

Holmdel Township Board of Education

Restart and Recovery Plan to Reopen Schools

Submitted

By

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August 12, 2020

# RESTART & RECOVERY PLAN

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Holmdel Township School District

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

In the Critical Area of General Health and Safety Guidelines, Holmdel Township Schools will

- Establish and maintain communication with local and state authorities to determine current mitigation levels in our community through updates from the county and local departments of health as well as briefings from the Holmdel Township Police Department when applicable. The contact persons in the district will be the Superintendent; Director of Special Services, School Principal and the School Nurse

In the Critical Area of General Health and Safety Guidelines, Holmdel Township Schools will

- Protect and support staff and students who are at higher risk for severe illness by implementing the following:
  - For staff:
    - To ensure the privacy of employees, and prevent unintended discrimination, no individual staff member will be considered "high risk" except at the request of the employee.
    - Should the employee feel that they are at a higher risk for severe illness, he/she should contact the Human Resources Department and seek special accommodations under the Americans with Disabilities Act.
    - Each request and response for accommodations will be handled individually and in accordance with applicable laws, regulations and applicable contract language.
    - A medical recommendation for special accommodations will be required as part of the process.
  - For students:
    - Parents/Guardians may elect to waive district provided transportation. This waiver may be completed through the PowerSchool Parent Portal.
    - Parents/Guardians may request that a student obtain instruction solely through remote instruction for the duration of the pandemic. This request should be made in writing to the school principal and state the reason why the parent/guardian believes that their child requires exclusively home instruction via remote instruction to best protect and support him/her. Specific process and forms to be provided.

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- The building principal will notify the Superintendent of requests for home instruction via remote instruction and upon approval by the Superintendent, the principal will inform the parent/guardian of the remote learning opportunities available to his/her child.
- These remote learning opportunities will vary by grade level, will be virtual and utilize primarily learning activities aligned to the district approved curricula.
- Students who are solely learning remotely will be given the opportunity to check in daily with the building principal/designee and receive academic support with teachers via email and synchronously through virtual appointments throughout remote learning.
- For classified students or those with a 504 Plan, provisions will be made to provide a remote program of studies consistent with the student's IEP/504 plan and related services will be provided in-person or remotely when possible and if allowable.

In the Critical Area of General Health and Safety Guidelines, Holmdel Township Schools will:

- Remain abreast of changes to, and follow the CDC's Guidance for Schools and Childcare Programs.

In the Critical Area of General Health and Safety Guidelines, Holmdel Township Schools will:

- Promote behaviors that reduce the spread of COVID-19 such as
  - Encouraging staff and students to stay home when appropriate through reminders via email and phone blasts;
  - Encouraging the practice of hand hygiene and respiratory etiquette through training by school nurses and reinforcement through the positive behavior in schools, system of expectations, recognition and reward.
  - Requiring the use of face coverings by all students, visitors and staff on buses and in all buildings, except where doing so would inhibit the individual's health or if the individual is under two years old.
  - Providing and displaying signage and messages in and around school buildings depicting positive behaviors that are known to reduce the spread of COVID-19.

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In the Critical Area of General Health and Safety Guidelines, Holmdel Township Schools will

- Provide reasonable accommodations, using the guidelines indicated above, 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: chronic lung disease or asthma (moderate to severe); serious heart conditions; Immunocompromised; severe obesity (body mass index, or BMI, of 40 or higher); diabetes; chronic kidney disease undergoing dialysis; liver disease; medically fragile students with Individualized Education Programs (IEPs); students with complex disabilities with IEPs; or students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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

In the Critical Area of Classrooms, Testing, and Therapy Rooms Holmdel Township Schools will allow for social distancing within the classroom to the maximum extent practicable.

- To ensure social distancing in classroom spaces the district will provide classroom space to allow 6 feet perimeter of socially distanced space.
- Unnecessary furnishings will be removed.
- Room occupancy will be limited to those that can be accommodated while maintaining the 36 square feet per person space limits. **This may be subject to change based on clarification of the Governor's recent executive order that limits room capacity to 25% of the room's maximum capacity.**
- In rooms where physical distancing of six feet would be impractical, for example in testing rooms for initial screening of English Language Learners, rooms where initial evaluations of students who may have disabilities are held or where students receive, related services, PPE will be worn to the extent possible and/or physical barriers will be provided.

In the Critical Area of Classrooms, Testing, and Therapy Rooms Holmdel Township Schools will require face coverings:

- For students at all times as per the Governor's Executive Order
- For staff at all times as per the Governor's Executive Order
- For all visitors at all times as per the Governor's Executive Order
- And the district will maintain a supply of face coverings for students and staff if the individual is not in possession of one while in a school building or a bus.
- Unless the individual is under two years old. Additionally, parents may request an accommodation that their child not be required to wear a face covering by submitting a physician's note explaining why a face covering cannot be worn.

In the Critical Area of Classrooms, Testing, and Therapy Rooms Holmdel Township Schools will allow students to remove their face coverings:

- While consuming food or drink as part of the district's snack and/or lunch program.

In the Critical Area of Classrooms, Testing, and Therapy Rooms Holmdel Township Schools will ensure that all instructional and non-instructional rooms in schools and district facilities comply with social distancing standards to the maximum extent practicable.

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- By establishing a hybrid learning schedule wherein half the student population will receive in-person instruction in a school building on alternating days while the remaining half of the student population receive remote instruction.
- By arranging desks in rows all forward facing maintaining the required distance between.
- By providing barriers between individuals in non-instructional rooms when necessary and where possible.
- By placing markings on the interior, e.g., on the walls and floors, at six feet intervals in common areas such as the hallways, cafeteria, and gymnasium.
- By establishing and monitoring a one way directional flow through buildings.
- By reminding students and staff of distancing protocols through daily messages and by reinforcing school expectations.

In the Critical Area of Classrooms, Testing, and Therapy Rooms Holmdel Township Schools will limit the use of shared objects when possible:

- By assigning sets of supplies, such as math manipulatives, to individual students and keeping those supplies in a sealable container for the sole use by the student the supplies are assigned to.
- By assigning one to one technology to students and allowing students to bring their own device to school, so that shared use of chromebooks is reduced or eliminated.
- By delivering instruction, where practicable, through the use of technology to eliminate the use of shared paperwork.
- By increasing the use of on-line instructional materials to reduce the need for sharing library books and/or students bringing textbooks back and forth to school.
- When the use of shared objects cannot be eliminated, these objects will be cleaned between use with a disposable disinfecting wipe.

In the Critical Area of Classrooms, Testing, and Therapy Rooms Holmdel Township Schools will ensure that all indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate.

- Recirculated air units have a fresh air component, windows will be opened, if practical, to further assist in bringing fresh air into indoor spaces. If air conditioning is provided, filter(s) for A/C units will be maintained and changed according to manufacturer recommendations and in accordance with the district's preventive maintenance plan.

In the Critical Area of Classrooms, Testing, and Therapy Rooms Holmdel Township Schools will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol) or other approved sanitizers when and where appropriate.

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- These stations will be located: in each classroom (for staff and older children who can safely use hand sanitizer); at entrances and exits of buildings; near lunchrooms and toilets.
- Children ages five and younger will be supervised when using hand sanitizer.
- In classrooms that have existing handwashing stations, stations will be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol) or other approved sanitizers when and where appropriate.

In the Critical Area of Classrooms, Testing, and Therapy Rooms Holmdel Township Schools through its school level administration and school based safety/pandemic response teams will develop a school-wide plan for hand washing:

- 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.
- That will specify a mechanism for introducing and enforcing the hand washing protocols, signage in the classroom or other reminders.
- Includes a provision where washing with soap and water is not possible, that washing with an alcohol-based hand sanitizer (at least 60% alcohol) or other approved sanitizer be used.

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## **Critical Area of Operation #3 Transportation**

In the Critical Area of Transportation, Holmdel Township Schools will continue to offer bussing but will decrease the amount of students who utilize district provided bus transportation by:

- Utilizing a schedule wherein students will be cohorted for in-person school instruction.
- Publicizing the ability for families who are eligible for transportation to waive transportation by completing the state approved waiver.
- Eliminating in person field trips and late buses. These activities will take place virtually/remotely. Families will continue the responsibility of transporting student athletes home from practices and will need to pick up athletes after competitions at their school, as is the current practice.
- Restricting the assignment of small buses to students who are assigned to specialized programs and the district will eliminate the practice of busing other family members on the same bus.

In the Critical Area of Transportation, Holmdel Township Schools will decrease the contact of bus riders:

- By communicating expectations of behavior at the bus stop, including the use of social distancing and the use of face coverings.
- By establishing protocols for boarding and unloading the bus which provide physical distance between students, for example, loading and unloading one bus at a time on campus.
- By ensuring, through loading procedures in the morning and the assignment of seats in the afternoon, that the first student on the bus is the last to exit, to the greatest extent possible.
- By training bus operators on the loading and unloading and seating protocols and communicating those protocols to student families.

In the Critical Area of Transportation, Holmdel Township Schools will require a face covering must be worn by all students who are able to do so upon entering the bus as it is impracticable to maintain social distancing on a bus.

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- Face covering protocols on the bus will be communicated to bus operators, student families and staff and where applicable, woven into a school's existing framework for bus expectations.
- Bus operators will be trained on the new face covering protocols.
- Buses will be stocked with a supply of face coverings for students who do not have a covering of their own.
- Accommodations for students who are unable to wear a face covering will be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
- Parents may request an accommodation allowing their child not be required to wear a face covering by submitting a physician's note explaining why a face covering cannot be worn.

In the Critical Area of Transportation, Holmdel Township Schools will ensure that every school bus, either district-owned or contracted, will be cleaned and disinfected before and after each bus route.

- Buses being used for multiple runs during arrival or dismissal will be cleaned to the extent possible between runs by drivers who will wipe frequently touched surfaces such as handrails, window ledges, backs of seats on the aisle with disinfectant wipes.
- Between arrival and dismissal runs, the bus company staff will clean additional surfaces on the bus utilizing district supplied disinfecting chemical cleaning solutions. Buses will be thoroughly cleaned at the end of the day in a similar way.
- Appropriate staff will be trained on these required cleaning duties.

In the Critical Area of Transportation, Holmdel Township Schools will ensure that bus operators, whether district staff or contracted staff, undergo daily health screenings following similar protocol utilized for district staff and students.

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

In the Critical Area of Student Flow, Entry, Exit, and Common Areas, Holmdel Township Schools will establish a Plan which includes a process and location for student and staff health screenings. Specifically:

- Holmdel Township Schools will provide a mechanism for staff and student families to report symptoms and exposure information before they enter the school building.
- Building access will be limited to only staff and students. No visitors will be allowed in the building unless the visitor is a contracted service provider or is performing maintenance or repairs to the building operational systems.
- Prime Time students in the AM program will be temperature scanned upon entrance and exit from the program and the parent must remain until the student(s) are cleared.
- Students and staff may not enter the building more than 10 minutes before their normally scheduled time to ensure that the screening procedures are in place.
- Entrance locations at the building will be limited so that all entering the buildings will be screened.
- Upon arrival at the school campus, buses will be unloaded one at a time with students exiting, in order from the front of the bus, through the back.
- The temperature of all persons entering the building will be taken and recorded using a thermal scanner.
- If the scan shows a temperature of 100.4 degrees or above for a staff member, the staff member will be asked to undergo a more thorough health screening conducted by a school nurse.
- If the scan shows a temperature of 100.4 degrees or above, the student will be taken to an isolation room by assigned staff.
- In the isolation room, which is located in the proximity of the nurse's room, the student's temperature will be reassessed and the nurse will perform a further symptom assessment.
- If the student's temperature is still elevated, the parent/guardian will be called to pick up the student and the student will remain in the isolation room until the parent arrives.
- If the student's temperature is normal and the student is asymptomatic, he/she will return to class.

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- Any child or staff member who develops symptoms during the day will be seen by the nurse for a temperature check and symptom assessment. Students will be escorted to the nurse's office, students and staff will wear PPE.

In the Critical Area of Student Flow, Entry, Exit, and Common Areas, Holmdel Township Schools will direct that face coverings be worn while in the line waiting to enter or exit a building, especially if physical distancing (six feet apart) cannot be maintained for individuals in line.

- All staff and students who are able to wear face coverings will be directed to do so at all times.
- Additional face coverings will be available for staff and students not in possession of their own.
- The parents of students who are unable to wear face coverings must supply a medical note explaining why the child is unable to wear a face covering.
- Accommodations for students unable to wear face coverings will be made on a case by case basis.

In the Critical Area of Student Flow, Entry, Exit, and Common Areas, Holmdel Township Schools will develop a protocol for student movement in the building to limit the movement of students throughout the building and minimize unsupervised time.

- The school Principal will identify staff members who are responsible to escort students through the building when necessary.
- Elementary students will not be sent out of the classroom unless accompanied by an adult.
- The school Principal will ensure that all staff have the ability to contact the nurses office and the main office.
- Students will not be sent to the nurse or main office without specific communication to the nurse's office or main office.
- Students and staff will not have access to the bathroom in the nurse's office with the exception of those who are given permission by the nurse.
- Students will not be allowed to wait in the main office for parent pickup. Sick students should wait in the nurse's office/isolation room. All other students being picked up early for all other reasons should wait to be escorted to the office from their homeroom.

In the Critical Area of Student Flow, Entry, Exit, and Common Areas, Holmdel Township Schools 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 where practicable.

- Behavioral goals aimed to encourage physical distancing will also be incorporated into existing character education frameworks as appropriate.

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In the Critical Area of Student Flow, Entry, Exit, and Common Areas, Holmdel Township Schools will develop a protocol for state mandated drills.

- Drills that continue to be mandated will be held in accordance with applicable regulations and Executive Orders.
- Drills that require quick exit from the buildings will be held with all possible safety protocols including social distancing where possible and the use of face coverings.

In the Critical Area of Student Flow, Entry, Exit, and Common Areas, Holmdel Township Schools will limit exposure to unnecessary visitors.

- Only staff and students will be allowed to enter the building. No visitors will be allowed in the building during school hours. No visitors will be allowed in the building unless the visitor is a contracted service provider or is performing maintenance or repairs to the building operational systems.
- All parent meetings will be held virtually or after school hours.
- Students who are waiting to be picked up because they are ill will wait in the nurse's office or isolation room. If a student is not ill and being picked up before dismissal he/she should wait to be dismissed in his/her classroom. Parents will be asked to wait at the door and the student will be escorted from the classroom to the parent for dismissal. Parents should not enter the building.

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## **Critical Area of Operations #5 Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms**

In the Critical Area Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms Holmdel Township Schools 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 will include the following:

- o Staff will visually check students for symptoms upon arrival with temperature scanning devices.
- o Health checks will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. Students who are recorded with the temperature scanner to have a temperature of over 100.4 degrees will be brought to an isolation room for confirmation of an elevated temperature and a further assessment.
- o Results will be documented when signs/symptoms of COVID-19 are observed.
- o Accommodations that may be needed in the screening process for those students with disabilities and/or special needs.

In the Critical Area Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms Holmdel Township Schools will adopt procedures for symptomatic staff and students.

- These procedures will include the following:
  - o Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting. Staff members with a temperature of 100.4 degrees or over will undergo further assessment and be required to leave the building upon nurse recommendation. Students will be taken to an isolation room where a further assessment will be done, if a temperature of 100 or over is confirmed in a student, he/she will remain in the nurse's office/isolation room until a parent/guardian is reached for pick up.
  - o Incidents of students sent home with suspected symptoms of COVID-19 will be noted in SNAP. and the school nurse will be notified.

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- o 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. Information about an individual who has spent time in a district facility who tests positive for COVID-19 will be shared with local health officials by the district lead nurse. Staff members who become aware of an individual testing positive for COVID-19 should share that information with their school nurse who will notify the principal and Director of Special Services.

In the Critical Area Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms Holmdel Township Schools will adopt 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 to the maximum extent practicable.

- The screening procedure will include:
  - o Establishment of an isolation space. Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. Students will remain in isolation with continued supervision and care until picked up by an authorized adult. Staff members who exhibit symptoms related to COVID-19 will be asked to leave the campus. Students who are recorded as having a temperature of 100.4 degrees or higher will be escorted by a staff member to the nurse's office or isolation room, where their temperature will be rechecked and their health further assessed.
  - o Both the student and the escorting staff members will wear face coverings, which will be provided if the student/staff member does not have their own.
  - o If after further assessment, the student still presents with an elevated temperature, the student will be sent home, even if no other symptoms exist.
  - o If a student or staff member is checked by a nurse and no elevated temperature or other symptoms are found, the student/staff member will return to the classroom or location of job responsibility.
- The reporting procedure will:
  - o Follow current Communicable Disease Service guidance for illness reporting.
  - o Require the nurse to log all incidences of students sent home in the SNAP System.
- Resources to support PPE include the district ensuring an adequate amount of PPE shall be available, accessible, and provided for use.

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- The district will develop methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance. Teacher's class rosters will be used to determine which staff members interacted with a specific student or group of students. This information, as well as the daily attendance of students, is available through the PowerSchool Student Information System. Teacher attendance is tracked electronically through the Frontline Absence Management System.
- The district will develop a protocol that provides for the continuous monitoring of symptoms in staff/students who present with symptoms of Covid-19. These protocols cover:
  - In the same way, a student who is scanned at his/her entry to the building and found to have a temperature of 100.4 degrees or more, the student will be escorted to the isolation room for further assessment and remain under the supervision of the nurse until he/she is cleared to return to the classroom or is picked up by a parent/guardian.
- The district will utilize re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Services Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
  - After detecting an elevated temperature via a thermo scanner, or at any time during school day, the nurse will take or confirm a temperature reading in the isolation room.
  - For Temperature over 100.4 degrees F, the requirement is for the person to stay home for 3 days and return with a physician's note indicating that the staff member/student is medically cleared to return. The note must have a specific date for return.
  - A student who is sent home with a temperature of 100.4 degrees F will be marked for school exclusion in PowerSchool with the date that they are cleared to return.
  - Failure to provide a physician's note will require a 14 day quarantine before the staff member or student will be allowed to return to the building.
- The district will respond to a positive case of Covid-19 in the following way.
  - Upon learning that a member of district staff or a student of the district has tested positive for Covid-19, a staff member will report that information to the school nurse.
  - The school nurse will relay that information to the Department of Health who will contact the local health department and develop a plan to institute contact tracing.
  - In consultation with the local health department, the Superintendent, school principal, and school nurse will determine which staff and student families will be notified that a person in the building has tested positive for COVID-19. The notification will not include identifying information and will be consistent with all privacy laws and regulations.
  - In consultation with, and under the guidance of the Monmouth County Department of Health, the Superintendent may, with knowledge of the Board of Education President, close one or more school buildings if the situation warrants.

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In the Critical Area Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms Holmdel Township Schools 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.

- Principals will communicate distancing and safety procedures to their staff and student families prior to students return to school in September, 2020. Along with that information will be material from the nurse on the signs of illness and when to keep their child home.
- This information will also include the limitations of nursing office visits and services - for example, no nebulizer treatments unless an emergency, no non-urgent visits.

In the Critical Area Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms Holmdel Township Schools will require school staff and visitors to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.

- Staff must produce a physician's note explaining why a face covering cannot be worn.
- No visitors will be allowed in the building during school hours with the exception of those approved by the principal for extenuating reasons as outlined above.

In the Critical Area Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms Holmdel Township Schools students must wear face coverings and will require students to do so, unless doing so would inhibit the student's health.

- Parents may request an accommodation allowing their child not be required to wear a face covering by submitting a physician's note explaining why a face covering cannot be worn.
- It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities and as such these cases will be considered on a case by case basis and any accommodations made according to that student's need and in accordance with all applicable laws and regulations.
- Exceptions to requirements for face coverings shall be as follows:
  - Doing so would inhibit the individual's health (physician's note required)
  - The individual is in extreme heat outdoors, though every effort will be made to avoid prolonged exposure to extreme heat by processing entry into the building efficiently and limiting recess during extreme heat.
  - The individual is in water.
  - A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
  - The student is under the age of two and could risk suffocation.
- Visitors will not be allowed in school buildings during school hours. If a visitor is allowed to enter the building under extenuating circumstances and refuses to wear a face covering for a non-medical reason and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.

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

While the NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing in the Critical Area of Contact Tracing. Holmdel Township Schools and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee, will be provided information regarding the role of contact tracing conducted by state, county, and local officials.

The Holmdel Township School nurses under the leadership of the Principals and Director of Special Services will be the primary liaison between the district and the Monmouth County Health Department with regard to reporting positive cases of Covid-19 and assisting in any contact tracing at the state, county or local level as needed.

The School Safety Specialist has completed the Johns Hopkins University's COVID-19 Contact Tracing course and will be credited by the NJDOE with three hours of training upon completion of the course.

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

In the Critical Area of Facilities Cleaning Practices Holmdel Township Schools will continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.

Holmdel Township Schools is prepared with supplies for the 2020-2021 school year including industrial sanitizing wipes, soap and hand sanitizer.

Holmdel Township Schools has established cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:

- A schedule for increased routine cleaning and disinfection including increased cleaning of the nurse's office and isolation rooms.
- Additional staff will be added to the existing custodial work force as needed in alignment to the 2020-2021 budget.
- Cleaning routines will include cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. door knobs, light switches, classroom sink handles, countertops). Hand sanitizer as well as disinfecting wipes will be available in each classroom as needed. Disposable disinfecting wipes will be used to prevent the spread of germs.
- Use of all cleaning products will occur according to the directions on the label. For disinfection, district approved chemicals consistent with most common EPA-registered household disinfectants will be utilized. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website and will be utilized to assist in selecting appropriate cleaners.
- The district will 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 that will be targeted for regular cleaning are: classroom desks and chairs; lunchroom tables and chairs; door handles and push plates; handrails; kitchens and bathrooms; light switches; handles on equipment (e.g. athletic equipment); buttons on vending machines and elevators; shared telephones; shared desktops; shared computer keyboards and mice; drinking fountains; and school bus seats and windows.

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Holmdel Township Schools will sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

The district will follow CDC recommendations on the use of hand dryers.

Holmdel Township Schools will clean shared surfaces regularly and will investigate ways to reduce the amount of staff utilizing the same areas by:

- Relocating teacher mail boxes or providing that mail electronically.
- Eliminating the use of paper for visitor/staff sign in procedures.
- Utilizing best practices with regard to cleaning shared printers and copiers.

# RESTART & RECOVERY PLAN

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## **Critical Area of Operation #8 Meals**

Critical Area of Meals, Holmdel Township Schools will provide meals to free or reduced students who are learning remotely in the following ways:

- Meals will be distributed in bulk as grab and go packs on Mondays for several hours in the morning.
- Food service personnel and individuals picking up meals will be required to wear face coverings.
- Individuals picking up meals will be urged to maintain social distance while waiting to pick up their meals.

# RESTART & RECOVERY PLAN

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

In the Critical Area of Recess/Physical Education Holmdel Township Schools will provide the following:

- Physical education lessons will be provided to students in open outdoor spaces between students in a particular cohort/group.
- Recess sessions may be staggered if necessary and would similarly be held outside with a cohort/group of students separated from each other by at least 6 feet.
- Cones or other markings will delineate the separate spaces should more than one group be utilizing an outside space at one time.
- Cohort/groups will be limited to 10 students or fewer.
- The cohort/groups would be assigned to maintain consistency.
- Activities will be limited to those that do not require contact and allow for the applicable physical distancing and other safety requirements in place at the time.
- No games will require special equipment or dress and students will be encouraged to wear comfortable clothing and shoes when they are scheduled to attend in person instruction.
- There will be no use of locker rooms for physical education or recess.
- Students/staff will be required to clean their hands immediately after they return from outside play.
- Playground equipment use will be staggered and a frequent disinfecting protocol established for all playground equipment used by students.

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

In the Critical Area of Field Trips, Extra-Curricular Activities and the Use of Facilities, Holmdel Township Schools will:

- Utilize only virtual field trip experiences.
- Offer afternoon extracurricular activities in a virtual format to students after the end of the teacher's day.
- Strongly recommend the use of virtual fundraising by school sponsored groups and clubs.
- Offer morning clubs at the elementary level with the following restrictions:
  - Limit the club capacity to 10 participants each meeting, participants will alternate if the club roster includes more than 10 students.
  - Check temperatures of students for morning programs upon arrival.
  - Wipe down surfaces to be utilized during club activities.
  - No sharing of equipment or supplies.
  - Club participants must wear face covering during club activities.
  - Disinfect areas/materials used during the club at dismissal of the club.

In order to ensure proper cleaning of the district facilities and protect the students and staff from undue exposure to other groups, Holmdel Township Schools will no longer host gatherings after school hours.

- Events which typically draw multiple families such as Back to School Nights, Parent Teacher Conferences will be conducted in a virtual format.
- Student performances which are part of a co-curricular activity, may be held in accordance with guidance from Arts Ed NJ. Indoor performances at least for the Fall will not take place in front of a live audience but may be live streamed or recorded. Outdoor performances will be allowed in accordance with regulations governing outdoor activities at the time of the performance at any point during the school year.

In order to ensure proper cleaning of the district facilities and protect the students and staff from undue exposure to other groups, Holmdel Township Schools will suspend indoor use of school facilities to outside groups until further notice.

- Exceptions to this ban may be considered by the Board of Education for health and safety related events coordinated by the Township or the local, county or state board of health.
- Those who are responsible for these events must ensure that all health and safety protocols in place at the time are followed.

Outside user groups will be given access to outside facilities as long as the user provides a detailed plan on how the user group will adhere to regulations governing outdoor events that are in place at the time of the scheduled event.

# RESTART & RECOVERY PLAN

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## **Academic, Social, and Behavioral Supports**

Information in this area is provided in the body of this Plan on pages 52 through 55.

# RESTART & RECOVERY PLAN

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## Restart Committee

Holmdel Township Schools began to envision what our return in the 2020-2021 school year would look like before the conclusion of the 2019-2020 school year.

- Using guidance from the CDC and other health organizations, Supervisor of Buildings and Grounds and district nurses investigated options for screening and best practices to prevent the spread of COVID-19.
- The Supervisor of Buildings and Grounds set out to ensure that the district was well stocked with PPE and cleaning supplies.
- The Superintendent formed a committee of all district supervisors, senior leadership and key staff members to research areas of concern which were included in the Restart and Recovery Plan from the NJ Department of Education.
- The members of Holmdel Township Schools Restart Committee spoke to their peers and the groups that they represented to gain insight on concerns from all stakeholders. Student families were asked to complete a survey on their thoughts about the 2020-2021 school year as well and those responses were also considered during the creation of the district's restart plan.

### The members of the Holmdel Township Schools Restart Committee

Robin Anderson	Beth Leiberman
Debbie Brew	William Loughran
Jamie Colins	Ryan Mancini
Marissa Crimoli	Valerie McLaughlin
Vicky Flynn	Ted Mester
Sue Fullilove	Cathleen Moran-Kudisch
Meryl Gill	Michael Petrizzo
Sue Gordon	Guilia Picascia
Jay Graham	Kyriaki Rausch
Charles Hancock	Beth Semanchik
Art Howard	Michelle Sottile
Danielle Impreveduto	Ken Stromsland
Jami Kenney	Elizabeth Urbanski
Denise King	Emily Wright

# RESTART & RECOVERY PLAN

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## **Pandemic Response Team**

The Holmdel Township Schools will utilize their existing School Crisis Team members to serve as the school's Pandemic Response Team.

Where needed, additional staff, parent or student members may be added.

A representative from each school will report out to the district safety team at its monthly meeting which is coordinated by the Director of School Counseling.

# RESTART & RECOVERY PLAN

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## Scheduling

The Holmdel Township Schools proposed schedule accounts for resuming in-person instruction.

- The schedule was drafted with the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders, staff and student families, about the needs of all students and the realities unique to this district.
- Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan and this schedule will allow the district to pivot to a full virtual environment whenever necessary throughout the school year due to local or statewide public health concerns.
- The schedule provides for a school day in accordance with N.J.A.C. 6A:32-8.3 and provides for a 180 day school year.
- Both synchronous and asynchronous virtual and in-person instruction is provided in the plan with adequate instructional contact time and student accountability.
- The schedule allows for in school learning opportunities utilizing a cohort model that affords each cohort to attend school in person two days per week, following the start and end times for early dismissal day of each district school, while the remaining cohort of students learn remotely through prepared activities which are mostly asynchronous.
- Special populations of students with unique learning needs may attend school more frequently.
- The schedule meets the needs of our secondary five day rotation and the elementary six day rotation students, as the planned five-day and six day rotation schedules can easily be adapted by the elementary schools, high school and Satz School accommodating the middle and high school's rotating drop-add block schedule.
- To give an example, the students will be divided into Team Blue and a Team Silver (two separate and distinct cohorts). Students with unique learning needs will not be included in a cohort as they will be scheduled to attend school more frequently. Every effort will be made to assign students in the same family to the same team (cohort). The Team Blue will attend school in person on "A" day following the early dismissal schedule while the Team Silver works virtually. Team Silver will attend school in person on "B" day while Team Blue works virtually.

# RESTART & RECOVERY PLAN

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- Students at the secondary level will follow their regular schedule while physically in school, meeting with each teacher at least once in person. Students at the elementary level will also receive instruction with their teacher in all subject areas.
- During remote instruction, secondary students will be encouraged to follow the school schedule, however, recognizing family circumstances may impede a student's ability to do so activities that can be accomplished asynchronously will be provided in all subjects. Secondary teacher office hours will be maintained in order to provide students with direct support during remote instruction periods. At the elementary level, asynchronous activities will also be provided for students learning at home. Elementary students will also be provided with specific "check-in" times during remote learning days to assist in supporting students as they work through remote learning activities.

The Holmdel Township Schools proposed schedule will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.

- The district will provide consistent in person instruction for students in specialized programs affording higher need learners the ability to attend in person instruction more frequently.
- For the parents of learners with unique needs who engage in remote learning, the Board of Education will provide educators and parents with training opportunities to assist both to fully leverage the accessibility features and accommodations tools made available through selected educational software and applications.
- The school district will continue to ensure students receive individualized support that meets the requirements of the IEP and 504 Plans to the extent possible.

# RESTART & RECOVERY PLAN

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## Staffing

The district will support its staff members:

- By providing a working environment which makes the safety of staff and students a priority.
- By reducing in person class rosters based on current physical distancing guidelines and classroom square footage.
- By complying with all applicable laws, policies and regulations including but not limited to the Americans with Disabilities Act, the Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws; Policies 3435 and 4435 Anticipated Disability and EEOC Guidance.
- By providing information to staff members and responding to their questions and concerns.
- By ensuring all aspects of the contract are adhered to or temporary modifications are mutually agreed upon.
- By providing necessary PPE, guidance and assistance when and wherever necessary.
- By providing adequate planning time to meet the uniqueness of the circumstances brought on by COVID-19.

The school district will consider access and equity for all staff to ensure continuity of student learning.

- All teaching staff members are expected to report to school for in person instruction when school is in session, the building is open and students are assigned to report.
- Secondary teachers who are providing instruction to students in the classroom will follow their restart schedule.
- Elementary teachers in all disciplines will have the opportunity to provide instruction to students in the classroom.
- Teachers who are not providing in person instruction in the classroom will be expected to utilize their time checking in and providing support to their students who are learning virtually. In addition, they will be expected whenever possible to assist in ensuring students are following protocol and procedures, and promote health and safety throughout the building.
- Teachers are expected to follow their contracted day and provide instruction from our schools. It is expected that all virtual instruction will be conducted in school facilities.

# RESTART & RECOVERY PLAN

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## **Athletics**

High School athletics in Holmdel Township Schools will operate under the applicable guidelines and jurisdiction of the NJSIAA.

Middle School sports will resume, to the extent possible, under guidelines comparable to those issued by the NJSIAA.

# RESTART & RECOVERY PLAN

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## Virtual Option Program

### Restart and Recovery Plan to Reopen Schools

Holmdel Township Schools

Board of Education

**Fall 2020**

# RESTART & RECOVERY PLAN

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## Virtual Program Option

The Holmdel Township Schools offers to its families as part of the Restart and Recovery Plan a fully Virtual Program Option (VPO) that will meet the needs of all student populations electing the fully remote option. The VPO includes learning activities that are in alignment with the New Jersey Student Learning Standards (NJSLS) and the New Jersey Specific Guidance for Schools and Districts regarding the remote learning options.

- To elect the fully Virtual Program Option for learning, families will be required, **using District form**, to notify the appropriate building principal in writing as soon as possible. The parent of the student will, in that communication, need to inform the principal specifically of the child's full name, identification number and that the family is electing a fully virtual option for learning until further notice.
- After receiving communication from a parent that specifies the family wishes to participate in the school's fully virtual learning program, the principal will notify all appropriate school personnel, including the appropriate case manager for students with special needs.
- As soon as possible, but within three school days of the parent's request, the principal/designee will change the student's status in the PowerSchool Student Information System record to indicate that the student is participating in the fully virtual program of learning and will notify the parent of that change and any other pertinent information about the student's program of learning. The district will be positioned to report to the NJDOE those students who have elected the VPO by downloading a report directly from PowerSchool.
- The VPO will consist mainly of learning activities aligned with NJSLS that for the most part can be accomplished through the District's hybrid model. The learning activities will keep pace with those being taught in the hybrid model. Students whose families select the VPO will be expected to check in daily with their assigned teacher for attendance purposes and, at the elementary level, to participate in Social Emotional Learning (SEL). Students participating in the VPO will be supported by certified teachers via regularly scheduled check-ins.
- **Families who elect to transition from the VPO to the district's hybrid model will need to notify the appropriate building principal in writing 10 days prior to the end of the marking period. Transition from the VPO to the hybrid model can only occur at the end of a marking period.** The principal will note the date of receipt of the letter and then work to transition the student into the school's hybrid program for learning. The transition, including updating the child's status in the PowerSchool Student Information System, will be accomplished as quickly as possible.

# RESTART & RECOVERY PLAN

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- The VPO as well as the Hybrid Learning Model described in this document will be communicated to parents via an online district level presentation as well as online school building level presentations. The information on how to select the VPO will also be included on the Holmdel Township District's Website.

# RESTART & RECOVERY PLAN

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## Supplement #2 (7/27/2020)

### Technology Support

The Holmdel Township Schools offers to its families to support the Restart and Recovery Plan assistance in the area of technology to ensure during remote phases of learning students and families have adequate access to technology and training necessary to utilize district electronic learning tools.

To support the technology needs of students:

- Holmdel Township Schools will offer a Chromebook to students in grade 6 - 12 that will ensure all students have a Chromebook to carry to and from school to support student learning.
- Holmdel will survey families in grades Pre-k through 5 to ensure that every student has the needed access to a computer at home and for those students without the needed access, Holmdel will make available to those students a Chromebook to use at home.
- Students in Pre K - 5 will be assigned a Chromebook for their exclusive use in the classroom.
- Holmdel will survey families to ensure that each family has Internet connectivity and for those without, Holmdel will make available to the family a district owned hotspot that will afford the family an Internet connection to be used on days when schools are in-session.
- Holmdel will continue to filter inappropriate content consistent with NJDOE regulations and Holmdel Board Policy using approved software and filtering devices.

To support the technology needs of parents:

- The District will narrow the number of software applications being utilized to manage student learning.
- The District technology coaches will offer training to families on the selected learning management applications.
- The District will maintain a technology Helpdesk to handle specific case by case technology issues.
- The District will provide a protocol for the repair of devices that will include providing a loaner device to families who are experiencing problems with a district owned Chromebook and/or Internet connectivity device.

# RESTART & RECOVERY PLAN

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## OVERVIEW

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

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

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

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

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

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

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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 the Executive Order of the Governor of New Jersey and are subject to change.

# RESTART & RECOVERY PLAN

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

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

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

### A. Conditions for Learning

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

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

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

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

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

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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:
    - (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 placing signs and messages in and around school buildings.

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- (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
  - (x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).
  
- b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan

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- (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
- (2) Face coverings will be required for students, 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) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (4) Use of shared objects should be limited when possible or cleaned between use.
- (5) 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.
- (6) 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).
- (7) 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.
- c. Critical Area of Operation #3 – Transportation – Anticipated Minimum Standards Incorporated into the Plan
- (1) Face coverings must be worn by all students who are able to do so upon riding on 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.

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- (3) Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route.
  
- d. Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas – Anticipated Minimum Standards Incorporated into the Plan
  - (1) The Board’s Plan should establish the process and location for student and staff health screenings.
  - (2) Face coverings shall be worn while in the line to enter and exit the building.
  - (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).
  
- 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 include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.

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

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- (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
  - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
  - (v) Continuous monitoring of symptoms.
  - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Services Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
  - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (5) Students are required to wear face coverings at all times 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.

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- (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
  - (e) The student is under the age of two and could risk suffocation.
- (7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility will be denied.
- 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. (Mr. Ken Stromsland has completed the program)

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- 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. door knobs, light switches, classroom sink handles, countertops).
    - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
    - (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
      - (i) Classroom desks and chairs;
      - (ii) Lunchroom tables and chairs;
      - (iii) Door handles and push plates;

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- (iv) Handrails;
  - (v) Kitchens and bathrooms;
  - (vi) Light switches;
  - (vii) Handles on equipment (e.g. athletic equipment);
  - (viii) Buttons on vending machines and elevators;
  - (ix) Shared telephones;
  - (x) Shared desktops;
  - (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).
- 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.

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- (d) Space students at least six feet apart.
  - (e) Require individuals to wash their hands after removing their gloves or after directly handling used food service items.
- 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.
    - (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.

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- (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.
  
- j. Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours –  
Anticipated Minimum Standards Incorporated into the Plan
  - (1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.
  - (2) The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

## 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.

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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.

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

The proposed hybrid schedule for the 2020-2021 school year will allow for SEL while students are present in school by use of Morning Meeting time at the elementary level and counseling at the secondary level.

Our District vision for School Culture & Climate will include mindful practices, utilizing the Jostens Renaissance Education curricula, a Nationally Acclaimed School Culture Revitalization Program. Modeling the 11 Principles of Character, as well as CASEL's 5 Competencies, Tiered PBIS supports will be shared and implemented through systems of leadership teams, both school and district level, focusing on equity, student growth and effective SEB and academic practices. Specifically, through our continued development and growth of our district-wide PEER Leadership Program, partnerships with Be Strong Global, We Dine Together and #ICanHelp will encourage the Universal Support of all our students by promoting social inclusion and embracing empathy and respect among all community members, starting with our inclusive “Hello Hornets” program.

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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

A Multi-Tiered System of Supports has been developed in the district and is currently being reviewed to see how best to provide these services to students in a hybrid schedule. Push in academic support will be offered at the elementary level during math and ELA blocks or during flex periods in the elementary schedule. The protocols in place such as academic support periods will remain intact and utilized at the secondary level.

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

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

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Being Developed by School Officials

Currently Being Utilized

As part of the district Remote Learning Plan in the 2019-2020 school year, meals were available for pick up in bulk for a few hours once a week for our free or reduced student families. The district plans to continue this practice on Monday's when the school year begins.

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

The District will continue its Prime Time before and after school child care program.

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.

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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.
- 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.

## 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.

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- 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;
  - (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.

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- (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.

### 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.

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- (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  
  
a 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.
  - (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.

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- (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.

## 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.

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- c. The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
  - (1) Mentoring Guidance – Outlines requirements and flexibilities for non-tenured 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.

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

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

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- (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).
  - (3) Prioritize vulnerable student groups for face-to-face instruction.
  - (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
  - (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
  - (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
  - (7) Define and provide examples of high-quality instruction given context and resources available.
  - (8) Assess teacher, student, and parent needs regularly.
  - (9) Ensure students and parents receive necessary supports and access to instruction.

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- (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.
- (18) Ensure the Principal/ Director of Special Services is involved in the planning in order that developmentally appropriate activities and supports are in place for Pre-school and supports transition to Kindergarten.

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- e. Educational services staff members should:
  - (1) Lead small group instruction in a virtual environment.
  - (2) Facilitate the virtual component of synchronous online interactions.
  - (3) Manage an online platform for small groups of in-person students while the teacher is remote.
  - (4) Assist with the development and implementation of adjusted schedules.
  - (5) Plan for the completion of course requests and scheduling (secondary school).
  - (6) Provide teachers with 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.

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- (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- (8) Lead small group instruction in a virtual environment.
- (9) Facilitate the virtual component of synchronous online interaction

## g. Substitutes

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

## 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.

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- (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
  - (3) To the extent possible, provide district one-to-one instructional devices and connectivity.
  - (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
- b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:
- (1) Train student teachers to use technology platforms.
  - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
  - (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 a cooperating teacher and maintain social distancing.
  - (4) Manage online classrooms for asynchronous hybrid sessions while the cooperating teacher teaches in-person.

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- (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:
- (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.

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- (5) Increase the capacity for all staff to address student trauma, social emotional learning, and digital citizenship with our partner consultant from Rutgers and a new part time support person.

## 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.

## C. Policy and Funding

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

### 1. School Funding

- 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.

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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 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.

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## 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 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:
    - (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.

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- (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) All IEP testing was completed this summer except for those parents who decided not to have their child tested this summer. IEP teams will develop procedures to complete these few remaining IEP evaluations.
- (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.

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

## 3. Curriculum, Instruction, and Assessment

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

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- (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
  - (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate support necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.
- (2) Instruction
- (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
  - (b) In crafting an instructional plan, 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.

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- (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.
- (3) Assessment
  - (a) For the purposes of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
  - (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
  - (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
  - (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
  - (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
    - (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

## 4. Professional Learning

- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
- b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.

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- c. Professional learning opportunities should be:
  - (1) Presented prior to the beginning of the year;
  - (2) Presented throughout the school year;
  - (3) Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
  - (4) Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members; and
  - (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.
  
- d. Mentoring and Induction
  - (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
  - (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
  - (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
  - (4) Mentoring must be provided in both a hybrid and fully remote learning environment.

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- (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.

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d. Quality CTE Programs

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

e. Work-Based Learning

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 advice 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

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## CHART OF USEFUL LINKS

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

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

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	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/evaluation.shtml">https://www.nj.gov/education/covid19/teacherresources/evaluation.shtml</a>
	Performance Assessment Requirement for Certification COVID-19 Guidance	<a href="https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml</a>
	Educator Preparation Programs and Certification	<a href="https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml">https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml</a>
Athletics	Executive Order No. 149	<a href="http://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>

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Policy and Funding		
Section	Title	Link
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.mtbgms.org/NJDOEGMSWeb/logon.aspx">https://njdoe.mtbgms.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>
Section	Title	Link
Purchasing	New Jersey School Directory	<a href="https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission">https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission</a>
	NJSTART	<a href="https://www.njstart.gov/bso/">https://www.njstart.gov/bso/</a>
	Division of Local Government Services	<a href="https://www.nj.gov/dca/divisions/dlgs/">https://www.nj.gov/dca/divisions/dlgs/</a>
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	<a href="https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf">https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf</a>
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	<a href="https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf">https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf</a>
Costs and Contracting	E-rate	<a href="https://www.usac.org/e-rate/">https://www.usac.org/e-rate/</a>
	Technology for Education and Career (NJSBA TEC)	<a href="https://www.njsba.org/services/school-technology/">https://www.njsba.org/services/school-technology/</a>

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Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	<a href="https://sites.ed.gov/idea/">https://sites.ed.gov/idea/</a>
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	<a href="https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml">https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml</a>
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education	<a href="https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-">https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-</a>

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	during the COVID-19 Pandemic School Closures and Beyond	<a href="#">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>