

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

High Bridge School District
Board of Education

Fall 2020

RESTART & RECOVERY PLAN

TABLE OF CONTENTS

	<u>Page #</u>
Introduction	4
A. Conditions for Learning	6
1. Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning	6
a. Critical Area of Operation #1 General Health and Safety Guidelines	7
b. Critical Area of Operation #2 Classrooms, Testing, and Therapy Rooms	8
c. Critical Area of Operation #3 Transportation	10
d. Critical Area of Operation #4 Student Flow, Entry, Exit, and Common Areas	11
e. Critical Area of Operation #5 Screening, PPE, and Response to Students and Staff Presenting Symptoms	11
f. Critical Area of Operation #6 Contact Tracing	14
g. Critical Area of Operation #7 Facilities Cleaning Practices	14
h. Critical Area of Operation #8 Meals	16
i. Critical Area of Operation #9 Recess/Physical Education	16
j. Critical Area of Operation #10 Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours	18
2. Academic, Social, and Behavioral Supports	18

RESTART & RECOVERY PLAN

	<u>Page #</u>
a. Social Emotional Learning (SEL) and School Climate and Culture	19
b. Multi-Tiered Systems of Supports (MTSS)	19
c. Wraparound Supports	19
d. Food Service and Distribution	20
e. Quality Child Care	20
B. Leadership and Planning	21
1. Establishing a Restart Committee	21
2. Pandemic Response Teams	22
3. Scheduling	23
4. Staffing	25
5. In-Person and Hybrid Learning Environments: Roles and Responsibilities	27
6. Educator Roles Related to School Technology Needs	32
7. Athletics	35
C. Policy and Funding	36
1. School Funding	36
D. Continuity of Learning	38
1. Ensuring Delivery of Special Education and Related Services to Students with Disabilities	38
2. Technology and Connectivity	39
3. Curriculum, Instruction, and Assessments	40
4. Professional Learning	43
5. Career and Technical Education (CTE)	44
Appendices	46

RESTART & RECOVERY PLAN

Introduction

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

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

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

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

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

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

RESTART & RECOVERY PLAN

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

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

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

RESTART & RECOVERY PLAN

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.

RESTART & RECOVERY PLAN

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 signs and messages in and around school buildings.

RESTART & RECOVERY PLAN

- (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).

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

- b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan
 - (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at

RESTART & RECOVERY PLAN

least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

- (2) When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
 - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks, but should be worn when moving about the classroom.
- (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (5) Use of shared objects should be limited when possible or cleaned between use.
- (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
 - (a) In each classroom (for staff and older children who can safely use hand sanitizer).

RESTART & RECOVERY PLAN

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

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

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

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

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

RESTART & RECOVERY PLAN

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

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

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

- (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
 - (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
 - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (c) Results must be documented when signs/symptoms of COVID-19 are observed.

RESTART & RECOVERY PLAN

- (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.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.

RESTART & RECOVERY PLAN

- (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
 - (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
 - (5) Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
 - (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
 - (6) Exceptions to requirements for face coverings shall be as follows:
 - (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.

RESTART & RECOVERY PLAN

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

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

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

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

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

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

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

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

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

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

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

- (1) The Board’s Plan regarding recess and physical education should include protocols to address the following:

RESTART & RECOVERY PLAN

- (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.
 - (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.

RESTART & RECOVERY PLAN

- (3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

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

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

- (1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.

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

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

2. Academic, Social, and Behavioral Supports

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

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

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

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

RESTART & RECOVERY PLAN

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

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

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

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

District goal is to increase a positive inclusive environment for students and staff. Guidance counselors in both building are leading climate committees. These committees gather yearly information to target area in need of improvement.

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

Each building has a Basic Skills Instruction Program (BSI) for targeted at-risk student's. BSI instruction focuses on Mathematics and English Language Arts. The elementary school utilizes Leveled Learning Instruction (LLI) to support struggling readers. Two part-time staff are dedicated to providing individual and small group instruction to increase reading fluency and comprehension.

c. Wraparound Supports

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic,

RESTART & RECOVERY PLAN

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

Each building has a school nurse and guidance counselor. These educators work together to provide students and families with community based services. Staff works with families on an individual basis to ensure students and family needs are met.

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

Being Developed by School Officials

Currently Being Utilized

District administration is working with our food service provider Maschio's to ensure students who qualify for free or reduced lunch are provided with lunch. Lunches will also be available to students who wish to purchase a meal. Our elementary school students will have the opportunity for a daily snack and our middle school students can participate in our breakfast program. Grab and go lunches will be provided to free and reduced students on the days learning is virtual.

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

RESTART & RECOVERY PLAN

___ Currently Being Utilized

We are not offering before or after school services which is traditionally provided by Work Family Connections (WFC). With our current student schedule we do not have the space or custodial services to ensure proper cleaning. We will provide families with optional resources.

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

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

RESTART & RECOVERY PLAN

- d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
- e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

- a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
- b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
- c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
- d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
- e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
- f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
 - (1) School Principal or Lead Person;
 - (2) Teachers;
 - (3) Child Study Team member;
 - (4) School Counselor or mental health expert;
 - (5) Subject Area Chairperson/Director;

RESTART & RECOVERY PLAN

- (6) School Nurse;
- (7) Teachers representing each grade band served by the school district and school;
- (8) School safety personnel;
- (9) Members of the School Safety Team;
- (10) Custodian; and
- (11) Parents.

g. The Pandemic Response Team is responsible for:

- (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
- (2) Adjusting or amending school health and safety protocols as needed.
- (3) Providing staff with needed support and training.
- (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
- (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
- (6) Providing necessary communications to the school community and to the school district.
- (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3. Scheduling

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:

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

[See Appendix N – Scheduling of Students]

4. Staffing

- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider

RESTART & RECOVERY PLAN

unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.

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

RESTART & RECOVERY PLAN

(3) Certification

- (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

- (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

5. In-Person and Hybrid Learning Environments: Roles and Responsibilities

- a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to 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.

RESTART & RECOVERY PLAN

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

c. Mentor teachers should:

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

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

- (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.

e. Educational services staff members should:

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

f. Support staff/paraprofessionals may:

- (1) Lead small group instruction to ensure social distancing.
- (2) Consider student grouping to maintain single classroom cohorts.

RESTART & RECOVERY PLAN

- (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
- (5) Provide real-time support during virtual sessions.
- (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- (8) Lead small group instruction in a virtual environment.
- (9) Facilitate the virtual component of synchronous online interactions.
- (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

- (3) Co-teach with cooperating teacher and maintain social distancing.
 - (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - (5) Implement modifications or accommodations for students with special needs.
 - (6) Facilitate one-to-one student support.
 - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.
 - (9) Develop online material or assignments.
 - (10) Pre-record direct-instruction videos.
 - (11) Facilitate student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
- (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

RESTART & RECOVERY PLAN

support that will interact directly with students may require criminal history background checks.

- (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
- (5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

7. Athletics

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

[See Appendix P – Athletics]

C. Policy and Funding

The impact of the COVID-19 pandemic presents many fiscal challenges to the school district for delivery of instruction and related services to students in addition to other basic operational needs. 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.

RESTART & RECOVERY PLAN

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.

RESTART & RECOVERY PLAN

D. Continuity of Learning

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

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

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

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

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

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

- b. Districts should:
 - (1) Conduct a needs assessment.
 - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
 - (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

RESTART & RECOVERY PLAN

for the loss of learning that may have resulted from the extended school building closures.

- (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
- (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

(2) Instruction

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

RESTART & RECOVERY PLAN

- (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
 - (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.
- (3) Assessment
- (a) For the 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.

RESTART & RECOVERY PLAN

4. Professional Learning

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

RESTART & RECOVERY PLAN

- (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.

RESTART & RECOVERY PLAN

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

RESTART & RECOVERY PLAN

Appendices

Restart and Recovery Plan to Reopen Schools

High Bridge School District
Board of Education

Fall 2020

RESTART & RECOVERY PLAN

Appendix A

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

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

- a. Protocol for High Risk Staff Members
- b. Protocol for High Risk Students

Response to Students and Staff Presenting Symptoms:

Signs will be posted in both buildings with guidance on how to prevent illness.

Signs will be posted in both buildings with reminders of social distancing.

School nurse will monitor absenteeism patterns among both students and staff and notify Hunterdon County Health Department as needed.

According to good hygiene practices and the CDC, any person who is having signs of illness should stay home.

All students and staff who feel ill or who are observed to have symptoms of illness will be assessed by the school nurse and treated following current CDC guidelines as per <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html> and <https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html>

Any student or staff member who is showing signs of illness, will be assessed by the school nurse. If signs and symptoms of COVID-19 illness are confirmed by the school nurse, student or staff member will be isolated and sent home as soon as possible.

The following symptoms, according to the CDC will be surveilled in all persons in the school building and assessed and treated as per CDC, NJDOH and NJDOE guidance. People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Fever or chills
- Cough

RESTART & RECOVERY PLAN

- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19. <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

Isolation areas will be designated in each building for anyone suspected to have COVID-19 to be safely monitored and prevent the spread of the virus while waiting to leave the building.

Anyone suspected of having COVID-19 will be sent home with CDC guidance on *What to do When You are Sick* as per: <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>.

Anyone suspected of having COVID-19 will be excluded from returning to school according to current guidelines as per: https://www.nj.gov/health/cd/documents/topics/NCOV/COVID_guidance_reopening_chi ldcare.pdf

Nurses will seek emergency medical care for anyone exhibiting symptoms of the following without delay. The staff will receive training on obtaining immediate response for students and other staff in a safe manner.

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

*This list is not all possible symptoms. Nurses will observe for and obtain medical support for any other symptoms that are severe or concerning to students and staff..

Nurses or appropriate staff will call 911 or call ahead to the local emergency facility and notify the operator that they are seeking care for someone who has or may have COVID-19.

RESTART & RECOVERY PLAN

School nurse will contact the Hunterdon County Health Department and the school physician when cases of COVID-19 are suspected and follow their guidance for contact tracing, exclusion, notification and student/staff dismissals.

Any area of the building that is considered contaminated due to suspected or confirmed cases of COVID-19 will be cleaned & disinfected according to current CDC guidelines as per <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>.

This appendix was written in accordance with CDC and NJDOH and NJDOE guidelines. Submitted July 27, 2020.

All material was correct and valid as of the date written. Updates will be added to school protocols as they are received.

RESTART & RECOVERY PLAN

Appendix B

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

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

a. Social Distancing in Instructional and Non-Instructional Rooms

Students will be seated six feet apart from each other in the classroom as per current guidelines. This will allow for students to not be required to have a face covering while seated at their desk. When students move away from their desk to use the restroom or move about the classroom, they will be required to wear a mask. When students work one-one-on and social distancing cannot be maintained, staff and students will both wear a mask. Schedules will be modified to limit movement, lessening the risk of contact with other students in the building.

Staff and visitors will be required to wear masks at all times.

b. Procedures for Hand Sanitizing/Washing

Students and staff will be provided with an alcohol based hand sanitizer for each classroom.

CDC instructional posters will be placed around the building.

Students would be required to wash their hands before and after eating.

RESTART & RECOVERY PLAN

Appendix C

Critical Area of Operation #3 – Transportation

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

- a. Student Transportation
- b. Social Distancing on School Buses

High Bridge is a non-transporting district.

There are currently no special education students requiring transportation.

RESTART & RECOVERY PLAN

Appendix D

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

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

a. Location of Student and Staff Screening

Each building will have four (4) separate areas where students will have temperatures checked before entering the building. Grade level entrances are spaced out to provide maximum protection for students.

Staff temperatures will be checked by the school nurse upon arrival each day.

b. Social Distancing in Entrances, Exits, and Common Areas

Student entrances will be clearly marked with cones and/or painted areas to ensure six feet distance guidelines are met or exceeded.

Students and staff will wear masks when moving to or through exits and common areas.

RESTART & RECOVERY PLAN

Appendix E

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

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

a. Screening Procedures for Students and Staff

Symptom Screening will be conducted for any person entering the building according to current guidelines by the CDC as per:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html> and
<https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html>.

- Information on symptoms will be given to parents and staff.
- Signs will be posted at building entrances identifying symptoms.
- Health checks will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
- School administrators may use examples of screening methods in CDC's supplemental Guidance for Child Care Programs that Remain Open and CDC's General Business FAQs

Temperature screenings may be conducted for all students and staff.

- Fever is determined by a measured temperature of 100 °F or greater.
- Individuals waiting to be screened must stand six feet apart from each other. Markers will be on the ground/floor for spacing.
- The staff person taking temperatures must wear a face covering, and must stay six feet apart unless taking temperature.
- The staff person will use a touchless thermometer (If not available, use a tympanic/ear, digital axillary/under the arm, or temporal/forehead thermometer using disposable thermometer covers that are changed between individuals.
- The staff person must wash hands or use hand sanitizer before touching the thermometer.

RESTART & RECOVERY PLAN

- The staff person must wear gloves if available and change between direct contact with individuals, and must wash hands or use hand sanitizer after removing gloves.
- The staff person must clean and sanitize the thermometer using manufacturer's instructions between each use.
- Anyone with a temperature of 100 °F or greater will be assessed further by the school nurse.

b. Protocols for Symptomatic Students and Staff

Any student or staff member who is showing signs of illness, will be assessed by the school nurse. If signs and symptoms of COVID-19 illness are confirmed by the school nurse, student or staff member will be isolated and sent home as soon as possible.

c. Protocols for Face Coverings

Staff and visitors will be required to wear masks at all times. Students are required to wear face coverings when moving about the building or when social distancing is not possible.

RESTART & RECOVERY PLAN

Appendix F

Critical Area of Operation #6 - Contact Tracing

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

School nurse will contact the Hunterdon County Health Department and the school physician when cases of COVID-19 are suspected or confirmed and follow their guidance for contact tracing, exclusion, notification and student/staff dismissals.

RESTART & RECOVERY PLAN

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

The following is a list of areas that will be cleaned and sanitized via mister according to CDC guidelines. School buildings are to be deep cleaned starting at 2pm daily.

- Bathroom areas will be cleaned and disinfected regularly and monitored by a log sheet
- Water fountain mouth guards will not be accessible for use, only reusable bottle filler operation will be available.
- Door knobs, push bars and handrails will be sanitized regularly.
- All office countertops will be cleaned daily as needed.
- As students rotate, classrooms will be misted and all surfaces sanitized.
- Hand soap and aloe vera gel sanitizer will be available in all classrooms.
- Classroom doors will be left ajar as per current guidelines.
- Classroom window will be slightly open during school hours to help air circulation.
- Physical Education equipment will be sanitized after use.
- Maschio's kitchen staff to clean and disinfect food prep areas.
- Entrance doorbells and door handles cleaned regularly.
- Playground equipment to be inaccessible.
- All flat surface and student activity areas will be sanitized daily.

No non-educational material will be in instructional areas for ease of cleaning and to maximize social distancing.

Disinfectant solution will be made available as needed for staff members usage.

RESTART & RECOVERY PLAN

Appendix H

Critical Area of Operation #8 – Meals

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

The High Bridge School District follows the National School Lunch Program guidelines along with Maschio's Food Service recommendations.

During our hybrid instruction model lunch will be provided to all of our free and reduced recipients, as well as for students who would like to purchase a lunch. This will be a grab and go program where students will pick up their meal before they go home.

Maschio's will provide daily prepared lunch when students are in the building (s) and a pre-packed lunch for days when learning is virtual.

Our students will be divided into A group and B group. A group will attend school Monday and Tuesday from 8:30 am to 1:15 pm. The B group will attend school on Thursday and Friday from 8:30 am to 1:15 pm. Wednesday the entire district will be virtual.

Students at the middle school will have the opportunity to purchase breakfast as they did during the 2019-2020 school year. Students at the elementary school will continue to bring a daily snack as we have always done.

Office staff in both buildings will create a roster for ordering and delivery of meals to the classroom to limit travel and contact time.

A group and B group students who are free and reduced recipients will have the option of coming in on the days they are not scheduled for in person instruction, to pick up a meal or they can choose to take three pre-packed meals for the days that their group is not physically in the school(s).

RESTART & RECOVERY PLAN

Appendix I

Critical Area of Operation #9 – Recess/Physical Education

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

We do not have recess in our current schedule. Elementary teachers will have the opportunity to sign up to take their students outside for daily breaks.

Physical Education teachers will utilize outside areas weather permitting. Activities will be planned with well-marked areas to ensure social distancing. PE staff will also have distance learning activities available as a challenge for in person students and for distance learners.

RESTART & RECOVERY PLAN

Appendix J

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

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

All field trips will be postponed for the 2020-2021 school year. Staff will be encouraged to research virtual field trips to provide students with learning opportunities.

All sports are being cancelled due to current social distance guidelines. Extra-Curricular Activities will be conducted virtually to provide opportunity for all interested students.

High Bridge School District is not allowing outside groups to use the facilities after school hours. This allows us to maximize the use of our custodial staff and cleaning supplies to focus on student and staff health.

RESTART & RECOVERY PLAN

Appendix K

Academic, Social, and Behavioral Supports

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

District Guidance Counselors will provide the following supports for students and district families.

Elementary School:

1. Provide information and resources to students, families, and staff on mental health and community services as needed and available.
2. Continue to provide counseling services (whole class, groups, and individual) while practicing school based cleaning and disinfecting protocols between students.
3. Identify students at risk with virtual learning and offer additional interventions and supports.
4. Identify anxious students and provide additional support.
5. Continue to provide SEL support services through the Wingman program, Second Step lessons, and small groups.
6. Provide SEL support and information to families.
7. Continue to provide Professional Development on SEL and promote self-care for staff.
8. Provide opportunity for student needs intervention. Staff will update and communicate with families.
9. Provide information to students and families to ease the transition back to in person learning.
10. Continue to collaborate/check-in with staff and families regularly to meet students' needs.
11. Continue to provide reassurance, coping skills, and support to the school community as needed.

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Middle School:

1. Communicate with families regarding the importance of SEL and information on school based programs.
2. Facilitate opportunity for connection and reflection among students and staff through SEL Morning Meeting Curriculum.
3. Provide Professional Development on SEL and promote self-care for staff.

RESTART & RECOVERY PLAN

4. Provide information and resources to students, families, and staff on mental health and community services as it is available.
5. Identify students at risk with virtual learning and offer additional interventions and supports.
6. Continue to provide counseling services while practicing school based cleaning and disinfecting protocols between students.
7. Provide opportunity for student needs assessment update and communication with families.
8. Give students an opportunity to connect during the school day of school based learning through SEL Groups that maintain social distancing.
9. Provide information to students and families to ease the transition back to in person learning.

RESTART & RECOVERY PLAN

Appendix L

Restart Committee

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

High Bridge School District Restart Committee Presentation:

<https://docs.google.com/presentation/d/11MqVuPxPwbCx0GYWB4gFjp285T61nd4sLHDBcWpIKkw/edit#slide=id.p>

- Agenda: Thursday, July 16, 2020
- Goal for Committee: to determine student schedule to maximize students and staff safety while complying with current Federal and State guidelines
- Members: Two BOE Members, two PTO members, HBEA leadership, School Administration
- Review of parent surveys
- Review of NJDOE Road Back Document
- Discusses North Hunterdon Voorhees proposed schedule
- Review administrative proposed students and staff schedule
- Tour of building - classroom set up, student movements and entrance/exit set up

RESTART & RECOVERY PLAN

Appendix M

Pandemic Response Teams

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

Agenda for Pandemic Response Teams Meeting

Tuesday July 21, 2020 Meeting - 11:00 am

Critical Area of Operation -General Health & Safety Guidelines

- Protocol for High Risk Staff
- Protocol for High Risk Students

Critical Area of Operation - Classrooms, Testing & Therapy Rooms

- Social Distancing in Instructional & Non-Instructional Rooms
- Procedures for Hand Sanitizing/Washing

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

- Location of Student & Staff Screening
- Social Distancing in Entrances, Exits & Common Areas

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

- Screening Procedures for Students & Staff
- Protocols for Symptomatic Students & Staff
- Protocols for Face Coverings

Wednesday July 22, 2020 Meeting - 11:00 am

Critical Area of Operation - Facilities Cleaning Practices

- Cleaning & Disinfecting of Schools & School Equipment

Critical Area of Operation - Meals

Critical Area of Operation - Recess and Physical Education

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

Academic, Social and Behavioral Supports

- Evidence and Explanations

RESTART & RECOVERY PLAN

Appendix N

Scheduling of Students

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

- a. School Day
- b. Educational Program

Our students will be divided into A group and B group. A group will attend in person instruction at school Monday and Tuesday from 8:30 am to 1:15 pm. The B group will attend school on Thursday and Friday from 8:30 am to 1:15 pm. Wednesday the entire district will be virtual from 8:30-1:15. When students are not physically in the building they will be able to log in to their Google Classroom and watch lessons in real-time with the teacher, the lessons will also be recorded for those students who may need to access them at another time.

Parents will be informed of their assigned grouping on or before August 3rd. Families will be kept in the same group, unless there is a request to split the family up.

Instructional staff will record and/or stream their lesson so either A/B and total virtual students can participate in daily lessons.

Instructional staff will have Wednesday to provide virtual classroom instruction for all students.

Instructional staff will have from 2:00 pm to 3:15 pm M/T/TH/F to follow up with students and parents during specified office hours.

RESTART & RECOVERY PLAN

Appendix O

Staffing

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

All instructional full time staff will work from 8:15-3:30 daily 8:15-3:15 ES on Friday, 8:20-3:20 MS on Friday.

Part time staff will work according to their contracted time.

Students will be divided into A and B groups. Virtual students will be assigned to either A or B group.

Instructional staff will teach A group Monday and Tuesday and B group on Thursday and Friday in the building. Wednesday will be virtual for all students.

A/B groups will be provided with direct instruction from 8:30 am- 1:15 pm (M/T-Th/F).

Teachers will live stream lessons for A/B groups in the building and for virtual students.

Instructional staff will have from 1:45-3:30 (3:20 on Friday) to check in with both in-person and virtual students.

Daily instruction for students will be the same for all students, only location will change.

For any short term staff absence, a substitute teacher will be assigned to the classroom. In case of an extended teacher absence, i.e. mandatory quarantine, the quarantined teacher's classes will be virtual.

RESTART & RECOVERY PLAN

Appendix P

Athletics

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

No athletics will take place under current NJDOE and CDC guidelines.

RESTART & RECOVERY PLAN

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	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	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
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm

RESTART & RECOVERY PLAN

Section	Title	Link
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bsa/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml

RESTART & RECOVERY PLAN

Section	Title	Link
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html