

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

Tabernacle Township
School District

Board of Education

RESTART & RECOVERY PLAN

Fall 2020

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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.

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THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

A. Conditions for Learning

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

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

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

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

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

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

Ten Critical Areas of Operation

- a. Critical Area of Operation #1 - General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan
 - (1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:
 - (a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
 - (b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.
 - (c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.
 - (d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and 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

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- (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
- (2) Face coverings will be required for students, 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) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (4) Use of shared objects should be limited when possible or cleaned between use.
- (5) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- (6) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
 - (a) In each classroom (for staff and older children who can safely use hand sanitizer).
 - (b) At entrances and exits of buildings.
 - (c) Near lunchrooms and toilets.

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

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

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

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

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

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

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

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

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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 required to wear face coverings, 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.
 - (f) During the period a student is eating or drinking.
 - (g) Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistance (e.g. face coverings should not be worn by Pre-K students during nap time).
 - (h) The student is engaged in high intensity aerobic or anaerobic activities.
 - (i) Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart.
 - (j) When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.
- (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,

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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.
- (2) The Board’s Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
 - (a) A schedule for increased routine cleaning and disinfection.
 - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. door knobs, light switches, classroom sink handles, countertops).
 - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.

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- (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;
 - (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

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- (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.c

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

- i. Critical Area of Operation #9 – Recess/Physical Education – Anticipated Minimum Standards Incorporated into the Plan
 - (1) The Board's Plan regarding recess and physical education should include protocols to address the following:
 - (a) Stagger recess, if necessary.
 - (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
 - (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.

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

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

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

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

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

2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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

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

Not Being Utilized

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Being Developed by School Officials

Currently Being Utilized

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

c. Wraparound Supports

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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e. Quality Child Care

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

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

b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.

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

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

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

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

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- (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.
 - (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

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students receive individualized supports that meet the requirements of the IEP and 504 Plans.

- (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in the classroom receive instruction. School officials may:
- (1) Provide teachers common planning time.
 - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
 - (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.

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- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See Appendix N – Scheduling of Students]

4. Staffing

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

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through differentiated supports based on the teachers' individual needs.

- (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
- (3) Certification
 - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.
 - (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

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

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- (1) Reinforce social distancing protocol with students and co-teacher or support staff.
- (2) Limit group interactions to maintain safety.
- (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
- (4) Become familiar with district online protocols and platforms.
- (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
- (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- (7) Provide regular feedback to students and families on expectations and progress.
- (8) Set clear expectations for remote and in-person students.
- (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
- (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- (11) Instruct and maintain good practice in digital citizenship for all students and staff.
- (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.

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- (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.
 - (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.

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- (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.
- (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.

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- (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.
 - (2) Facilitate the virtual component of synchronous online interactions.
 - (3) Manage online platform for small groups of in-person students while the teacher is remote.
 - (4) Assist with the development and implementation of adjusted schedules.
 - (5) Plan for the completion of course requests and scheduling (secondary school).

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

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

[See Appendix O – Staffing]

7. Athletics

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

[See Appendix P – Athletics]

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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.

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c. School Funding

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

(1) Purchasing

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

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

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

(3) Costs and Contracting

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

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

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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:
 - (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.

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

2. Technology and Connectivity

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

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- (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.
 - (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked

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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 purpose 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

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Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.

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

Tabernacle Township School District Board of Education

Fall 2020

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Appendix A

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

General Health and Safety Guidelines

- The school will implement and/or promote behaviors that reduce the spread of COVID-19, which include but are not limited to:
 - Hand hygiene and respiratory etiquette
 - Wearing of masks according to the DOE's guidelines
 - Daily monitoring of one's health.
 - Staying home when exhibiting signs or symptoms of COVID-19 or when one feels ill.
 - Displaying signage promoting proper hygiene and care.
 - Enhanced cleaning and disinfecting protocols.
 - Cohorting students.
 - Establishing and maintaining communication with local and state authorities to determine current mitigation levels in your community
 - Protecting and supporting staff and students who are at higher risk for severe illness.

Protocol for High Risk Staff Members

- Accommodations should be provided for individuals that the Centers for Disease Control identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
 - Chronic lung disease or asthma (moderate to severe)
 - Serious heart conditions
 - Immunocompromised
 - Severe obesity (body mass index, or BMI, of 40 or higher)
 - Diabetes
 - Chronic kidney disease undergoing dialysis
 - Liver disease
 - Staff who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan)

- The district will engage in the interactive process with staff requesting accommodations due to medical and/or childcare necessity as outlined in the Family First Coronavirus Response Act and CDC guidelines. Staff members

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should consult with the Superintendent's Office regarding requests for accommodations and/or leaves of absence.

- The district will review staff requests regarding the use of remedies included in the Families First Coronavirus Response Act.
 - The Superintendent's Office will establish and disseminate a protocol by which staff members may communicate a request for leave and or an accommodation that may be necessary due to COVID-19 in accordance with FFCRA provisions.
 - In the event that staff members need to make a request to determine their eligibility for a leave, or any other accommodation to facilitate their return to work, they will be instructed to email the Superintendent's Office at a dedicated department email address.
 - Once a request has been received, the Superintendent's Office will contact the staff member and a virtual meeting will be scheduled, as necessary, to further review the request and facilitate the process to determine if the request is reasonable and may be provided without creating an undue hardship or burden to the district.

Protocol for High Risk Students

- Accommodations should be provided for individuals that the Centers for Disease Control identifies as having a higher risk for severe illness from COVID-19, including individuals with disabilities or serious underlying medical conditions, which may include:
 - Chronic lung disease or asthma (moderate to severe)
 - Serious heart conditions
 - Immunocompromised
 - Severe obesity (body mass index, or BMI, of 40 or higher)
 - Diabetes
 - Chronic kidney disease undergoing dialysis
 - Liver disease
 - Medically fragile students with Individualized Education Programs (IEPs)
 - Students with complex disabilities with Individualized Education Programs (IEPs)
 - Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan)
- Requests for accommodations will be considered based on need and feasibility.
- Full remote virtual instruction is an option as an alternative to in-person on campus instruction.
- Parents should consult with their child's administration, CST case manager, 504 manager, school nurse, etc. regarding their request for student accommodations.

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Appendix B

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

Social Distancing in Instructional and Non-Instructional Rooms

- Desks will be spaced 6 feet apart as much as possible and will all face in the same direction.
- Students will be positioned six feet apart and facing the same direction in rooms with large tables.
- Classroom doors and windows will be left open if proper ventilation and filtration cannot be maintained.
- Staff will wear masks at all times when in the building.
- Students are required to wear face coverings, unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- No vented masks will be allowed.
- Kindergarten to fifth grade students will remain in their classrooms throughout the day except in the case of pull-out instruction for specialized services. Related Arts will push-in into each classroom.
- Sixth through eighth grade students will travel to designated classrooms with their cohorts and be required to keep social distancing in the hallways.
- Students will walk in single file lines on the right side of the hallways.
- Signage will be posted throughout the building reminding students of these procedures.
- Physical education will be held outdoors when possible. Depending on the availability of spacing, it can also be held in the OMS gymnasium, the APRs, or classrooms.

Procedures for Hand Sanitizing/Washing

- Students will be encouraged and allowed to wash hands whenever possible.
- Hand sanitizers will be available in each classroom, throughout the buildings, and on buses.
- Signage about proper hygiene and handwashing techniques will be located by sinks.

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Appendix C

Critical Area of Operation #3 – Transportation

Student Transportation

- All drivers and aides on buses will be required to wear masks at all times.
- All buses will be disinfected at least twice daily.
- Buses will be cleaned throughout the day and high touch surfaces will be cleaned at a minimum between each run.
- Buses will have a more extensive cleaning at least once a week.
- Drivers and aides will be trained on social distancing and disinfecting procedures.
- Signage will be displayed on each bus about proper hygiene and mask wearing.
- Hand wipes will be available on all buses.
- Each bus will have extra disposable masks and other PPE available.
- When possible, windows on the bus will be open to provide for increased fresh air circulation.

Social Distancing on School Buses

- Parents will have the option to opt out of busing and provide their own transportation.
- Social distancing on the buses will be done as much as possible.
- Students will be required to wear masks on buses at all times unless deemed medically detrimental to one's health by a physician.
- Students will load the bus from the rear forward and exit from the front backward.

Staff Screening

- Staff has to submit a daily Statement of Assurance verifying that they do not have symptoms of COVID-19 prior to driving.

Bus Stops

- Students are strongly encouraged to maintain a 6 ft. social distance when possible at bus stops.
- If maintaining a 6 ft. social distance is not possible, face coverings must be worn at bus stops in accordance with Governor Murphy's Executive Order No. 163.

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Appendix D

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

Location of Student and Staff Screening

- Student Screening
 - Parents will be asked to submit a Statement of Assurance verifying that their child(ren) do(es) not have symptoms of COVID-19 prior to entering the building each day.
 - Staff will perform visual screenings of the students prior to entry to the building
 - If needed, a student will be directed to the nurse's office for further screening.
 - If symptoms require further examination, a student may be placed in the isolation room, and administration must be notified.

- Staff Screening
 - Staff will be asked to submit a daily Statement of Assurance verifying that they do not have symptoms of COVID-19 prior to entering the building each day.
 - Staff exhibiting symptoms must immediately report this to the school nurse (via phone or Hangouts). An administrator is to be notified as soon as possible.
 - The staff member will be directed to go home.
 - If the staff member is medically unable to do so, alternate plans will be made by the nurse.
 - Administration must be updated throughout the process..

Social Distancing in Entrances, Exits, and Common Areas

- Students in grades 6-8 will arrive at and depart from the school at different times than those in grades P-5.
- All parent dropoff of students will be done at the main entrance of each building.
- Buses for students in grades 6-8 will unload and enable entry to OMS by the side doors closest to the gymnasium or the APR.
- Buses for students in grades 2-5 will unload and enable entry to OMS by the side doors closest to the front hallways of the building.

Visitors

- Procedures for Contagion Prevention
 - In order to prevent the spread of disease during pandemic recovery and to protect the health and safety of students and staff against infection, no

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visitors shall be permitted in the schools until pandemic restrictions are lifted unless an appointment has been made and cleared by administration.

- In all such cases, the visitor shall submit to the screening procedure (e.g., temperature and exposure questionnaire) and shall be required to wear a non-vented face mask while in the school building.
- A face mask shall be required to be worn in all cases unless doing so would be detrimental to the visitor's health, or the visitor is under the age of two.
- Parents will be asked to drop off any items for students at the entrance and not enter the buildings for this purpose.
- Each school will maximize the number of virtual meetings via Google Meet, Zoom, etc. in order to minimize parent, visitor, guest presence in the schools. This pertains to IEP, 504, I&RS, etc. meetings along with parent/teacher conferences, meetings with administration, etc.

Deliveries

- Deliveries will be permitted.
- However, they shall be coordinated by the main office or facilities manager and shall support the district's minimal personal contact model.
- Delivery personnel should remain in their vehicles if possible.
- Any company/individual delivering supplies to district buildings shall provide assurances that their cleaning protocols comply with best-known state/federal directives.

Common Areas

- The facilities manager shall develop procedures, in accordance with district policy, to ensure proper sanitation/cleaning of common areas within the buildings.
- Employees will be encouraged to stagger breaks and lunches, if practicable, to reduce the size of any group to allow for social distancing.
- Group meetings held in common areas must adhere to the state requirements for size at the time the meeting is held.
- Disinfectants will be placed by copy machines to be used after each use.

Nurse's Office Access for Students

- A staff member is to contact the nurse (via phone, Google Hangouts, etc) to notify the nurse of the ill student.
- Utilize pink nurse pass (first and last name and complaint must be filled out) and have the student go to the nurse following the nurse's directive.
- Nurse will assess and provide the needed care for the student.
- Nurse will contact a parent/guardian as needed.

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Nurse's Office Access for Parents

- Appointments to be made for medication drop off or other planned meetings with the nurse.
- Nurse will notify the main office staff of any meetings scheduled.
- Parents will be screened following building procedures for visitors and will be escorted to the nurse's office by the nurse or a staff member.

Student Locker Access

- All students in OMS will be assigned lockers to store their personal belongings.
- Backpacks, jackets, and other outwear items are to be stored in lockers throughout the school day.
- Lockers will be spaced out so that students in the same grouping will not have lockers next to each other.
- Students in grades 2-5 will only use their lockers at the beginning and end of the day unless teacher permission is granted.
- Students in grades 6-8 will be encouraged to use their lockers as infrequently as possible between classes.

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Appendix E

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

Screening Procedures for Students and Staff

- Symptoms of COVID-19 include:
 - A fever of 100.4° 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

Screening Policies

- All parents/guardians will be required to complete a digital Statement of Assurance that their child(ren) do(es) not have symptoms of COVID-19 prior to entering the building each day.
- Designated individuals observe students for symptoms as they enter the building. If anyone appears sick (i.e., coughing, sneezing, flushed skin, etc. - see a.1.), the designated individual will contact the nurse. The student will be checked for symptoms, isolated and sent home.
- All staff will be advised of current symptoms of COVID-19 that students may exhibit.

Protocols for Symptomatic Students and Staff

- Isolation Room
 - Administrators should ensure isolation rooms are located near the nurse's office.
 - Any visitor/contractor demonstrating symptoms of COVID-19 will be required to leave the school/building and will be denied further access to the district following DOH guidelines.
 - Staff members should monitor students in the isolation room until the student is able to be picked up.

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- A student exhibiting symptoms of COVID-19 will be assessed by the school nurse. Nurses may recommend a COVID-19 test. Nurse will advise consultation with their physician.
- Parents/Guardians will be immediately notified and the student will be picked up from school.
- If COVID-19 testing is conducted, all current DOH guidelines will be followed prior to the student returning to in-person education.
- If COVID-19 testing is not conducted, the student will be considered presumptive positive and will follow all current DOH guidelines prior to returning to in person education.
- The nurse shall report all students testing positive for COVID-19 to the health department.

- Response to Students Presenting Symptoms in School
 - Staff should contact the nurse and send the student to the nurse as advised.
 - Nurse will perform a brief assessment and escort to the isolation room as needed.
 - A student should remain under supervision until a parent/guardian picks the child up.
 - Nurse will advise COVID-19 testing/physician exam as needed.
 - Students sent home with symptoms related to COVID-19 who wish to return to school before the end of an isolation period, must be fever free for 24 hours without fever reducing medication and present:
 - Proof of a negative COVID test, or
 - A medical note with alternate diagnosis.

- Response to Staff Presenting Symptoms
 - Staff exhibiting symptoms must immediately report this to the school nurse (via phone or Hangouts). An administrator is to be notified as soon as possible.
 - If the staff member is directed to go home and medically unable to transport self, alternate plans will be made by the nurse.
 - Administration must be updated throughout the process.
 - Staff sent home with symptoms related to COVID-19 who wish to return to school before the end of an isolation period, must be fever free for 24 hours without fever reducing medication and present:
 - Proof of a negative COVID-19 test, or
 - A medical note with alternate diagnosis.
 - Staff members following isolation/quarantine protocol will refer to the Superintendent's Office regarding alternate assignment and/or exclusion from work.

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Protocols for Face Coverings

- Masks must cover the wearer's nose and mouth when worn.
- Staff will wear masks at all times when in the building.
- Students are required to wear face coverings, unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
 - Exceptions:
 - Doing so would inhibit the student's health.
 - The student 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.
 - During the period that a student is eating or drinking.
 - Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistance (e.g. face coverings should not be worn by Pre-K students during nap time).
 - The student is engaged in high intensity aerobic or anaerobic activities.
 - Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart.
 - When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task
- Students and staff should be provided face covering breaks throughout the day. Face covering breaks should only occur when social distancing can be maintained and ideally outside or with windows open.
- No vented masks will be allowed.
- Masks should not have any defamatory or inflammatory depictions or statements.
- As updated guidance is received from the CDC, DOH, or DOE, modifications to these requirements will be made.

PPE

- Staff will be provided with reusable masks and face shields.
- Disposable masks will be available on buses, main offices, and nurses' offices.
- Disposable gowns will be made available to nurses for isolation rooms.
- Disposable gloves will be made available for staff as needed.
- Plexiglass will be installed at appropriate locations.

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Appendix F

Critical Area of Operation #6 - Contact Tracing

- The school nurse in consultation with the superintendent/principal shall establish measures for a system of open communication that allows staff, students, and families to self-report symptoms and/or suspected exposure.
- A staff member shall immediately notify the school nurse when he/she observes symptoms consistent with COVID-19 or becomes aware that an individual who has spent time in a district facility tests positive for COVID-19.
- The school nurse will immediately notify the superintendent/principal of this situation.
- This notification is confidential and should not be shared with other staff members by anyone other than administration and school nurse.
- The county health department shall conduct the contact tracing.
- All district administrators, counselors, and any other staff deemed appropriate by the school and district, shall be provided information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.
- The school nurse shall make information available and/or conduct virtual information sessions to educate the broader school community on the importance of contact tracing.
- Student cohorts will be created and limited to certain areas of the school building and grounds.
- Staff who travel to multiple locations will have to keep a log to track their daily whereabouts.

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Appendix G

Critical Area of Operation #7 -Facilities Cleaning Practices

Enhanced Disinfecting Practices

- **According to the NJ Restart and Recovery Plan for Education “*Facilities Cleaning Practices*”** – *School districts 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. School districts must also develop a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and sanitize bathrooms daily and between use as much as possible”*

Cleaning vs. Disinfecting

- Cleaning removes soils and is usually done with soap and water.
- Disinfecting kills germs when the chemical product is used as directed on the EPA approved label.
- Any product to be used for COVID-19 must be on List N from the EPA.
- The products we will be using that are on EPA List N are:
 - Spartan 256 DS
 - Brulin Maxima 256

PPE When Cleaning & Disinfecting

- To increase safety for our cleaning staff they will be provided with face masks, disposable gloves, and face shields.
- Face masks and disposable gloves should be discarded daily.
- Face shields should be cleaned and disinfected daily.

Daily Cleaning and Disinfecting

- Some frequently touched surfaces will be cleaned and disinfected multiple times daily while others will be done at least once per day depending on circumstance and accessibility.

The following lists indicates many frequently touched surfaces and the minimum frequency of cleaning:

- **Between Every Use Possible**
 - Classroom desks and chairs
 - Lunchroom tables and chairs
 - Playground equipment
 - Handles on equipment (e.g., athletic equipment)

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- Shared toys
- Shared remote controls
- Shared telephones
- Shared desktops
- Shared computer keyboards and mice
- Bus seats, handrails, windows

- **Multiple Times a Day**
 - Doorknobs, handles, push bars, and frequently touched areas around these points
 - Stair rails
 - Countertops
 - Handrails
 - Kitchen equipment
 - Light switches
 - Pushbuttons on vending machines and elevators
 - Toilet seats & handles
 - Paper & soap dispensers
 - Sinks
 - Water fountains

- **Daily**
 - Face shields
 - Plexiglass barriers
 - Walls

- **Any touch points not listed will be cleaned and disinfected as many times as possible based on accessibility.**

Electronic Devices

- Electronic devices are difficult to clean and disinfect.
- Electronics will be wiped down with a microfiber cloth pretreated with the disinfectants Spartan DS 256 or Brulin Maxima 256.
- Shared computers will have signs posted instructing proper hand hygiene before and after use.

Miscellaneous Cleaning Areas

- In addition, it is not necessary to routinely apply disinfectants to surfaces that are not high-touch or high-risk (e.g., floors, windows, tops of filing cabinets).
- Soft surfaces such as carpets, rugs, and drapes can be cleaned using soap and water or a cleaner appropriate for the material.

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Proper Disinfection

- Any gross soil on a surface will be precleaned before disinfectant is applied.
- All disinfectants registered with the EPA require a dwell time.
- Proper dwell times will be allowed for all applications of disinfectant.
- After proper dwell time, surfaces will be wiped off with a clean cloth to remove chemical residues.
- Proper PPE will be worn by cleaning staff while disinfecting surfaces

Application

- The following tools will be used for proper application of disinfectant:
 - Victory Electrostatic sprayers
 - Spray bottles
 - Pump sprayers
 - Presoaked microfiber cloths

Color Coding & Microfiber

- Microfiber cleaning tools are more effective at removing soils from surfaces than traditional cleaning tools.
- Microfiber tools can be color coded to reduce the chance of cross contamination.
- One set of cloths will be used for each room to help prevent the spread of soils.
 - Red cloths for high contamination areas like bathrooms
 - Blue cloths for other areas like classrooms
 - Red mops for contaminated areas like bathrooms
 - Blue mops for other areas like classrooms
- The use of HEPA rated vacuums and microfiber dusting tools will be implemented to reduce the level of airborne allergens and dust.

Weekly Deep Cleaning

- Deep cleaning all restroom surfaces with the use of Victory Electrostatic and/or pressured hand sprayers filled with 256 or Brulin Maxima 256 disinfectant.
- A weekly mass disinfection with Victory Electrostatic sprayers and/or portable Hydroxyl generators.

When a Student or Staff Member Becomes Ill

- CDC guidelines will be followed including:
 - Isolate the person in a separate room while they wait to be picked up or until they can leave the facility on their own.
 - Ensure that they have hygiene supplies available, including a face covering/face shield, facial tissues, and alcohol-based hand sanitizer.
 - Remind staff who are monitoring the student or staff member with symptoms to wear a face mask and practice social distancing.
 - Close off the space used for isolation after the ill person leaves and **wait 24 hours if possible before cleaning and disinfecting**. Open outside

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doors and windows and use ventilating fans to increase air circulation in the area. Alternate locations will be identified as backup isolation rooms when needed.

- Wear all appropriate PPE when cleaning and wash hands after removing gloves.
- Clean and disinfect all areas used by the person who is sick, such as high-touch surfaces, and items they have touched (e.g., individual desks, cots, recently used toys, shared equipment).
- Open the space for use after proper cleaning and disinfecting.

Note: These procedures may be updated as new information becomes available. This document applies only to cleaning and disinfecting and is not meant to advise on standards for education, transportation, or medical staff.

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Appendix H

Critical Area of Operation #8 – Meals

Meals

- All students will be offered lunch whether the child is on-site or remote learning.
- All meals offered will include a grain, protein, vegetable, fruit and milk.
- All meals will be prepared and served meeting all the health and safety guidelines.
- A menu of options will be posted on the school's website.
- Meals will be ordered via a Google Form.
- The form will have choices for each category.
- Orders can be placed daily by assigned cut off time.

On-Site Student Lunches

- Meals will be prepared in the school kitchens and delivered to the students' classrooms by the food service workers.
- Lunches will be prepared as a "grab & go" bagged lunch that will be taken home.
- Lunches are to be eaten when at home or during aftercare.
- The bag should remain closed when in school and on the bus.

Remote Student Lunches

- Meals will be prepared in the school kitchens and will be available for parent or guardian pick up at the exterior kitchen door in the rear of OMS at a designated time.
- Lunches will be prepared as a "grab & go" bagged lunch that will be taken home.
- The school cafeteria will remain closed at this time for the consumption of food.
- Meals distributed will be tracked and accounted for using a student roster.
- Payment of lunches will be made only electronically ensuring that cash will not be handled.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

Recess

- Students in self-contained special education classes that receive in-person instruction for a full day will have 30 minutes of recess each day. These students will remain with their cohorted group throughout recess.
- Students will be directed to wash/sanitize their hands before and after recess.

Physical Education/Health

- Students will receive physical education instruction both in-person and in a virtual setting in order to ensure that the state's mandated 150 minutes of physical education/health instruction are met weekly.
- Physical education will be held outdoors when possible. Depending on the availability of spacing, it can also be held in the OMS gymnasium, the APRs, or classrooms.
- Staff will thoroughly clean shared equipment in between each cohorted class period.
- Students will wash/sanitize their hands before and after they use equipment.

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Appendix J

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

Field Trips and Assemblies

- Field trips and assemblies will not be scheduled during the COVID-19 pandemic.

Extra-Curricular Activities

- Extra-curricular activities will only be approved if they can be done in a fully virtual setting.

Use of Facilities Outside of School Hours

- The use of facilities outside of school hours will be limited to the YMCA School's Out program, which will conclude nightly at 6:00pm.

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Appendix K

Academic, Social, and Behavioral Supports

Social Emotional Learning (SEL) - School Culture & Climate

- Identify vulnerable populations by taking baseline data from parent questionnaires, staff questionnaires, discussions, and prior observations of students during remote learning.
- Identify proactive measures to support transitions and prevent SEL regressions through needs assessments, staff input, and parent feedback.
- Utilize Counselors/CST for individual and group counseling for students and staff as needed.
- Utilize SEL curriculum to support transitions.
- Develop virtual counseling opportunities for students and staff.
- Establish routines and maintain clear communication.
- Utilize Responsive Classroom Curriculum for K-8.
- Establish office hours for Counseling/CST staff.
- Create Counselor/CST videos through the school website and social media.
- Implement a counselor/CST Google Classroom with supports and resources.
- Offer grade level and district-wide video conferencing with Counselors and CST.
- Create school spirit activities to connect students who are remote learners.
- Prioritize the health and emotional well-being of staff and students above all else.
- Establish a “check in” staff member for students when remote learning.
- Promote student/family engagement through check-ins.
- Provide resources for staff for self care.
- Provide virtual opportunities for students/families to connect with one another.
- Understand and utilize trauma-informed practices.
- Provide staff with professional development and resources in the area of Trauma-informed practices.
- Integrate SEL into classroom lessons with support of counselors/CST.
- Utilize technology to promote the importance of SEL to families and staff.
- Provide SEL professional development to staff.

Wrap-Around Support

- Meetings to discuss vulnerable students or new student concerns.
- SEL lessons incorporated into the curriculum.
- Provide mental health resources/referrals for parents and staff.
- Develop an online Counseling Referral Form.
- Provide individual and group counseling for students.
- Utilize Release of Information for outside mental health/doctor contact.

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Multi-Tiered Systems of Support

- Implement MTSS/RTI frameworks to include screening and progress monitoring, formative assessments to determine where students are relative to key skills at the beginning of the school year, and how they are responding to instruction and various interventions.
- Expand the array of academic and social emotional supports and interventions available within the school and the community.
- Integrate the use of OnCourse tools in the creation of action plans and tracking interventions.
- Meet with Intervention Teams as needed to support students.

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Appendix L

Restart Committee

Restart Committee

- Tabernacle School District has established six different Restart Committees that consist of the following with an overarching chair committee:
 - Grades K-5 Committee
 - Grades 6-8 Committee
 - Social Emotional Learning Committee
 - Special Education Committee
 - Related Arts Committee
 - Health Committee

 - Each committee is comprised of the following stakeholders:
 - Superintendent/ Principal
 - Assistant Principal
 - Board of Education Members
 - Counselors
 - Teachers
 - CST members
 - Nurses
 - Parents

 - Parent and staff surveys have been administered.
 - Each restart committee has a committee chair that reports to administration regularly and provides the community with timely updates regarding any changes to protocols.
 - Restart committees will be responsible for:
 - Overseeing the district's implementation of the reopening plan, health and safety measures, and addressing concerns.
 - Adjusting or amending school health and safety protocols as needed.
 - Providing staff with needed support and identifying areas in need of professional development.
 - Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
 - Developing and implementing procedures to foster and maintain safe and supportive school climate, as necessitated by the challenges posted by COVID-19.
 - Providing accurate, timely and transparent communications to the school community and to the district.
 - Creating pathways for community, family, and student voices to continuously inform the team's decision-making.
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Appendix M

Pandemic Response Teams

Pandemic Response Team

- Each school within the District should establish a Pandemic Response Team, and should comprise the following stakeholders:
 - Superintendent/ Principal
 - Assistant Principals
 - Counselors
 - Teachers
 - CST members
 - Nurse
 - Facilities Manager
 - Parent

- The Pandemic Response Team should meet regularly and provide the community with timely updates regarding any changes to protocols. The Pandemic Response Team will be responsible for:
 - Overseeing each school's implementation of the district's reopening plan, health and safety measures, and providing safety and crisis leadership.
 - Adjusting or amending school health and safety protocols as needed.
 - Providing staff with needed support and training.
 - Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
 - Developing and implementing procedures to foster and maintain safe and supportive school climate, as necessitated by the challenges posted by COVID-19.
 - Providing accurate, timely and transparent communications to the school community and to the district.
 - Creating pathways for community, family, and student voices to continuously inform the team's decision-making.

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Appendix N

Scheduling of Students

School Day

- **Grades K-5**
 - Students will follow a half-day schedule when in-person without recess and a lunch period.
 - A/B schedule (students will be assigned to a Monday & Wednesday or Tuesday & Thursday group, with groups attending on Fridays on an alternating basis).
 - Students will be divided alphabetically and paired with siblings.
 - Students will receive in-person instruction on their designated day (A/B).
 - Students will participate with remote learning on the opposite day.
 - Students during their virtual day will be following the flipped classroom model. The flipped classroom model is when instruction of new material is presented outside of the classroom through tutorials, videos, or other pre-recorded digital means. Class time is then utilized to focus on higher forms of cognitive work, collaboration, or assessment. Individual and group problem solving activities, peer-based assignments, and project-based learning activities will also be conducted during in-person instruction.
 - Students during their virtual day will work independently and will have morning and afternoon virtual check-ins.
 - Students will be utilizing Google Classroom as their Learning Management System.
 - English/Language Arts, Math, Social Studies, Science, Physical Education, and Related Arts will be delivered as in-person instruction (total of 4 hours).
 - English/Language Arts, Math, Social Studies, Science, and Physical Education will be delivered during remote learning days.
 - Lunches will be on a “grab & go” schedule to minimize the use of common spaces. Ordered lunches will be dropped off to students in their classrooms.
 - **Grades 6-8**
 - Students will follow a half-day schedule when in-person without a lunch period
 - A/B schedule (students will be assigned to a Monday & Wednesday or Tuesday & Thursday group, with groups attending on Fridays on an alternating basis).
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- Students will be divided alphabetically and paired with siblings.
- Students will receive in-person instruction on their designated day (A/B). Students will participate with remote learning on the opposite day.
- Students during their virtual day will be following the flipped classroom model.
- Students during their virtual day will work independently and will have morning and afternoon virtual check-ins.
- Students will be utilizing Google Classroom as their Learning Management System.
- English/Language Arts, Math, Social Studies, Science, Physical Education, and Related Arts will be delivered as in-person instruction (total of 4 hours).
- English/Language Arts, Math, Social Studies, Science, and Physical Education will be delivered during remote learning days.
- Lunches will be on a “grab & go” schedule to minimize the use of common spaces. Ordered lunches will be dropped off to students in their classrooms.

Remote Learning Day

- Parents who select the full-time remote learning option for their children may elect to have them return to in-person instruction on the first or third Monday of each month beginning October 1st.
- Notification of this decision must be made to administration at least one week prior to the return to in-person instruction date.
- Parents electing to have their child(ren) switch from in-person instruction to remote learning must receive Superintendent’s approval to do so.
- Remote learners will be provided with both synchronous and asynchronous learning opportunities each day.
- Remote learners will be utilizing Google Classroom as their Learning Management System.
- Remote learners will be expected to check-in for attendance each morning when they begin their virtual learning activities.
- Students who are fully remote learners will experience all subjects on their schedule in a remote fashion.
- Morning announcements will be sent electronically each morning to all students at home to keep them connected to the school community.
- SEL supports will be provided for remote learners virtually by our support professionals.
- Remote learner interactions with teachers can include but are not limited to small group instruction, office hours, whole group instruction, and one-on-one instruction.

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Educational Program

- Students in self-contained special education classrooms will report to school for a full day of instruction every day.
- Students with IEPs may have modifications to their schedules made based on their individualized needs.
- The preschool program will remain with the existing AM/PM schedules.
- Before and aftercare will be made available through the YMCA School's Out program for students on their days of in-school instruction.

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Appendix O

Staffing

- Tabernacle School District recognizes access and equity for all staff to ensure continuity of student learning. The District’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.
- 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, the District will consult with the local bargaining units and legal counsel.
- Tabernacle School District identifies the staff’s roles and responsibilities as the following:
 - **Administrators**
 - 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.
 - Prioritize vulnerable student groups for face-to-face instruction.
 - Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
 - 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.
 - Define and provide examples of high-quality instruction given context and resources available.
 - Assess teacher, student, and parent needs regularly.
 - Ensure students and parents receive necessary supports to ensure access to instruction.
 - 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).

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- 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.
 - 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.
- **Instructional Staff**
 - 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.

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- Educational specialists should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- Supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
- Providing materials, manipulatives and items for at-home activities at no cost to families (particularly in preschool).
- Limiting on-line activities for preschool students.

- **Educational Services**
 - Assist with the development and implementation of adjusted schedules.
 - Assist teachers with providing updates to students and families.
 - Support embedding of SEL into lessons.
 - Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
 - Increase the need for all staff to address student trauma, social emotional learning, and digital citizenship.
 - Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

- **Support Staff**
 - Lead small group instruction to ensure social distancing.
 - Consider student grouping to maintain single classroom cohorts.
 - Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
 - Pre-record read-alouds and videos around SEL activities and routines (P-2) Caption prerecorded instructional videos from general education teachers.
 - Provide real-time support during virtual sessions.
 - Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
 - Support families and students in accessing and participating in remote learning.
 - Lead small group instruction in a virtual environment.
 - Facilitate the virtual component of synchronous online interactions.

- **Student Teachers:**
 - Survey potential student teachers over the summer to determine technology needs/access.

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- Provide district loaner devices (where possible) or work with partner institutions to provide a loaner device.
- Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
- Train student teachers to use technology platforms.
- Communicate district expectations/guidelines regarding professional online etiquette/ interactions with students.
- Lead small group instruction (in-person to help with social distancing).
- Co-teach with cooperating teacher and maintain social distancing.
- Manage online classroom for asynchronous hybrid sessions while cooperating teacher teaches in-person.
- Implement modifications or accommodations for students with special needs.
- Facilitate one-to-one student support.
- Lead small group instruction virtually while the classroom teacher teaches in-person.
- Provide technical assistance and guidance to students and parents.
- Develop online material or assignments.
- Pre-record direct-instruction videos.
- Facilitate student-centered group learning connecting remote and in-person students.

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Appendix P

Athletics

Athletics

- At this time, Tabernacle Township School District will not be offering interscholastic or intramural athletic programs. This may be revised at a later date as health and safety guidelines change.

RESTART & RECOVERY PLAN

Appendix Q

Continuity of Learning

Delivery of Special Education Services

- Develop procedures to complete evaluations to prevent students from missing in-person instructional time.
- CST meetings will take place virtually.
- Address COVID-19 in meeting invitations, IEPs, reports, and any written notices.
- CST will evaluate students under regular timelines.
- Counseling provided in-person or virtual at the discretion of the case manager.
- Develop 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.
- Communicate frequently with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student's return to school.
- IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
- 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.
- Clear communication to parents/guardians of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by federal and state law.

Technology and Connectivity

- Conducted a needs assessment through a survey to determine the number of students that will require a device and/or internet access.
- Communicate with parents and students the acceptable use policy for technology provided.
- For students with special needs, accommodations according to their instructional program are addressed as appropriate for each student.
- Develop training and tutorials for teachers, parents, and students technological tools that will be implemented for the upcoming school year.
- Implementation of user friendly platforms to deliver instruction.

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Curriculum, Instruction, and Assessment

- All students will receive equitable access to a high-quality education that is appropriately based on grade band and content area.
- Student learning will be individually customized to implement innovation and new approaches to instruction.
- Strong instruction, student engagement, and effective assessment are interdependent and benefit from a strong feedback loop between administration, educators, students, and families.
- A development of a shared sense of purpose by providing clear expectations and supports, building strong relationships, and allowing for flexibility/adaptability will create a meaningful learning environment.
- Thoughtful planning is necessary through teacher collaboration to provide necessary support for instructional shifts.
- Approach digital technologies with the flexibility necessary to maximize student learning and enhance communication pathways, and foster an effective partnership approach with family members and caregivers.
- Teachers will collaborate to ensure consistency across grades and content areas and provide sufficient time to prepare for necessary incorporation of new instructional techniques.

Virtual and Hybrid Learning Environment- Curriculum

- Teachers will prioritize the most critical prerequisite skills and knowledge for each subject area and grade level now.
- Professional development will be provided to train teachers to evaluate the students' academic progress and to implement additional supports as needed.
- Teachers will plan an approach to diagnose students' unfinished learning in that prerequisite content knowledge and those prerequisite skills.
- Teachers will adapt the curricular scope and sequence/pacing for each subject area and grade level to accommodate where teachers might need to provide acceleration support.
- Teachers will monitor students' progress on grade-appropriate assignments and adjust supports based on student results.

Virtual and Hybrid Learning Environment- Instruction

- Administration will develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (e.g., hybrid approaches to instruction, virtual platforms, learning management systems) and expectations for interactions (e.g., connecting with students and their family) to ensure all students have access to high-quality instruction.
- Teachers will teach the expectations of the students for remote learning.

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- Teachers will design lessons geared towards student engagement and foster student ownership of learning. (e.g., providing choice, small group instruction, differentiation, providing effective feedback, promoting student reflection).
- Teachers will utilize data to identify students' gaps in learning.
- Administration will collaborate with teachers to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
- Students who are participating in the hybrid learning model will transition to virtual only instruction if isolation and quarantine are required.

Virtual and Hybrid Learning Environment- Assessment

- Administration and teachers will utilize data driven decision-making regarding remediation efforts.
- 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 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.
- Pre-assessments will be administered to students at the start of instructional units in the fall to assist with instructional plans and identify gaps in mastery of standards while continuing to move students forward at current grade-level.
- Teachers will have clear and consistent communication with stakeholders for successful implementation.
- Teachers will assess students and utilize multiple sources of student data that includes, but are not limited to formative classroom assessments (quizzes, exit slips, etc.), student observations, student self-assessments, district benchmark assessments, projects, etc.
- Teachers will interpret the data and develop hypotheses about factors contributing to students' performance and the specific actions that can be taken to meet students' needs.
- Staff will develop an inventory of various assessment tools available and determine which would be most appropriate to utilize in order to evaluate student strengths and areas for improvement
- Administration will provide educators and parents with guidance to support assessment and data literacy.
- Administration will provide opportunities for teachers to collaborate and plan.
- Teachers will develop meaningful and appropriate assessment strategies that are incorporated into strategic plans for evaluating the needs of students and planning instruction.

Career and Technical Education

- Incorporate career/industry guest speakers via Zoom or Google Meet when possible.

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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=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
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

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

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

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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.mtwtgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Section	Title	Link
Purchasing	New Jersey School Directory	https://homerom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/
	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	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-

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	during the COVID-19 Pandemic School Closures and Beyond	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
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