cubbies
  - f. Social distancing will not be possible under certain circumstances such as:
    - i. Staff member assisting a student in restroom procedures (snapping, zipping pants, etc.)
    - ii. Staff member assisting a student in changing soiled clothing
    - iii. Staff member assisting a student tie shoes (Velcro shoes are recommended)
    - iv. Staff member assisting a student to zip their coat, put on gloves, etc. during the winter months
5. Non-instructional rooms will be outfitted with social distancing physical barriers when social distancing isn't feasible as per the State of New Jersey Department of Education Reopening Plan Checklist 8/3/2020.
6. Teacher desks will be outfitted with physical social distancing barriers
- b. Procedures for Hand Sanitizing/Washing
    - 1. Automatic Hand Sanitizing Stations - Alcohol-based (at least 60% alcohol)
      - a. In each classroom
        - i. Students under 5 years of age must be supervised when using hand sanitizer
        - b. Near entrances and exits of the buildings
        - c. Near cafeteria
        - d. Near restrooms
    - 2. Hand Sanitizing Procedures
      - . Hand sanitizer should be used when hands are not visibly soiled and hand washing is not feasible at that time
      - a. Hand sanitizer should be rubbed over all surfaces of your hands and fingers until hands are dry (approximately 20 seconds)
    - 3. Hand Washing Procedures
      - . Students will wash hands for at least 20 seconds multiple times throughout the day.
        - . Before eating
          - i. After using the restroom
          - ii. After blowing their nose, coughing, sneezing
          - iii. As needed throughout the day
      - a. To wash hands, students will:
        - . Prepare paper towels for use after washing hands
        - i. Turn water on
        - ii. Wet hands
        - iii. Put soap on hands
          - 1. Scrub hands for at least 20 seconds (sing Happy birthday song twice or the Alphabet song)
      - iv. Rinse hands (leave water running)
      - v. Dry hands with the paper towel that was prepared earlier
      - vi. Turn off water with the paper towel

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## Appendix C

### Critical Area of Operation #3 – Transportation

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

- a. Student Transportation
    1. All students will be offered bussing.
    2. Any student who is driven to school should report to their assigned entry door at the appropriate time
  - b. Social Distancing on School Buses
    1. Social distancing on the school bus will be practiced to the maximum extent possible as per the State of New Jersey Department of Education Reopening Plan Checklist 8/3/2020.
    2. All students will be required to wear a mask while riding the school bus
    3. Bus drivers will be given a no contact thermometer to check temperatures of students as they get on the bus.
      - a. If the child's temperature is greater than or equal to 100-degrees and their parent/guardian is present, the child will be asked to leave the bus and return back to the house.
        - i. Parents should follow up with the school nurse with a complete list of symptoms
      - b. If the child's parent/guardian is not present, and the child's temperature is greater than or equal to 100-degrees, the driver will notify the school, isolate the child in the front of the bus, and deliver the child to the school as soon as possible.
- .The school nurse will recheck the student's temperature and contact the parent/guardian
4. The rear of the bus will be filled first.
  5. Family units will be seated together.
  6. The driver will keep a seating chart to assist with contact tracing.
  7. Bus windows should be open when weather permits
  8. School buses will be sanitized between the morning and afternoon run and again after students are dropped off at home following dismissal. The custodians and/or bus drivers will sanitize the buses before, between and after their daily runs with cleaning supplies that fit the guidelines and/or with a Victory ElectroStatic Sprayer.

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## Appendix D

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

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

- a. Location of Student and Staff Screening
  1. All staff and parents will be given a description of arrival and dismissal procedures. These procedures will be located in the student and staff handbooks that are distributed to every staff member and parent. The student handbook is available to view on the district website. The district will utilize Blackboard Connect to remind parents/guardians of where they can access information.
    - a. Staff members will be screened in the main office. Tape on the floor will mark out 6' spacing for staff while waiting to be screened.
    - b. Students will be screened at the entrances of the buildings before going to class. Paint will be used outside of the entrances to mark 6' spacing for students as they are waiting to be screened. Morris Goodwin School students will be screened in the foyer before walking to class. Stow Creek School students will be screened in the vestibule before walking to class.
  2. Visitors will be screened upon arrival and will be limited to the hallway near the main entrance. Tape will be used on the floor to mark out 6' spacing.  
Visitor access to the building will be extremely limited
- b. Social Distancing in Entrances, Exits, and Common Areas
  1. Doors will be clearly labeled, Entrance, Exit
  2. Paint will be used to mark 6' spacing outside of the building entrance and exit doors.
  3. Tape on the floor will mark out 6' spacing near bathrooms and water coolers.
  4. Signs will be hung around the schools, in the restrooms, and at the entrance/exit doors to remind everyone to practice social distancing and proper handwashing techniques.
  5. All students and staff will be required to wear a face covering at all times while inside the school building.
  6. Common and high touch areas will be sanitized throughout the day

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## Appendix E

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

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

- a. Screening Procedures for Students and Staff
  1. All staff, students and visitors will be screened upon entering the building using a non-contact thermometer. The school nurse and staff will be assigned entrance areas to take student temperatures. Anyone with a temperature greater than or equal to 100-degrees will be excluded from school.
- b. Protocols for Symptomatic Students and Staff
  1. Any staff exhibiting symptoms of COVID-19 will be relieved of their duties and sent home to await direction from local health officials.
  2. If a student is exhibiting symptoms of COVID-19, the district will contact the parent/guardian to come pick up the student in a timely manner.
    - a. The symptomatic student will be respectfully isolated from the rest of the student population while waiting for their parent/guardian to arrive.
    - b. Parents/guardians should add emergency contacts to their child's profile who are readily available throughout the school day.
- i. Symptomatic students will need to be picked up in a timely manner.
  - c. Staff members will continuously monitor students' well being while in the classroom and refer to the nurse if there is a concern with a student.
  - d. School nurses will continuously monitor student well being while they are under their supervision.
    3. Visitors will not be permitted in the building if they are exhibiting symptoms of COVID-19.
    4. The district will be in contact with county health officials to report any possible COVID-19 cases in the school.
    5. Common Symptoms of COVID-19 (may be excluded from school per BOE policy and or in coordination with the county health department.)
      - . A fever of 100° F or greater
      - a. Cough
      - b. Shortness of breath or difficulty breathing } Chills
      - c. Repeated shaking with chills
      - d. Muscle pain
      - e. Headache
      - f. Sore throat
      - g. New loss of taste or smell
      - h. Fatigue
      - i. Congestion or runny nose

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- j. Nausea or vomiting
- k. Diarrhea

6. Staff and students will be allowed to return to school after nurses collaborate with the county health department.

c. Protocols for Face Coverings

1. Protocols for Adults

- a. All adults in the building, staff, faculty and visitors, will be required to wear a face covering.
- b. Adults will not be required to wear a face covering if doing so would be detrimental to their health.
- c. The district may refuse entry into the building if a face covering is not worn.

2. Protocols for students

. Students must wear a covering at all times while inside a school building.

- a. Classroom teachers, school nurses and Health teachers will educate the students on the importance of wearing a mask while around others
- b. Students are not required to wear masks:

i. While eating lunch.

ii. If doing so would inhibit the individual's health

iii. If the student is in extreme heat outdoors

iv. If a student's documented medical condition, or disability as reflected in an Individualized Education Program, precludes the use of face covering

3. Protocols for school buses

. All bus riders must wear a face covering while on the bus and as per the State of New Jersey Department of Education Reopening Plan Document Checklist 8/3/2020, students will maintain social distancing practices to the maximum extent possible.

4. Protocols for recess/PE

. Students will not be required to wear a face covering if outside and social distanced.

- a. Adults will not be required to wear a face covering in extreme heat while outside.
- b. Students will be required to social distance while participating in recess and physical education classes.
- c. If more than one class is participating in recess at the same time the students will be required to stay in an assigned area and not intermingle with the other class.

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## Appendix F

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

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

1. School administration and nurses will work with the county and state health departments to identify those who have come into contact with someone who tested positive for COVID-19.
  - a. Students will have assigned seating on the school bus and wear a face mask while riding on the bus.
    - i. Bus drivers will submit seating charts to the office at the beginning of September and any time the seating chart changes throughout the year.
    - b. Students will have assigned seats in the classroom and wear a face mask while in the classroom. If students cannot be seated at least six feet apart within the classroom, social distancing modifications to the greatest extent practicable, including the use of physical barriers will be used as per the State of New Jersey Department of Education Reopening Document Checklist 8/3/2020.
    - c. Class seating charts must be submitted to the office at the beginning of September and any time the seating changes throughout the school year
    - d. Students will have assigned seating in the cafeteria while eating lunch
  - . Class seating charts must be submitted to the office at the beginning of September and any time the seating changes throughout the school year
2. School nurses will record health data of symptomatic staff and students daily
  - . This health data will be reported to the Cumberland County Health Department
  - a. Nurses will track data to look for patterns and trends
  - . These patterns and trends will assist in determining which areas of the building/buses need to be more thoroughly cleaned, or sanitized more frequently
3. If a student or staff member tests positive for COVID-19 they are encouraged to immediately notify the school nurse.
  - . The school nurse will notify school administrators and the Cumberland County Health Department
  - a. The school nurse will collect:
    - . Date of Birth, Home Address, Phone Number(s), and type of exposure (nurse caring for child, teacher of child, student within 6ft, etc.).
  - i. Once this information is collected, it should be emailed to the case investigator assigned to the case (the Cumberland County Health Department will name the case investigator at the time of initial notification).
  - b. The school nurse will review all seating charts (bus, classroom, cafeteria) so they can report all close contacts to the Cumberland County Health Department
  - c. Notification of families and staff members of possible exposure to a positive COVID-19 case will be done in accordance with HIPPA and FERPA Laws and in coordination with the local health department.



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## Appendix G

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

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

1. Our schools will continue the high-quality standards and practices we use during the cold and flu season.
  - a. Custodians will clean high touch areas multiple times per day.
    - i. Classroom desks and chairs (while students are out of the classroom)
    - ii. Lunchroom tables and chairs (between classes)
    - iii. Door handles and push plates
    - iv. Handrails
    - v. Kitchens
    - vi. Bathrooms (scheduled cleaning between classes)
    - vii. Light switches
    - viii. Handles on equipment (e.g. athletic equipment)
    - ix. Shared telephones
    - x. Shared computer keyboards and mice
    - xi. Water Coolers
    - xii. School bus seats and windows (between morning and afternoon run, after the afternoon run)
2. Custodians will use EPA approved cleaning chemicals
  - . Custodians will utilize the use of electrostatic sprayers in the classrooms (desks, manipulatives), cafeteria, playgrounds and play equipment, physical education equipment, and school buses

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## Appendix H

### Critical Area of Operation #8 – Meals

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

All students will wash their hands with soap and water before eating meals. Students should follow proper handwashing techniques laid out in this plan every time they wash their hands. It is imperative that students are not sharing food.

1. School Cafeteria
  - a. Students will be social distanced during mealtimes
    - i. Physical social distancing barriers will be utilized on all cafeteria tables
    - ii. A physical barrier will be used to separate the cafeteria staff from the students in line while students are waiting to be given their food tray.
      1. Meals will be provided in a grab and go style given to the student by the cafeteria worker.
    - iii. Students will be social distanced to the greatest extent possible while eating (at least 6').
      - b. Students will be required to wear face coverings while walking to and from the cafeteria.
      - c. Social distancing markers will be placed on the floor to assist in social distancing students while they wait in line for meals to be provided to them by the cafeteria staff member. Students will order lunch during homeroom or upon arrival to school so that the cafeteria staff can organize meals and have the food prepared for the students to grab and go to their seats. Student seating will be 6 feet away from the cafeteria pickup line.
      - d. Cafeteria staff will serve all portions of the meal, students will no longer be reaching into a milk cooler to choose a milk. Students will be handed a tray with their entire lunch including their drink choice by the cafeteria staff member.
  2. Preschool Classroom
    - . Preschool students will eat meals in their classrooms, every child that orders a meal will have a tray of food per child delivered.
    - . Social distancing barriers will be set up on all tables so that students can social distance as per the State of New Jersey Department of Education Reopening Document Checklist 8/3/2020.
    - i. Classroom tables will be cleaned before and after meals
  3. Classrooms
    - . To promote social distancing in the cafeteria some grade levels or classes may eat meals in the classroom
    - . Social distancing barriers will be present on all student desks while students are eating to ensure that the district follows the State of New Jersey Department of Education Reopening Document Checklist 8/3/2020.
    - i. If students are seated at a seat other than the one they normally sit in, the desk and chair will be cleaned before the meal
    - ii. Student desks will be cleaned after mealtime
  4. Outside Dining
    - . Outside dining for students and staff will be an option this school year.

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- a. Students must remain seated and must be at least 6 feet away from other students.
- b. Supervising staff members will mark off an area for students to sit so they can be properly supervised.
- c. Students will be responsible for collecting their trash and disposing of it properly

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## Appendix I

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

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

1. Protocols for recess/PE
  - a. Students will not be required to wear a face covering if recess/PE is outside and social distancing is taking place.
  - b. Adults will not be required to wear a face covering while supervising recess and physical education outside in extreme heat
  - c. Students will be required to social distance while participating in recess and physical education classes.
- i. Social distancing markers will be used in the gymnasium
  - d. If more than one class is participating in recess at the same time the students will be required to stay in an assigned area and not intermingle with the other class.  
.The classes will be separated by cones in the field
  - e. The district will consider holding recess in classrooms and teaching Health classes in place of Physical Education classes in the event of inclement weather that will prohibit the use of outside space
  - f. Staff and students are required to wash their hands after recess and physical education class
2. Cleaning of recess and PE equipment
  - . Custodians, Recess and PE teachers will clean equipment after each class uses the equipment
  - a. Staff members will use EPA approved cleaning products to sanitize equipment

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## Appendix J

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

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

#### 1. Field Trips

- a. At this time all field trips will be postponed to a later date
- b. The district will explore virtual field trip and virtual assembly options

#### 2. Extra-Curricular Activities

. If the extra-curricular activity can comply with social distancing guidelines it may proceed. There will not be fall sports for the 2020-2021 school year. We will attempt to reschedule those sports to the spring if possible.

i. Yearbook

ii. Student Council

iii. National Junior Honor Society

iv. After School Tutoring Program

v. Safety Patrol

vi. The district may allow any other extra-curricular activity deemed allowable by the DOH and NJDOE

1. The district may permit extra-curricular sports teams to practice and hold "in house" scrimmages at its discretion.

#### 3. Use of Facilities Outside of School Hours

. Use of Facilities will be extremely limited

. All extracurricular activities must comply with social distancing requirements and hygiene protocol

i. External community organizations that use school facilities must follow district guidance on health and safety protocols

ii. The district may require the outside organization to hire a custodian to sanitize the area that was used by the group

# Restart and Recovery Plan

## Appendix K

### Academic, Social, and Behavioral Supports

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

The district is invested in the social emotional, academic and behavioral health and the overall wellbeing of the staff and students.

#### Social Emotional Learning

##### 1. Educator Well-Being/School Culture and Climate

- a. The district will provide time at the beginning of the school year for staff to re-establish connections and relationships with other staff members they have been separated from for months.
- b. Virtual professional development will be planned to support the mental wellbeing of the staff

##### 2. Social Emotional Learning

- . The district will focus on creating a safe, comfortable environment when school starts
  - a. Teachers and counselor will facilitate conversations surrounding the school closure, COVID-19 experiences and school reopening
  - b. Virtual professional development will be planned to support staff members
  - c. Staff members will be provided with examples of Focused Attention Practices and Brain Intervals that can be used to support social emotional learning.
  - d. Staff members will be encouraged to act as mentors to a few students
- i. Check in with them on a regular basis

#### Academic Supports

##### 1. Teachers will evaluate students in the fall to assist in guiding instruction

- a. It may be necessary to review prior skills before teaching grade level material and following the grade level curriculum
- b. Basic skills teachers will work with students to build upon previous learning
- c. Paraprofessionals may lead small group instruction under the guidance of the lead teacher.

##### 2. Teacher and administrators will continue to collaborate with families about the academic progress of their children

##### 3. The district will continue to provide after school tutoring for students identified as at risk

#### Physical and Mental Health Supports

1. School nurses, counselors and administrators will continue to offer Health, Mental Health and outside Counseling resources to families
2. Any family in need of resources is strongly encouraged to call the school to speak with the school administrator, counselor or nurse
3. The district will distribute health and wellness information as it becomes available to the district

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- a. The district will send global phone message, post information on the district website and send information home with students

# Restart and Recovery Plan

## Appendix L

### Reopening Committee

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

The Reopening Committee consists of Administrators (Brandon Cobb-Superintendent, Melinda Galasso-Supervisor of Curriculum & Instruction), Classroom Teachers (Heather Pettit 5-8 Math, Tim VanMeter 6-8 Soc.St & 5-8 Technology, Debbie Bond Gr. 5, Charlotte Hunter Gr. 2, Jamie Vitagliano PK, Brittni Mahalez K, Kim Wible Gr. 3), Special Education Teachers (LeeAnn Gehring & Shea Collazo), Teacher's Union Representation (Lisa Melchiorre & Heather Pettit), School Safety Specialist (Brandon Cobb), Classroom Aides (Beth Iwaszkiewicz), Secretaries (Tracie Horn), Nurses (Kathy Orton & Lisa Melchiorre), Parents (Tracie Horn, Tim VanMeter, Brittni Mihalez, Jami Vitagliano, Charlotte Hunter, Debbie Bond, Beth Iwaszkiewicz, Leigha Saulin & Erin Hurff), Custodians (Rick Clark) and Board of Education Members (Leigha Saulin & Erin Hurff).

The Reopening Committee met via Zoom multiple times during the summer to discuss the reopening of our district. The committee reviewed the NJDOE's guidelines, local, county and state COVID-19 data to assist in guiding our decisions. Administrators, nurses, custodians and secretaries worked together to research and order materials needed for a successful reopening.

During our meetings, the committee talked through various situations and scenarios in regard to reopening our schools. Ultimately, the committee decided to social distance students with physical barriers and return to school 5 days a week.



# Restart and Recovery Plan

## Appendix M

### Pandemic Response Teams

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

The Pandemic Response Team and Restart Committee have the same members. The district's Pandemic Response Team consists of Administrators (Brandon Cobb-Superintendent, Melinda Galasso-Supervisor of Curriculum & Instruction), Classroom Teachers (Heather Pettit 5-8 Math, Tim VanMeter 6-8 Soc.St & 5-8 Technology, Debbie Bond Gr. 5, Charlotte Hunter Gr. 2, Jamie Vitagliano PK, Brittni Mahalez K, Kim Wible Gr. 3), Special Education Teachers (LeeAnn Gehring & Shea Collazo), Teacher's Union Representation (Lisa Melchiorre & Heather Pettit), School Safety Specialist (Brandon Cobb), Classroom Aides (Beth Iwaszkiewicz), Secretaries (Tracie Horn), Nurses (Kathy Orton & Lisa Melchiorre), Parents (Tracie Horn, Tim VanMeter, Brittni Mihalez, Jami Vitagliano, Charlotte Hunter, Debbie Bond, Beth Iwaszkiewicz, Leigha Saulin & Erin Hurff), Custodians (Rick Clark) and Board of Education Members (Leigha Saulin & Erin Hurff).

The Pandemic Response Team will assist in:

1. Implementing COVID-19 related decision-making
2. Oversee school's implementation of the reopening plan, particularly health and safety measures, providing safety and crisis leadership
3. Adjusting or amending school health and safety protocols as needed
4. Providing staff with needed support and training
5. Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required
6. Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posted by COVID-19
7. Provide communication to the school community and to the district.
8. Create pathways for community, family and student voices to continuously inform the Team's decision-making
9. Will meet regularly with timely updates and changes to protocols

# Restart and Recovery Plan

## Appendix N

### Scheduling of Students

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

- a. School Day
  2. Survey Questions
    - a. *If the school reopens with traditional in-person school with safety and health rules in place, how likely are you to send your child to school?*
      - i. *Definitely Will = 52.1%*
      - ii. *Probably Will = 33.3%*
      - iii. *Definitely Will Not = 14.5%*
    - b. *Does your child have a device to use for home instruction?*
      - . *Greenwich*
        1. *Yes = 85*
        2. *No = 19*
      - i. *Stow Creek*
        1. *Yes = 55*
        2. *No = 28*
    - c. *Do you plan to send your child to school or prefer complete remote virtual instruction?*
      - . *Greenwich*
        1. *In-School Instruction = 87*
        2. *Remote = 17*
      - i. *Stow Creek*
        1. *In-School Instruction = 69*
        2. *Remote = 14*
3. Students will return to school for full time, in person instruction starting in September
  - . According to our reopening survey, 85% of families “probably will” or “definitely will” send their child to school with health and safety rules in place.
    - a. Special area teachers will teach in the student’s homeroom, not in the special area classrooms.
    - b. Physical education classes will take place in the gymnasium or outside
      - . If physical education classes cannot take place outside, health classes may take place in the classroom setting
    - c. Students in Stow Creek School will not switch classes for different subjects. Teachers will change classes so students do not

# Restart and Recovery Plan

mingle in the halls and do not touch desks and chairs that others were occupying two minutes earlier

d. Parents/Guardians will have the ability to choose all remote instruction for their child

.Every student participating in remote instruction will be responsible for logging in at scheduled times throughout the day to participate in direct instruction with the teacher

i.Attendance and participation are mandatory.

1. Attendance and participation will affect grades

ii.Students will have the ability to participate in class discussions

1. The teacher will place the computer at the front of the classroom so students can hear and see the teacher and board.

2. The volume on the computer in the classroom will be turned up so the teacher can hear if a student has a question or answers a question

iii.Students will have the ability to participate in small group discussions by placing the laptop in the classroom near students in the classroom or by allowing all students learning remotely to have discussions amongst themselves.

4. Before/After School Program

. Before and After School Program will take place at the Morris Goodwin School.

.Any student who attends the before school program and Stow Creek School, will be bussed from Morris Goodwin to Stow Creek to start the school day.

i.Any student who attends Stow Creek school and attends the After-School Program will be bussed from Stow Creek to Morris Goodwin at the end of the school day.

a. Students will be required to social distance while participating in Before and After School activities.

.Students are required to wear a face covering while inside the school building

b. Students will bring sedentary activities to work on while participating in Before or After School Program (homework, reading materials, puzzles, coloring pages, etc.)

5. In coordination with the Cumberland County Department of Education and the Cumberland County Department of Health, the Superintendent may transition the district to a Hybrid or Fully Remote learning schedule if the need arises.

b. Educational Program

1. The district's educational program will return with minimal changes.

a. Students and staff will return to school for full time, 5 days per week instruction.

b. Students with Individualized Educational Plans and/or 504 Plans will be provided with instruction that meets their individual needs.

i.If additional services are warranted the district will take the necessary steps to ensure that such services are incorporated into the student's plan of instruction.

c. Schedules will be adjusted to allow for social distancing during lunch, recess and physical education.

d. Staff will incorporate social emotional learning activities into schedules as needed to assist in maintaining a positive climate and culture in school

# Restart and Recovery Plan

- e. For the time being, the district will not be teaching instrumental music lessons for instruments that require the student to blow through the instrument.  
Piano and percussion instruments will be allowed at reopening.

# Restart and Recovery Plan

## Appendix O

### Staffing

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

1. Staff roles will have to expand to accommodate new health and safety regulations
  1. Leverage staff to monitor student movement, hallway traffic and maintain safety according to the guidelines
- a. Staff members will monitor how many students are in restrooms
- i. Limit the number of students to promote social distancing
  2. Instructional and Non-instructional staff schedules may include time to support logistics required to maintain health and safety requirements
- . Staff will be called upon to assist in health screenings as students enter the building
- . Health screenings will include temperature checks
- a. Staff will educate students on social distancing and the importance of wearing a face covering
- . Staff will model proper way to put on, wear, remove face coverings
- i. Staff will incorporate activities into their daily routines/schedules to support social emotional learning

# Restart and Recovery Plan

## Appendix P

### Athletics

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

1. All extracurricular athletic activities will be postponed until social distancing requirements have been lifted.
2. If the extra-curricular activity can comply with social distancing guidelines it may proceed with the understanding that such activities could be postponed if deemed necessary.
  - a. Yearbook
  - b. Student Council
  - c. National Junior Honor Society
  - d. After School Tutoring Program
  - e. Safety Patrol
  - f. Any other extra-curricular activities deemed allowable by the DOH and NJDOE as more data and guidance is released
- i. The district may permit extra-curricular sports teams to practice and hold “in house” scrimmages at its discretion.
  3. The district will explore the use of technology in extracurricular athletic activities  
The district will follow the health and safety guidelines released by the NJDOE and DOH and add athletics back into our routine as the data and guidelines dictate.

### Introduction

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

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

To ensure consistency with respect to the health and safety of school communities across the State, the NJDOE Guidance speaks specifically to health and safety measures identified as "anticipated minimum standards." These “anticipated minimum standards” are items the NJDOE Guidance recommends a school district incorporate into the Plan as definite components related to health, safety, and operations. Through this established set of Statewide standards, the NJDOE can ensure

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the State's educational health does not come at the expense of public health. The “anticipated minimum standards” in the NJDOE Guidance are listed and have been incorporated into the school district’s locally developed Plan.

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

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

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

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

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

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

## **THE BOARD OF EDUCATION’S RESTART AND RECOVERY PLAN**

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

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

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## A. Conditions for Learning

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

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

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

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

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

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

#### Ten Critical Areas of Operation

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

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



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- (a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
- (b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.
- (c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.
- (d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.
- (e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
  - (i) Chronic lung disease or asthma (moderate to severe);
  - (ii) Serious heart conditions;
  - (iii) Immunocompromised;
  - (iv) Severe obesity (body mass index, or BMI, of 40 or higher);
  - (v) Diabetes;
  - (vi) Chronic kidney disease undergoing dialysis;
  - (vii) Liver disease;
  - (viii) Medically fragile students with Individualized Education Programs (IEPs);
  - (ix) Students with complex disabilities with IEPs; or

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- (x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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

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

- (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
- (2) When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
  - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks, but should be worn when moving about the classroom.
- (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (5) Use of shared objects should be limited when possible or cleaned between use.
- (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:

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- (a) In each classroom (for staff and older children who can safely use hand sanitizer).
  - (b) At entrances and exits of buildings.
  - (c) Near lunchrooms and toilets.
  - (d) Children ages five and younger should be supervised when using hand sanitizer.
  - (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- (8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
- (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

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

- (1) If the school district is providing transportation services on a school bus and is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.
- (2) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
- (3) Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route.

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

d. Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas – Anticipated Minimum Standards Incorporated into the Plan

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- (1) The Board's Plan should establish the process and location for student and staff health screenings.
- (2) If physical distancing (six feet apart) cannot be maintained for individuals in line waiting to enter or exit a building, face coverings shall be worn while in the line.
- (3) Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

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

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

- (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
  - (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
  - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
  - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
  - (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:
  - (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.

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- (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
- (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
  - (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
  - (ii) Following current Communicable Disease Service guidance for illness reporting.
  - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
  - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
  - (v) Continuous monitoring of symptoms.
  - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
  - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.

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- (5) Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
  - (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
- (6) Exceptions to requirements for face coverings shall be as follows:
  - (a) Doing so would inhibit the individual's health.
    - (b) The individual is in extreme heat outdoors.
    - (c) The individual is in water.
  - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
  - (e) The student is under the age of two and could risk suffocation.
- (7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual the point of entry, the visitor's entry to the school/district facility may be denied.

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

## f. Critical Area of Operation #6 – Contact Tracing

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

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

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

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

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

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

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

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

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

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

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



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

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

- j. Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours – Anticipated Minimum Standards Incorporated into the Plan
  - (1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.

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

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

## 2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

# Restart and Recovery Plan

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## b. Multi-Tiered Systems of Support (MTSS)

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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## c. Wraparound Supports

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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## d. Food Service and Distribution

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

Not Being Utilized

# Restart and Recovery Plan

Being Developed by School Officials

Currently Being Utilized

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e. Quality Child Care

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

a. A Restart Committee should be established as collaboration is critical to the development of the Board’s Plan.

# Restart and Recovery Plan

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

[See Appendix L – Restart Committee]

## 2. Pandemic Response Teams

- a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
  - b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
  - c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
  - d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
  - e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
  - f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:

- (1) School Principal or Lead Person;

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- (2) Teachers;
  - (3) Child Study Team member;
  - (4) School Counselor or mental health expert;
  - (5) Subject Area Chairperson/Director;
  - (6) School Nurse;
  - (7) Teachers representing each grade band served by the school district and school;
  - (8) School safety personnel;
  - (9) Members of the School Safety Team;
  - (10) Custodian; and
  - (11) Parents.
- g. The Pandemic Response Team is responsible for:
- (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
  - (2) Adjusting or amending school health and safety protocols as needed.
  - (3) Providing staff with needed support and training.
  - (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
  - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
  - (6) Providing necessary communications to the school community and to the school district.
  - (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

# Restart and Recovery Plan

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

# Restart and Recovery Plan

- (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
    - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
    - (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
  - (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
  - (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
  - (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See Appendix N – Scheduling of Students]

## 4. Staffing

- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA),  
and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.
- c. The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services



# Restart and Recovery Plan

professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.

- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
  - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
  - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
    - (3) Certification
      - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.
      - (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

- 5. In-Person and Hybrid Learning Environments: Roles and Responsibilities
  - a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to

# Restart and Recovery Plan

guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.

b. Instructional staff should:

- (1) Reinforce social distancing protocol with students and co-teacher or support staff.
- (2) Limit group interactions to maintain safety.
- (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
- (4) Become familiar with district online protocols and platforms.
- (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
- (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- (7) Provide regular feedback to students and families on expectations and progress.
- (8) Set clear expectations for remote and in-person students.
- (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
- (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- (11) Instruct and maintain good practice in digital citizenship for all students and staff.
- (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).

# Restart and Recovery Plan

- (15) Limiting on-line activities for pre-school students.
- c. Mentor teachers should:
- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
  - (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
  - (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
  - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
  - (5) Continue to maintain logs of mentoring contact.
  - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
  - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
  - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
  - (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
  - (3) Prioritize vulnerable student groups for face-to-face instruction.
  - (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.

# Restart and Recovery Plan

- (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- (7) Define and provide examples of high-quality instruction given context and resources available.
  - (8) Assess teacher, student, and parent needs regularly.
- (9) Ensure students and parents receive necessary supports to ensure access to instruction.
- (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
- (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

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

e. Educational services staff members should:

- (1) Lead small group instruction in a virtual environment.
- (2) Facilitate the virtual component of synchronous online interactions.
- (3) Manage online platform for small groups of in-person students while teacher is remote.
- (4) Assist with the development and implementation of adjusted schedules.
- (5) Plan for the completion of course requests and scheduling (secondary school).
- (6) Assist teachers with providing updates to students and families.
  - (7) Support embedding of SEL into lessons.
  - (8) Lead small group instruction to ensure social distancing.
- (9) Consider student grouping to maintain single classroom cohorts.
- (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

f. Support staff/paraprofessionals may:

- (1) Lead small group instruction to ensure social distancing.
- (2) Consider student grouping to maintain single classroom cohorts.
- (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
  - (5) Provide real-time support during virtual sessions.
- (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.

# Restart and Recovery Plan

- (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- (8) Lead small group instruction in a virtual environment.
- (9) Facilitate the virtual component of synchronous online interactions.
- (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

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- b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:
  - (1) Train student teachers to use technology platforms.
  - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
  - (3) Survey assistant teachers to determine technology needs/access (Pre-school).
  - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- c. Student teachers should:
  - (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
  - (2) Lead small group instruction (in-person to help with social distancing).
  - (3) Co-teach with cooperating teacher and maintain social distancing.
  - (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
  - (5) Implement modifications or accommodations for students with special needs.
    - (6) Facilitate one-to-one student support.
  - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
  - (8) Provide technical assistance and guidance to students and parents.
    - (9) Develop online material or assignments.
    - (10) Pre-record direct-instruction videos.
  - (11) Facilitate student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:

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- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
- (2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
- (3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
- (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
- (5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

## 7. Athletics

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

[See Appendix P – Athletics]

## C. Policy and Funding

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



# Restart and Recovery Plan

## 1. School Funding

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

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

## b. School District Budgets

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

## c. School Funding

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

### (1) Purchasing

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

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

The school district shall apply for the approval from the Commissioner of Education prior to performing certain budget actions, such as withdrawing from the emergency reserve or making

# Restart and Recovery Plan

transfers that cumulatively exceed ten percent of the amount originally budgeted.

## (3) Costs and Contracting

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

## D. Continuity of Learning

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

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

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

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

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
  - a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
  - b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
  - c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

# Restart and Recovery Plan

- (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
- (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
- (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- (5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.
- (6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

## 2. Technology and Connectivity

- a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.
- b. Districts should:
  - (1) Conduct a needs assessment.
  - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.

# Restart and Recovery Plan

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

(4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.

(a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

## 3. Curriculum, Instruction, and Assessment

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

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

## c. Virtual and Hybrid Learning Environment

### (1) Curriculum

(a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.

(b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.

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

### (2) Instruction

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

# Restart and Recovery Plan

- (b) In crafting an instructional plan, the school district should consider the following:
  - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
  - (ii) Design for student engagement and foster student ownership of learning.
  - (iii) Develop students' meta-cognition.
  - (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
  - (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
  - (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.
- (3) Assessment
  - (a) For the purposed of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
  - (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
  - (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
  - (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.

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- (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
  - (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

## 4. Professional Learning

- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
- b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.
  - c. Professional learning opportunities should be:
    - (1) Presented prior to the beginning of the year;
    - (2) Presented throughout the school year;
    - (3) Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
    - (4) Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and
    - (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.
  - d. Mentoring and Induction
    - (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
    - (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.

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- (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
- (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
- (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

## e. Evaluation

- (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
- (2) School districts should develop observation schedules with a hybrid model in mind.
- (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
- (4) School districts should consider the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.
- (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

## 5. Career and Technical Education (CTE)

- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
- b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.

### c. Guiding Principles

- (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
- (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.

### d. Quality CTE Programs

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- (1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLs, CTE Core Content Standards, industry certifications, college credit agreements, etc.
- (2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.

## e. Work-Based Learning

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

## f. Career Advisement and Development

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

## g. CTE Recruitment and Retention

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

## h. Funding to Support CTE Programs

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



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## CHART OF USEFUL LINKS

Conditions for Learning		
Section	Title	Link
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	<a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%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	Bullock announces phased	<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>

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Operatio n #3	approach to reopen Montana	
	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 Operatio n #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>
	Handwashing (Printable Posters)	<a href="https://www.cdc.gov/handwashing/posters.html">https://www.cdc.gov/handwashing/posters.html</a>
Critical Area of Operatio n #5	Communicable Disease Service	<a href="https://www.nj.gov/health/cd/">https://www.nj.gov/health/cd/</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
	COVID-19: Information for Schools	<a href="https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml">https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml</a>
	Quick Reference: Discontinuatio n 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>

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Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	<a href="https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf">https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf</a>
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	<a href="https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19">https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19</a>
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	<a href="https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19">https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19</a>
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	<a href="https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus">https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus</a>
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	<a href="https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf">https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf</a>
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	<a href="https://www.nj.gov/education/njtss/guidelines.pdf">https://www.nj.gov/education/njtss/guidelines.pdf</a>
	RTI Action Network	<a href="http://www.rtinetwork.org/">http://www.rtinetwork.org/</a>
	The Pyramid Model: PBS in Early Childhood Programs and	<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>

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	its Relation to School-wide PBS	
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>
<b>Section</b>	<b>Title</b>	<b>Link</b>
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	<a href="https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml</a>

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	Certification COVID-19 Guidance	
	Educator Preparation Programs and Certification	<a href="https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml">https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml</a>
Athletics	Executive Order No. 149	<a href="http://d31hzlhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf">http://d31hzlhk6di2h5.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>
<b>Section</b>	<b>Title</b>	<b>Link</b>
Purchasing	New Jersey School Directory	<a href="https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission">https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission</a>
	NJSTART	<a href="https://www.njstart.gov/bso/">https://www.njstart.gov/bso/</a>
	Division of Local Government Services	<a href="https://www.nj.gov/dca/divisions/dlgs/">https://www.nj.gov/dca/divisions/dlgs/</a>
	Local Finance Notice –	<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>

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	Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	<a href="https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf">https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf</a>
Costs and Contracting	E-rate	<a href="https://www.usac.org/e-rate/">https://www.usac.org/e-rate/</a>
	Technology for Education and Career (NJSBA TEC)	<a href="https://www.njsba.org/services/school-technology/">https://www.njsba.org/services/school-technology/</a>
<b>Continuity of Learning</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	<a href="https://sites.ed.gov/idea/">https://sites.ed.gov/idea/</a>
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	<a href="https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml">https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml</a>

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