

BRADLEY BEACH BOARD OF EDUCATION

**515 Brinley Avenue
Bradley Beach, NJ 07720**

A G E N D A

**Special Meeting
July 30, 2020**

I. Call To Order

II. Open Public Meetings Act

In accordance with the Open Public Meetings Act, notice of this meeting has been given to the designated newspaper, *The Asbury Park Press*, and posted in the school in a place reserved for this kind of notice.

III. Flag Salute

IV. Roll Call

V. Discussion Items – Goal Setting Session Presented by Kathy Winecoff
– School Reopening Plan Presented by Dr. Stephen Wisniewski

VI. Superintendent’s Report

Executive Session

A. Personnel

1. Resolved: That the Board approve the appointment of Chloe Grady to the position of Middle School Language Arts and Special Education Teacher, effective on September 1, 2020, at BA Step 4, at a salary of \$52,935.00, as established by the collective agreement between the Bradley Beach Board of Education and the Bradley Beach Education Association. (Attachment VI-A.1) [B]

MOTION: _____ SECOND: _____ VOTE: _____

B. Policy

1. Resolved: That the Board approve the amended 2020/2021 School Calendar to reflect the impact of the Restart and Recovery Plan. (Attachment VI-B.1)

2. Resolved: That the Board approve the first reading of Policy 1648. (Attachment VI-B.2)

MOTION: _____ SECOND: _____ VOTE: _____

AGENDA
Special Meeting
July 30, 2020

VII. Business Administrator/Board Secretary's Report

A. Approval of Submission of CARES Act Elementary and Secondary School Emergency Relief (ESSER) Fund Digital Divide Preliminary Grant Application

Resolved: That the Board approve the submission of the CARES Act Elementary and Secondary school emergency relief (ESSER) Fund Digital Divide Preliminary Grant Application.

MOTION: _____ SECOND: _____ VOTE: _____

VIII. Old Business

VII. New Business

VIII. Committee Reports

IX. President's Report

X. Public Comments (Agenda Items Only)

XI. Public Comments (Other Items Only)

XII. Adjournment

CHLOE GRADY**Professional Profile**

Graduated Georgian Court University in May 2017 with a BA in English and Secondary Education with a Teacher of Students with Disabilities Endorsement. New Jersey Certified Teacher of English and Special Education K-12. Nationally certified teacher through Pearson's EDTPA, Teacher Performance Assessment. Certified as a Substitute Teacher (K-12 inclusive) in New Jersey. Pursuing my goal of leading students and providing them with the educational experiences they deserve. Work offers exemplary people skills, positive attitude, and diverse experience with special education students. Assisting in the growth of others and mentoring them to achieve their own goals. Dedicated, motivated, confident, and organized individual with exceptional leadership.

Education and Honors

Georgian Court University
Lakewood, New Jersey

August 2013- May 2017

- 2013 - May 2017 -WILD - Women In Leadership Development Member; Prestigious earned appointment by virtue of leadership
- 2013- May 2017- Mercy Collegiate Society Member; Leadership program following the foundations of the Sisters of Mercy
- 2014- August 2016- Orientation Leader; Leadership program pertaining to leadership skills and assistant teaching.
- 2014- Outstanding Mentor Award for Orientation Leaders.
- 2014- National Conference on Student Leadership in Orlando, Florida
- 2015- Emerging Leader Award for the Women in Leadership and Development Program
- 2015- Leadership Award for the Orientation Leaders.
- 2016- Participated in a Faculty Lead Spanish and Art Program in Barcelona and Madrid, Spain
- 2016- Global Awareness Award for the Women in Leadership and Development Program
- 2017- Participated in a Faculty Lead Literary Program in Ireland

Professional Experience

Middle School Literacy/Special Education

September 2018- Current 2019/2020

Christa McAuliffe Middle School: Jackson Township, New Jersey

- Co-taught 6th and 7th grade Literacy in a diverse school district. Developed differentiated lessons for various level learners. Integrated Google applications and online assessments to create data based learning and student developed goals. Integrated Social Emotional Learning into the Literacy classroom. Worked with the Child Study Team to develop PLAFFS, growth plans, behavior plans, and IEPs. Actively volunteered in various school activities.

Middle School Special Education Literacy

September 2017-June 2018

Monmouth Beach School: Monmouth Beach, New Jersey

- Taught 7th grade Literacy in the resource room setting. Co-taught in an inclusion classroom for 6th and 8th grade special education Literacy. Taught differentiated lessons for various level learners. Developed a 21st century technology classroom. Worked with the Child Study Team to develop PLAFFS, goals and objectives, and IEPs. Attended various workshops to achieve Professional Development goals. Actively participated in staff bonding and development.

15 Week Clinical Internship (Middle School)

Lake Riviera Middle School: Brick Township, New Jersey

January 2017- May 2017

- Worked with teachers and students to gain knowledge of their daily routine and progress. Planned and led lessons using several programs to engage students such as differentiated instruction, technology based classes, and Kelly Gallagher's reading motivation. Attended school wide training on Universal Design for Learning and Growth Mindset.

60 Hours Clinical Experience (High School)

Manasquan High School: Manasquan, New Jersey

September 2015- December 2015

- Observed and assisted various level English classes among multiple grades and creative language electives.

Substitute Teacher

September 2015- June 2017

Brielle Elementary School: Brielle, New Jersey

- Followed classroom and school routines, procedures and rules. Care for both general and special education students and follow their daily lessons.

Volunteer for Partnership for Effective Educator Practices (Kindergarten)

January 2016- April 2016

Belmar Elementary School: Belmar, New Jersey

- Worked with the reading specialist to become trained in Wilson Foundations, Action 100, and Stronge Teacher and Leader Effectiveness Performance System. The skills learned were used in a Kindergarten class to analyze and track students' reading comprehension skills.

BRADLEY BEACH ELEMENTARY SCHOOL

2020 - 2021

(Attachment VI-B.1)

September 2020

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	*9*	10	11	12
13	14	15	16	17	18	19
20	21	22	23	*24*	25	26
27	28	29	30			

16 Student/21 Teacher Days

October 2020

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

21 Student/Teacher Days

November 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

17 Student/Teacher Days

December 2020

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

17 Student/Teacher Days

January 2021

S	M	T	W	T	F	S
					1	2
3	*4*	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

20 Student/Teacher Days

Total Student Days - 180

Total Teacher Days - 185

Emergency Closing - 2

September

1-4 - Professional Days - School Closed for Students
 7 - Labor Day - School Closed
 8 - Professional Day - School Closed for Students
 9 - First Day for Students
 24 - Virtual Back to School Night - 6:00 PM
 25 - 1:00 Dismissal

October

12 - Columbus Day - School Closed

November

5 & 6 - NJEA Virtual Convention - School Closed
 23 & 24 - Parent/Teacher Conferences 1:00 Dismissal
 25 - 1:00 Dismissal
 26 & 27 - Thanksgiving Recess - School Closed

December

23 - 1:00 Dismissal
 24-31 - Winter Recess - School Closed

January

1 - School Closed - New Year's Day
 4 - School Reopens

February

15 - Presidents' Day - School Closed

March

31 - Parent/Teacher Conferences 1:00 Dismissal

April

1 - 1:00 Dismissal
 2-9 - Spring Recess - School Closed
 12 - School Reopens

May

31 - Memorial Day - School Closed

June

15 - 1:00 Dismissal
 16 - Graduation - 1:00 Dismissal
 17 - Last Day of School - 1:00 Dismissal

Emergency Closing Days

* If no Emergency Closing Days are used, school will be closed May 28th and June 1st. *

If only one Emergency Closing Day is used, school will be in session on May 28th and closed on June 1st. *

If two Emergency Closing Days are used, school will be in session May 28th and June 1st.

* If an additional Emergency Closing Day is needed then it will be added to the end of the school calendar as a 1:00 Dismissal.

February 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

19 Student/Teacher Days

March 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

23 Student/Teacher Days

April 2021

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	*12*	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

16 Student/Teacher Days

May 2021

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

19 Student/Teacher Days

June 2021

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	*16*	*17*	18	19
20	21	22	23	24	25	26
27	28	29	30			

12 Student/Teacher Days

	Closed
	Teacher Inservice/ School Closed
	1:00 P.M. Dismissal
	Unused Emergency Closing

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

Bradley Beach
Board of Education

Fall 2020

RESTART & RECOVERY PLAN

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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.

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

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

The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by 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.

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- (e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
 - (i) Chronic lung disease or asthma (moderate to severe);
 - (ii) Serious heart conditions;
 - (iii) Immunocompromised;
 - (iv) Severe obesity (body mass index, or BMI, of 40 or higher);
 - (v) Diabetes;
 - (vi) Chronic kidney disease undergoing dialysis;
 - (vii) Liver disease;
 - (viii) Medically fragile students with Individualized Education Programs (IEPs);
 - (ix) Students with complex disabilities with IEPs; or
 - (x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

[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

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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]

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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.

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- (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.

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- (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.

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- (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.

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

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- (x) Shared desktops;
- (xi) Shared computer keyboards and mice;
- (xii) Drinking fountains; and
- (xiii) School bus seats and windows.

- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

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

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

- (1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board’s Plan, if applicable:

- (a) Stagger times to allow for social distancing and clean and disinfect between groups.
- (b) Discontinue family style, self-service, and buffet.
- (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
- (d) Space students at least six feet apart.
- (e) Require individuals must wash their hands after removing their gloves or after directly handling used food service items.

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

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

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

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- (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.

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- (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

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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

Our district currently utilizes Morning Meeting to meet with students each day for 20 minutes in homeroom setting to engage students in building relationships. Our district also utilizes the SOLE Positive Behavioral Program to develop common expectations and language to support our students.

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

The district currently utilizes our I&RS Team, which will be renamed the MTSS Team. This group meets when needed to address academic, social, and behavioral concerns.

c. Wraparound Supports

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

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behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The district currently utilizes a two day a week feeding system for all community members under the age of 18. The feeding is a grab and go style pre-bagged system. The district will continue to feed students during the school year in a similar fashion.

e. Quality Child Care

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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

B. Leadership and Planning

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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.
 - 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

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- 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;
 - (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:

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- (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

- a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
- b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.

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- (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
 - (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
- c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
- (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
 - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:
- (1) Provide teachers common planning time.
 - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.

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- (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
 - (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
 - (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
 - (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See Appendix N – Scheduling of Students]

4. Staffing

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

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- c. The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
 - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
 - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
 - (3) Certification
 - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

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- (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.
 - (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.

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

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- (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
 - (2) Provide time for staff collaboration and planning (See Scheduling section). 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.
 - (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.

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- (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
 - (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
 - (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
 - (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
 - (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
 - (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
 - (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
 - (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
 - (18) Ensure the 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.

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- (2) Facilitate the virtual component of synchronous online interactions.
 - (3) Manage online platform for small groups of in-person students while teacher is remote.
 - (4) Assist with the development and implementation of adjusted schedules.
 - (5) Plan for the completion of course requests and scheduling (secondary school).
 - (6) Assist teachers with providing updates to students and families.
 - (7) Support embedding of SEL into lessons.
 - (8) Lead small group instruction to ensure social distancing.
 - (9) Consider student grouping to maintain single classroom cohorts.
 - (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- f. Support staff/paraprofessionals may:
- (1) Lead small group instruction to ensure social distancing.
 - (2) Consider student grouping to maintain single classroom cohorts.
 - (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
 - (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
 - (5) Provide real-time support during virtual sessions.
 - (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.

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

g. Substitutes

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

- a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:
 - (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
 - (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).

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- (3) To the extent possible, provide district one-to-one instructional devices and connectivity.
 - (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
- b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:
- (1) Train student teachers to use technology platforms.
 - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
 - (3) Survey assistant teachers to determine technology needs/access (Pre-school).
 - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- c. Student teachers should:
- (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
 - (2) Lead small group instruction (in-person to help with social distancing).
 - (3) Co-teach with 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.

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- (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.
 - (9) Develop online material or assignments.
 - (10) Pre-record direct-instruction videos.
 - (11) Facilitate student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
 - (2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
 - (3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
 - (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
 - (5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

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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]

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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.

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.

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(1) Purchasing

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

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

The school district shall apply for the approval from the Commissioner of Education prior to performing certain budget actions, such as withdrawing from the emergency reserve or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

(3) Costs and Contracting

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

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D. Continuity of Learning

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

Curriculum, instruction, assessment, professional learning, and career and technical education (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:

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- (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.

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- b. Districts should:
 - (1) Conduct a needs assessment.
 - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent 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 for the loss of learning that may have resulted from the extended school building closures.

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- (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
 - (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate 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.

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- (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
 - (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.
- (3) Assessment
- (a) For the purposed of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
 - (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
 - (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
 - (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
 - (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.

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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.

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- (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.
- e. Evaluation
 - (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
 - (2) School districts should develop observation schedules with a hybrid model in mind.
 - (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
 - (4) School districts should consider the School Improvement Panel's (SciP) role in informing professional learning, mentoring, and other evaluation-related activities.
 - (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.
- 5. Career and Technical Education (CTE)
 - a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
 - b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
 - c. Guiding Principles
 - (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
 - (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.

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d. Quality CTE Programs

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

e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

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Appendices

Restart and Recovery Plan to Reopen Schools

Bradly Beach Board of Education

Fall 2020

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Appendix A

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

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

- Protocol for High Risk Staff
 - Establishing and maintaining communication with local and state authorities to determine current mitigation levels in our community
 - Work with the local Office of Emergency Management and the Department of Health to recognize potential health threats
 - Supporting high risk staff with options for telework and virtual learning
 - Promoting best practices with signs and messages on entrance doors, in hallways, in bathrooms, and in classrooms

- Protocol for High Risk Students
 - Establishing and maintaining communication with local and state authorities to determine current mitigation levels in our community
 - Work with the local Office of Emergency Management and the Department of Health to recognize potential health threats
 - Supporting high risk students with options for telework and virtual learning
 - Promoting best practices with signs and messages on entrance doors, in hallways, in bathrooms, and in classrooms

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Appendix B

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

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

- Social Distancing in Instructional and Non-instructional Rooms
 - Students will attend school 5 days per week
 - Students will have lunch at home
 - Students that qualify for free and reduced lunch will be provided a take home meal
 - Students in Grades 4-8 will begin their school day at 8:45 and end at 12:45
 - Students in Grades PreK-3 will begin their school day at 9:00 and end at 1:00
 - All students and staff will be required to wear masks at all times
 - Students desks will be spaced a minimum of 3 feet apart
 - All desks will be in rows and facing the same direction
 - All non-instructional Rooms will require students and staff to wear masks
 - All small group instruction rooms will require a mask or plexiglass shield if social distancing is not an option.
 - Use of shared objects limited or cleaned between use
 - Filters for A/C units must be maintained and changed according to manufacturer recommendations.
 - Open windows when possible
 - Avoid close group learning activities
 - Keeping students in Cohort Model
 - Allow minimal mixing between cohorts
- Procedures for Hand Sanitizing/Washing
 - All Instructional and Non-instructional classrooms will have hand sanitizing stations with alcohol-based hand sanitizer with at least 70% alcohol
 - Hand Sanitizer - Purell Hand Sanitizer Foam - Ethyl alcohol 70%
 - All bathrooms will will have hand sanitizing stations with alcohol-based hand sanitizer with at least 70% alcohol
 - All entrances and exits will will have hand sanitizing stations with alcohol-based hand sanitizer with at least 70% alcohol
 - Hand washing station for preschool
 - Supervised hand washing
 - Bathrooms for hand washing for kindergarten students
 - Utilize hand sanitizer/hand washing:

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- At the start of the day when entering the classroom
- After using the toilet
- After sneezing, wiping, blowing noses
- After returning to classroom from outside activities

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Appendix C

Critical Area of Operation #3 – Transportation

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

- Student Transportation
 - Students will not be transported via school buses as this is a walking district
 - Students will not utilize transportation as field trips, athletics, or other needs of transportation will be canceled during the pandemic
- Social Distancing on School Buses
 - Students will not be transported via school buses as this is a walking district
 - Students will not utilize transportation as field trips, athletics, or other needs of transportation will be canceled during the pandemic

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Appendix D

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

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

- Location of Student and Staff Screening
 - Student Screening will be conducted at the entrance doors -
 - Doors along Hammond Ave for PreK-3
 - Gym Door and East Entrance for 4-8
 - All staff members will be required to conduct screenings at home

- Social Distancing in Entrances, Exits, and Common Areas
 - Minimize interaction of students between drop-off and entrance to school facilities.
 - Parents will not be permitted to enter school grounds during drop-off and pick-up
 - Create a system that allows for physical distancing.
 - Circles will be painted on the blacktop at drop-off and pick-up locations at six foot intervals
 - Students will be required to remain on a circle until they enter the school building
 - Students will be required to remain on a circle until they are picked-up by parent/guardian for grades PreK-3
 - Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.
 - Students in Grades 4-8 will begin their school day at 8:45 and end at 12:45
 - Students in Grades PreK-3 will begin their school day at 9:00 and end at 1:00
 - Require visitors and parent/guardians use their own pen for signing in/out.
 - Create “one-way routes” in hallways.
 - Minimize the number of non-essential interactions between students and staff throughout the school day.
 - Create student cohorts as an effective strategy to limit exposure and contact.
 - Limit commingling between classes or other district-set groups of students.
 - Minimize large group gatherings
 - All assemblies will be canceled

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- All concerts will be canceled
- All in-person night functions will be canceled
- Provide hand sanitizer at school entrances.
- Put signage around school buildings to provide hygiene advice and reminders (CDC offers printable resources and handwashing posters).
- Increase frequency of cleaning all surfaces, including walls (to the appropriate height based on age of students).
- If feasible, install physical barriers, such as sneeze guards and partitions, at reception desks
- Lockers will not be utilized to keep traffic in the hallways within social distancing protocols.
- All visitors must remain in the vestibule
- All deliveries must remain in the elevator lobby

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Appendix E

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

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

- Screening Procedures for Students and Staff
 - All staff members will be required to conduct screenings at home to confirm they are free of the following symptoms:
 - A fever of 100° F or greater
 - Cough
 - Shortness of breath or difficulty breathing
 - Chills
 - Repeated shaking with chills
 - Muscle pain
 - Headache
 - Sore throat
 - New loss of taste or smell
 - Fatigue
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
 - Staff members will confirm such screenings have been conducted by completing a district created form before arriving at school
 - All student families will be required to conduct screening at home to confirm they are free of the following symptoms:
 - A fever of 100° F or greater
 - Cough
 - Shortness of breath or difficulty breathing
 - Chills
 - Repeated shaking with chills
 - Muscle pain
 - Headache
 - Sore throat
 - New loss of taste or smell
 - Fatigue
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea

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- Additionally, students will be screened on arrival by staff for a fever of 100° F or greater with a district provided non-contact forehead thermometer

- Protocols for Symptomatic Students and Staff
 - Symptomatic staff members will be required to remain at home
 - If a staff member becomes symptomatic during the day, they will be required to leave the building
 - Symptomatic students who arrive at school will be isolated to the annex building where they will be screened at a minimum two more times. They will be safely and respectfully isolated from others.
 - Students will remain in isolation with continued supervision and care until picked up by an authorized adult.
 - Remittance policies
 - All students and staff will have reentry meeting with school nurse for clearance for in-person attendance of school
 - Follow NJDOH guidelines for isolation and quarantine
 - Those students who would like to return to school before the end of the isolation period must present proof of negative COVID 19 test, medical note with alternative diagnosis and fever free for 24 hours
 - All close contacts must complete the 14 day quarantine
 - Students and staff will contact nurse if they become symptomatic during the quarantine period
 - Written protocols will be provided to parents prior to the school year start

- Protocols for Face Coverings
 - All students and staff will be required to wear masks at all times except:
 - Doing so would inhibit the individual's health as documented by a medical professional
 - The individual is in extreme heat outdoors.
 - A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.
 - The student is under the age of two (2) and could risk suffocation
 - The district will provide students and staff one disposable mask per day
 - The district will encourage students and staff to utilize their own personal mask as long as it meets the CDC approved guidelines
 - Students who are unable to wear a mask will be required to wear a face shield and utilize an additional barrier in their classroom setting

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Appendix F

Critical Area of Operation #6 - Contact Tracing

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

- Contact Tracing will be conducted by the Monmouth county Board of Health
- The district nurse will be responsible for:
 - Identifying the criteria an individual must meet in order to activate the board's contact tracing policy
 - Clearly describe the school or district's responsibilities regarding notification of its local health department, staff, families and the public
 - Identifying the school or district's role in assisting its local health department conduct contact tracing activities, including ongoing communication with the identified individual and/or their contacts.
 - Ensuring adequate information and training is provided to school and district staff as necessary to enable staff to carry out responsibilities assigned to them under the policy
 - Adhering to all applicable federal and state requirements regarding privacy of educational records (e.g. FERPA).
 - Designation of a staff liaison or liaisons responsible for providing notifications and carrying out other components of the board's contact tracing policy could help ensure that notifications are carried out in a prompt and responsible manner
 - Open communication systems that allow staff, students, and families to self-report symptoms and/or suspected exposure could assist school districts provide prompt notification

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

- Cleaning and Disinfecting of Schools and School Equipment
 - Schedule for increased, routine cleaning and disinfection
 - 1 Custodian 7:00 AM - 3:00 PM
 - 1 Custodian 8:30 AM - 4:30 PM
 - 2 Custodians 1:00 PM - 9:00 PM
 - Routinely clean and disinfect 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).
 - Morning Custodian will begin the day by cleaning and disinfecting all touchpoints on entry doors and refilling all hand sanitizer dispensers by doors.
 - Hand Sanitizer - Purell Hand Sanitizer Foam - Ethyl alcohol 70%
 - The school will be split into two sections during the day and night:
 - Top Floor and Main Front Hallway
 - Bottom Floor and Primary Wing
 - Day custodians will clean the common areas of their assigned section every hour for touchpoints (e.g., doorknobs, light switches, crash bars on doors, water fountains)
 - Night custodians will clean and disinfect all classrooms at night for touchpoints utilizing a backpack sprayer
 - Examples of frequently touched areas:
 - Classroom desks and chairs
 - Lunchroom tables and chairs
 - Door handles and push plates
 - Handrails
 - Kitchens and bathrooms
 - Light switches
 - Handles on equipment (e.g. athletic equipment)
 - Buttons on vending machines and elevators
 - Shared telephones
 - Shared desktops
 - Shared computer keyboards and mice

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- Drinking fountains
- Night custodians will also be responsible for restocking all bathroom soap dispensers, hand sanitizer dispensers, and paper towels
- Staff members will be provided cleaning products for use in their classrooms, which can include
 - Gloves
 - Rags
 - Spray Disinfectant Cleaner
 - Disinfecting wipes
- Use all cleaning products according to the directions on the label and follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.)
 - Spray Disinfectant Cleaner
 - Avistat-D by National Chemical Laboratories
 - EPA REG. NO 1839-83-2296
 - Backpack Disinfectant Cleaner
 - Neutral Q by National Chemical Laboratories
 - EPA REG. NO 10324-154-2296
- Bathrooms will be cleaned and disinfected every 30 minutes using protocols outlined by the Environmental Protection Agency (EPA).
 - Regarding bathrooms:
 - Avoid crowds by limiting the number of students who can enter at a time.
 - Utilize open trash cans to avoid touchpoints
 - Prop doors open to avoid touching handles.
 - All sinks, toilets, and urinals are no touch
 - Kindergarten Classroom Bathrooms will be cleaned every 30 minutes
- Drinking fountains will be cleaned and sanitized but the district will encourage staff and students to bring their own water to minimize use and touching of water fountains.
 - Additionally, fewer drinking fountains will be in service to limit the number of drinking fountains to clean.
- Provide EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use.
- Ensure adequate supplies to support cleaning and disinfection practices.
- Ensure safe and correct use and storage of cleaning and disinfection supplies, including storing products securely away from children, and ensuring appropriate ventilation so students and staff are not exposed to toxins or fumes.
- Restrict the use of specific sinks to maintain 6 foot barrier in bathroom
- Cleaning and disinfecting a school building after a person has been identified as COVID-19 positive. Cleaning staff will clean and disinfect all areas (e.g., offices,

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bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.

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Appendix H

Critical Area of Operation #8 – Meals

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

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

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

- Stagger recess and PE if two or more groups are participating in recess at the same time, they should have at least 6 feet of open space between them
- Use cones, flags, tape, or other signs to create boundaries between groups.
- Always wash hands immediately after outdoor playtime
- Locker rooms will 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.
- Students will 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.
- Mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment) and do not allow sharing of equipment. If equipment must be shared, clean and disinfect between each use.
- Use of playground equipment will be discontinued due to sanitation and social distancing concerns
- Mandated recess omitted due to shortened day

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Appendix J

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

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

- All extra-curricular activities will be canceled unless the activity can maximize the use of technology and online resources to continue some activities without additional person-to-person contact
- Restrict use of school/district facilities to district-sponsored extracurricular activities and groups
- Restrict public use of school facilities to ensure the use will not conflict with hygiene standards.
- Cancel field trips, assemblies, and other large gatherings.
- Cleaning/disinfecting schedule may not allow for in-person gatherings outside school hours

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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.

Educator Well-being

- Provide resources to all staff for mental/behavioral services & self care
- Extended return to school to provide PD and time to re-connect
 - Academic Universal Screening/MTSS
 - Preschool: ESI-R Screening Tool
 - Students in grades 1-4 administered DRA
 - Students in grades 1-8 assessed using iReady
 - Staff PD on iReady as universal screening tool
 - Data utilized to plan for MTSS interventions within teams
 - Referral process to I&RS continues as per district policy and procedures
 - Parent involvement in process to be facilitated virtually/teleconference
 - Tier I, II, III interventions:
 - Classroom Based Instructional and Behavioral Strategies
 - Student/Family Check-Ins as needed
 - Referrals to outside agencies as needed
 - SOLE (PBIS) and Morning Meeting
 - Mentoring Program Breaker Buddies - establish virtual protocol
 - Reading Intervention with Reading Specialist
 - Counseling support with guidance counselor
 - Supplemental Instructional Support - virtual protocol
 - Consultation with BCBA & Child Study Team as needed
 - Referrals to outside agencies as needed
 - Referral to Child Study Team / FBA-BIP as warranted
 - Social Emotional / School Culture and Climate
 - Staff PD on expectations for SEL & Trauma Informed Practices
 - Acknowledgement of potential traumas in school community
 - Morning Meeting incorporated into daily schedule/HR
 - Preschool continue focus on SEL via Pyramid Model
 - Implementation of SEL Curriculum (CASEL based) in Morning Meeting
 - Focus on Relationships, Coping, and Stress Management
 - PBIS program SOLE to continue

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- Utilize Student Support Team: School Counselor, School Psychologist, School Nurse, Supervisor of SS, Administration
 - Referral for BCBA consultation as needed
 - Resources & Referrals to Services as needed
- Special Education Programs and Related Services continue as per IEPS with time adjustments as needed due to shortened day
- Wraparound Supports
- Mental Health Supports
 - Utilize Student Support Team (defined above)
 - Provide Student/Family Outreach
 - Provide Check-ins with identified at-risk students
 - Referrals to outside agencies as needed
 - Safety Screenings as needed
- Primary Health and Dental Care
 - School Nurse will conduct screenings & referrals to clinics
- Family Engagement
 - Parent surveys in native languages
 - Parent representatives on planning committees
 - Community organizations on committees
 - Plan for virtual parent trainings and supports
- Academic Enrichment/After School Learning (Title 1)
 - Supportive academic services to be available after school virtually
- Food Service and Distribution
 - Breakfast and Lunch programs to continue
 - Breakfast either bagged to bring home with lunch or offered with 6ft apart in cafeteria
 - Lunch program will be a grab and go at end of school day
- Quality Child Care
 - Partnership with Child Care Resources
 - Provide referrals and assistance with child care needs
 - Collaborate with borough recreation for child care option

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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.

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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.

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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:

- **School Year**
 - Move all professional days to the beginning of the school calendar - Adjusted calendar would then begin September 9th. This will allow for extensive Professional Development and it would allow the district to open after Labor Day to observe other district openings.

- **School Day**
 - Students will attend school 5 days per week
 - Students will have lunch at home
 - Students that qualify for free and reduced lunch will be provided a take home meal
 - Students in Grades 4-8 will begin their school day at 8:45 and end at 12:45
 - Students in Grades PreK-3 will begin their school day at 9:00 and end at 1:00
 - Teacher prep and lunch at the end of day. Surplus time for virtual instruction
 - Students will be provided all core academic subjects daily
 - All students and staff will be required to wear masks at all times
 - Students desks will be spaced a minimum of 3 feet apart
 - All desks will be in rows and facing the same direction
 - All Non-instructional Rooms will require students and staff to wear masks
 - All small group instruction rooms will require a mask or plexiglass shield if social distancing is not an option.
 - Use of shared objects limited or cleaned between use
 - Filters for A/C units must be maintained and changed according to manufacturer recommendations.
 - Open windows when possible
 - Avoid close group learning activities
 - Keeping students in Cohort Model
 - Allow minimal mixing between cohorts

- **Educational Program**

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- **Schedule-** The 2020-2021 school year will begin on September 9, 2020 for K-8 students. All students, PK-8 will have access to a minimum of four hours per day of in-class instruction 5 days a week (Monday-Friday). Students in grades 5-8 will attend class 8:45-12:45 and students in grades PK-4 will attend classes from 9:00-1:00. All teachers will begin the 2021 school year on September 1, 2020 and be provided 5 professional development days prior to the start of the school year.
- **Communication-** The Honeywell phone system will be used to announce updates on the school website which will be utilized as the single point of contact for information and will be regularly maintained, with outdated information removed to ensure that messaging remains clear to all stakeholders. The district will provide all stakeholders clear and consistent communication regarding the Educational Plan using multiple platforms including: the Honeywell phone system, parent letters home (in English and Spanish), parent contact emails, BOE updates, and faculty meetings.
- **Attendance-** The district will mark students present for in-class attendance 5 days a week. Although there will be synchronous morning meetings, the district will provide flexible solutions for those students who need accommodations (parent work schedules, student engagement, etc.).
- **Access to Technology-**The district will supplement gaps in student access to devices and internet connectivity by deploying available devices for those without technology as well as provide hotspots for students without home connectivity. The district will support the use of Google Classroom to ensure integration of synchronous online teaching and self-paced courses where blended learning is incorporated (ie: Health/PE instruction for middle school students).
- **Professional Development-** The district will provide PD to educators focusing on health and safety specific to COVID-19, curriculum development (ie: new standards and iReady assessment monitoring), and online learning tailored to the educational technology.
- **Feedback Loops-**The district will utilize a Google Form for administrators, educators, students, and parents to communicate the reality of what is working well and what can be improved via the website in a survey form. This will be updated regularly and housed in the same location on the website. Administration and staff will also hold weekly team meetings and monthly faculty meetings.
- **Contingency Planning-**The district will use a Google-based virtual instructional plan for students and staff who are medically vulnerable and for those learners with special needs. The district will also prepare for the possibility of a virtual instruction transition if necessary to ensure that students and staff are able to transition on short notice seamlessly; administrators will request teachers incorporate technology during in-person instruction to help with preparation given a change to remote learning.
- **School Personnel-** Given a shortage in staff, the district will utilize long-term substitutes and/or virtually conduct asynchronous instruction for educators to support the in-person student populations sustainably.

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- **Access to Supports-** If the district must use the contingency plan, access to school supports such as the school nurse, the school counselor, school psychologist, and/or school social worker will be available to all students as needed via email, Google Meets, or Google Voice
 - **Class Schedules:**
 - **Preschool:**
 - PreK - students will be in school from 9 am until 1 pm
 - Students will be broken up into three classrooms to allow for more distancing, no more than 10 per class. Preschool will be one cohort.
 - Follow modified procedures as per guidance from Tools of the Mind.
 - Modified Procedures Include:
 - Personal Supplies for Each Child
 - Creating Space in Centers
 - Laminate Materials to allow for sanitizing
 - Use Disposable Materials
 - Sanitizing Hands Before and After Activity
 - Use of SMART Board based Tools Activities
 - Use of Visual Reminders for Distancing
 - Only sanitizable/disposable materials will be used
 - All materials used will be sanitized daily
 - Schedule throughout week will include:
 - Free Choice
 - Opening Group
 - Make Believe Play
 - Literacy Groups
 - Math/Science Groups
 - Snack
 - Daily Schedule will NOT include
 - Rest Time
 - Lunch (bagged lunch will be provided as needed)
- **Students in Grades K-8**
- **In-person instruction approximate breakdown of weekly instruction minutes (4 hours):**
 - Morning Meeting- SEL- 20 minutes
 - ELA & Reading - 80 minutes
 - Math - 60 minutes
 - Social Studies or Science - 40 minutes
 - Related Arts/Enrichment/Special Services In-Person - 40 minutes (PE/Health, STEM, Music, Art, Spanish, ELL, Reading Support & Special Services)
- **Additional Virtual Instruction**

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- Virtual Health/PE- 110 min. weekly (150/week -Grades 6-8 only)
- IXL practice at home-approx 20 minutes daily/100 minutes weekly (math, science, social studies, ELA)
- G&T
- Title I Support Services (as needed)

- **Full Time Remote Learning Option for Grades PK-8**
 - Unconditional Eligibility for Full Time Remote Learning
 - All students will be allowed to participate in Full Time Remote Learning; no eligibility requirements.
 - Procedures for Submitting Full Time Remote Learning Requests
 - The district will provide families a survey for Full Time Remote Learning requests.
 - Surveys will be sent out on or around August 4th and family requests will need to be submitted to the school by Friday, August 14th.
 - The survey will allow for questions and concerns to be addressed with administrative follow up as needed the week of August 17th.
 - The district will determine whether IEP meetings or amendments will need to be made for students with disabilities who select the option for Full Time Remote Learning.
 - The district will notify and approve all family requests for Full Time Remote Learning.
 - Scope and Sequence for Full Time Remote Learning
 - The Full Time Remote Learning plan will afford all students the same quality and scope of instruction (ie: provide educational technology, standards-based instruction, rigor, and respective special education and related services).
 - In-Person instructional sessions will be recorded daily via Webcam to provide flexibility for instruction.
 - Webcam recordings will be released by the end of the teacher contracted school day (3:20pm).
 - Teachers will hold daily Google Meets following in-person instruction (Office Hours) to answer questions or address concerns based on the previous day's recorded lessons.
 - Google Classroom will be used for daily instructional resources and links for practice.

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- Google Classroom will be used for assignment submission.
 - Remote Learning attendance will be monitored daily using Google Classroom check-in procedures following daily pre-recorded instruction.
 - The district will provide resources and support to families as needed for meeting the district's Remote learning option.
- Procedures to Transition from Full Time Remote Learning to In-Person
 - The district will support a maximum time of 5 school days of Remote Learning sessions, prior to approving an In-Person instructional change.
 - Parents must submit a request to transition to In-Person instruction using the school designated email link (linked to the school website).
 - Educational Support Staff will provide guidance for students transitioning from Remote to In-Person instruction.
- Reporting
 - Data will be provided to the State regarding the number of students participating in Remote Learning based on subgroups.
- Procedures for Communicating District Policy with Families
 - A district email link (posted on the school website) will be provided for families to communicate with administration on fulltime remote learning (summaries of, and opportunities to review full time remote learning; procedures for submitting fulltime remote learning requests; scope and expectations of fulltime remote learning, the transition from fulltime remote learning to in-person services and vice-versa, the district's procedures for ongoing communication with families and for addressing families' questions or concerns).
- **Accommodations-** Technology will be leveraged to provide flexibility and accommodations for students and staff members to address a variety of learning and health needs.

Learning Management Systems-The district will utilize **Google's G Suite** for Education as the LMS or school's operational hub to facilitate easy access to academic content, student performance data, and necessary information for administrators, teachers, students, and parents. Screen time will be limited as appropriate by grade band through a schedule which facilitates students interacting with instructional content in the

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LMS, disconnecting to complete work outside of the system, and then returning to demonstrate their progress.

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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.

- Roles and Responsibilities: In a fully in-person/hybrid learning environment the district will leverage staff to stand in doorways between classes to monitor student movement, as well as establish instructional staff and non-instructional support staff schedules to monitor hallway traffic and maintain safety according to guidelines.
- Instructional Staff Responsibilities:
 - Reinforce social distancing protocol with students and co-teacher or support staff.
 - Limit group interactions to maintain safety.
 - Support school building safety logistics (entering, exiting, restrooms, etc.).
 - Become familiar with district online protocols and platforms.
 - Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings.
 - Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
 - Provide regular feedback to students and families on expectations and progress.
 - Set clear expectations for remote and in-person students.
 - Assess student progress early and often and adjust instruction and/or methodology accordingly.
 - Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
 - Instruct and maintain good practice in digital citizenship for all students and staff.
 - Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
 - 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.
 - Providing materials, manipulatives and items for at-home activities at no cost to families (particularly in preschool).
 - Limiting on-line activities for preschool students.

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- Mentor Teacher Responsibilities:
 - Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
 - Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
 - Continue to maintain logs of mentoring contact.
 - Mentor teachers should consider all health and safety measures when doing in-person observations.
 - Plan for “in-person” contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - Consider alternative methods for classroom observations and avoiding in-person contact where possible.

- Administrator Responsibilities:
 - Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
 - Provide time for staff collaboration and planning (team meetings).
 - Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment (reading specialist, counselor, ELL teachers, case managers).
 - Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
 - Hone collaboration, cooperation and relationship building skills using alternative methods to remain connected to virtual instruction.
 - Assess teacher, student, and parent needs regularly.
 - Ensure students and parents receive necessary supports to ensure access to instruction (ie: technology support, hot spots, and devices).
 - Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE’s Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
 - Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
 - Collaborate on curriculum planning and assessing student academic and social emotional well-being when they return to school.
 - Create feedback loops with parents and families about students’ academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their student’s experience and learning while out of school.

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- Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- Ensure the Preschool Director/Contact person is involved in the planning so development activities and supports are in place for Preschool and supports transition to kindergarten.
- Educational Services Staff Responsibilities:
 - Lead individual or small group instruction/therapies in person or virtual based on need (in person within same cohort following safe protocols)
 - All Child Study Team evaluations in person following safety protocols
 - Assist with the development and implementation of adjusted schedules
 - Support teachers with providing updates to students and families.
 - Support embedding of SEL into lessons.
- Support Staff Responsibilities:
 - Reinforce social distancing and safety protocols with students and teachers
 - Support teachers and students with in person and virtual instructional lessons.
 - Implementation of instructional lessons as advised by teacher
 - Support disinfecting/sanitizing of materials as needed
 - Support monitoring of students in hallways, entering, and exiting
- Substitutes
 - Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
 - Develop protocols, roles and responsibilities for substitute teachers.
- Student Teacher Responsibilities:
 - Survey potential student teachers over the summer to determine technology needs/access.
 - Provide district loaner devices (where possible) or work with partner institutions to provide loaner devices.
 - Prior to the start of the school year, provide district email addresses and access to online platforms
 - Train student teachers to use technology platforms.

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- Communicate district expectations/guidelines regarding professional online etiquette/ interactions with students.
- Communicate district expectations/guidelines regarding professional online etiquette/ interactions with students.
- District Responsibilities for Educator Technology Support:
 - Designate staff members to provide ongoing support with technology to students, teachers and families.
 - Develop a schedule, assigning a technology point person to teachers.
 - Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
 - To the extent possible, provide district one-to-one instructional devices and connectivity.
 - Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).

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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.

The district will not participate in Athletics during a pandemic

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CHART OF USEFUL LINKS

Conditions for Learning		
Section	Title	Link
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=http%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
Critical Area of Operation #2	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/

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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 (NJSS) 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/

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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://d31hzlhk6di2h5.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

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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/bsol/
	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/virtualprofllearning.shtml

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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