

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

Point Pleasant Beach Board of Education

Fall 2020

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RESTART & RECOVERY PLAN

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A Message from the Superintendent

In response to a pandemic sweeping the globe in March 2020, the Point Pleasant Beach School District announced that it would close all district facilities and transition all students to distance learning. The distance learning continued through the conclusion of the 2019-2020 school year. As New Jersey and the nation made measurable progress in limiting further infections, Governor Murphy announced that districts should prepare reopening plans for September 2020.

While the New Jersey Department of Education developed a general template for items to be addressed in the reopening plan, many decisions were left to local districts regarding how best to reopen. We were tasked with developing a reopening plan that would best suit our local needs and prioritize the health and safety of our staff and students.

This plan is being shared as a living document--a plan that was aligned to circumstances that existed at the time of the plan's development and that we could reasonably assume would exist at the time of our schools' reopening. By its very nature, the document is designed to be revised and modified as circumstances evolve.

The stakeholders that volunteered to develop these plans are to be commended for their work on behalf of the students of our school district. It was a collective of staff members, students, and parents. They traded time at the beach for service to The Beach. The items contained herein represent hours of careful consideration regarding the safest and best ways to educate our students under exceptional circumstances and return normalcy to our students' lives. Quite simply, a return to school required that we reinvent or modify nearly every aspect of schooling as we previously knew it.

Our return to in-school instruction will play an important role in the academic development and mental well-being of our students and in the economic recovery of our local, state, and national economies. We took those responsibilities seriously as we developed and refined these documents. I welcome your feedback on the plan and hope we soon are able to put plans like these in our rearview mirror as we gradually emerge from the remarkable changes that have come as the result of an invisible enemy.

Sincerely,

William T. Smith, Ed.D.
Superintendent of Schools

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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

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completing tasks to “school officials” which would be the Superintendent of Schools or a designee of the Superintendent of Schools.

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

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

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

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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) Even if social distancing is possible and being practiced, 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) Whether or not social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place in a classroom setting, face coverings are required while students are seated at desks, and are required to be worn when moving about the classroom.
- (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (5) Use of shared objects should be limited when possible or cleaned between use.
- (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:

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

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

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

- (1) If the school district is providing transportation services on a school bus, a face covering must be worn by all students upon entering the bus 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.
 - (a) Exceptions to the face covering requirements shall be those outlined in A.1.e.(6) below.

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- (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

- (1) The Board's Plan should establish the process and location for student and staff health screenings.
- (2) Even when physical distancing (six feet apart) can 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:

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

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- (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
 - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
 - (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
 - (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

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be impractical for young children or individuals with disabilities.

- (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
- (6) Exceptions to requirements for face coverings shall be as follows:
- (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.
 - (c) The individual is in water.
 - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
 - (e) The student is under the age of two, due to the risk of suffocation.
 - (f) During the period that 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 are able to maintain a physical distance of six feet.
 - (j) When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.

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- (7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

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

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

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- (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. door knobs, light switches, classroom sink handles, countertops).
- (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
- (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 - (i) Classroom desks and chairs;
 - (ii) Lunchroom tables and chairs;
 - (iii) Door handles and push plates;
 - (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

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(xiii) School bus seats and windows.

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

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

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

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

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

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

- (1) The Board’s Plan regarding recess and physical education should include protocols to address the following:
 - (a) Stagger recess, if necessary.

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

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

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

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

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

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

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

2. Academic, Social, and Behavioral Supports

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

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

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

- Not being utilized
- Being developed by school officials

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- Currently being utilized

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. An expansion of existing social emotional learning supports is being developed by school officials.

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. A system of supports that builds upon existing I&RS practices is 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. A team is in place at each school building to provide additional supports and to students and families and connect them with local resources.

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. School meals are provided to all students enrolled in the National School Lunch program. During periods of remote learning, meals will also be provided.

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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. The district will share information with local partners and child care providers with hope of developing a robust network of childcare support services.

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

- a. A Restart Committee should be established as collaboration is critical to the development of the Board’s Plan.
- b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.
- c. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the

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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;
 - (2) Teachers;
 - (3) Child Study Team member;

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

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

[See Appendices N – Scheduling of Students and Q - Remote Learning for Families]

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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 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,

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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:
 - (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.).

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

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

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- (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.
- (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.

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- (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 teacher is remote.
 - (4) Assist with the development and implementation of adjusted schedules.
 - (5) Plan for the completion of course requests and scheduling (secondary school).
 - (6) Assist teachers with providing updates to students and families.
 - (7) Support embedding of SEL into lessons.
 - (8) Lead small group instruction to ensure social distancing.
 - (9) Consider student grouping to maintain single classroom cohorts.

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- (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).
- 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.

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- (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.
 - (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

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to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

- c. Student teachers should:
 - (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
 - (2) Lead small group instruction (in-person to help with social distancing).
 - (3) Co-teach with cooperating teacher and maintain social distancing.
 - (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - (5) Implement modifications or accommodations for students with special needs.
 - (6) Facilitate one-to-one student support.
 - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.
 - (9) Develop online material or assignments.
 - (10) Pre-record direct-instruction videos.
 - (11) Facilitate student-centered group learning connecting remote and in-person students.

- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
 - (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

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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) Increased 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. Readyng facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the Board's Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

a. School Funding

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

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options the Board shall explore include, but are not limited to, the following:

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

b. School District Budgets

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

c. School Funding

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

(1) Purchasing

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

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

The school district shall apply for the approval from the Commissioner of Education prior to performing certain

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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 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.

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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.
 - (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.

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

2. Technology and Connectivity

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

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- (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
- (4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
 - (a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

3. Curriculum, Instruction, and Assessment

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

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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.
 - (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.

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- (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(3) Assessment

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

4. Professional Learning

- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.

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- 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 stakeholders, including all staff, parents, and community members; and
 - (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.
 - d. Mentoring and Induction
 - (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
 - (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
 - (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
 - (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
 - (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.
 - e. Evaluation
-

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

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

e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

E. Full-Time Remote Learning Options

In addition to the methods and considerations explicitly referenced in the New Jersey Department of Education’s “The Road Back – Restart and Recovery Plan for Education” (June 26, 2020) for scheduling students for in-person, remote, or hybrid learning, families/guardians may submit, the school district shall

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accommodate requests for full-time remote learning. Remote learning options shall be pursuant to Appendix Q – Remote Learning Options for Families.

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Appendices

Restart and Recovery Plan to Reopen Schools

Point Pleasant Beach Board of Education

Fall 2020

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Appendix A

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

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

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

Health and Safety

In all stages and phases of pandemic response and recovery, the district will comply with Center for Disease Control (CDC), state, and local guidelines. It will provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.

Task	Responsible	Antrim	PPBHS
Communication with local/state authorities	Superintendent	In all cases, the superintendent or designee is responsible for communication with local and state authorities. The school district has established open lines of communication with the Ocean County Health Department, the Point Pleasant Beach Police Departments, and the Ocean County office of the New Jersey Department of Education. In all matters requiring information	In all cases, the superintendent or designee is responsible for communication with local and state authorities. The school district has established open lines of communication with the Ocean County Health Department, the Point Pleasant Beach Police Department, and the Ocean County office of the New

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		from local or state officials or requiring public notification, the superintendent will be responsible, as per BOE Policies 9212 & 9400.	Jersey Department of Education. In all matters requiring information from local or state officials or requiring public notification, the superintendent will be responsible, as per BOE Policies 9212 & 9400.
Protecting high-risk populations	Superintendent/ Principals	<p>A survey will be issued to staff members requesting that they self-identify as potentially high-risk. Those who reply affirmatively will receive follow-up contact, and with proper documentation will receive accommodations consistent with the executive orders and/or laws in place at the time.</p> <p>Should a student identify as high-risk s/he will be offered distance learning instruction.</p>	<p>A survey will be issued to staff members requesting that they self-identify as potentially high-risk. Those who reply affirmatively will receive follow-up contact, and with proper documentation will receive accommodations consistent with the executive orders and/or laws in place at the time.</p> <p>Should a student identify as high-risk s/he will be offered distance learning instruction.</p>
Promoting behaviors to reduce spread		<p>Signage</p> <p>Daily Screenings upon arrival</p> <p>Foot Markers to identify appropriate spacing</p> <p>PPE</p> <p>Hand/Health Hygiene lessons</p> <p>Hand Washing Guidance and Schedule</p> <p>Maximize Airflow and Circulation</p> <p>Organize students in cohorts to the greatest extent possible</p>	<p>Signage</p> <p>Daily screenings upon arrival</p> <p>Required masks when unable to socially distance</p> <p>PPE</p> <p>Master Schedule Design Limiting Interactions Per Day</p> <p>Maximize airflow and circulation</p> <p>Structural barriers as appropriate</p> <p>Avoid large gatherings in</p>

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		<p>Required masks when unable to socially distance</p> <p>Structural barriers when appropriate</p> <p>Avoid large gatherings in common spaces such as the gym, auditorium, cafeteria</p> <p>Limit large groups during arrival and dismissal (via entrance and exit plans)</p> <p>Social stories for SE, PreK and primary students to work on wearing masks, washing hands, etc.</p> <p>Provide regular counseling outside as appropriate</p> <p>*PreK students will be taught how to wash their hands; picture signs will be used to assist students; students will have face shields if they are unable to wear face masks</p>	<p>common spaces</p> <p>Limit large groups congregating during arrival and dismissal (via entrance and exit plans)</p>
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The following list includes health factors that put individuals at a greater risk for suffering increased complications from COVID-19 infection:

- 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)

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- 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)

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Appendix B

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

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

- a. Social Distancing in Instructional and Non-Instructional Rooms
- b. Procedures for Hand Sanitizing/Washing

Classrooms, Testing, and Therapy Rooms

The district will allow for social distancing to the maximum extent possible. When social distancing is difficult or impossible, face coverings are required, and face coverings are always required for visitors and staff unless it will inhibit the individual’s health. The district will minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.

Task	Responsible	Antrim	PPBHS
Student desks	Principals	<p>Student desks will be separated to facilitate social distancing.</p> <p>Classrooms that do not have space to accommodate the student populations with social distancing will be relocated and/or adopt mandatory mask policies and social distance to the maximum extent possible.</p>	<p>Student desks will be separated to facilitate social distancing.</p> <p>Classrooms that do not have space to accommodate the student populations with social distancing will be relocated and/or adopt mandatory mask policies and social distance to the maximum extent possible.</p>

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		<p>Classrooms with student tables designed to seat multiple students will be assigned reduced capacity and/or will be equipped with barrier devices.</p> <p>Desks will be sanitized according to the recommended cleaning/sanitation guidelines</p> <p>*PreK tables will have dividers to provide an extra barrier of protection; # of students at each table will be limited</p>	<p>Classrooms with student tables designed to seat multiple students will be assigned reduced capacity and/or will be equipped with barrier devices.</p> <p>Desks will be sanitized according to the recommended cleaning/sanitation guidelines</p>
Social distancing in-class	Principals	<p>All classrooms will be arranged in compliance with social distancing recommendations.</p> <p>Where social distancing cannot be accomplished, a mandatory mask policy is in place.</p> <p>Essential group work will be designed to accommodate social distancing guidelines and/or may be facilitated using technology.</p> <p>If carpet activities are to be utilized students will social distance appropriately and/or use technology.</p> <p>Elementary students will</p>	<p>All classrooms will be arranged in compliance with social distancing recommendations.</p> <p>Where social distancing cannot be accomplished, a mandatory mask policy is in place.</p> <p>Essential group work will be designed to accommodate social distancing guidelines and/or may be facilitated using technology.</p> <p>Shared objects (e.g. lab equipment) will be sanitized between uses.</p>

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		<p>be tested (CST related) in the LRC with attention given to active ventilation and physical barriers, when needed.</p> <p>Student “supply stations” will minimize sharing of school supplies.</p> <p>Students will remain in cohorts and complete activities in a home classroom as much as possible to avoid hallway congestion.</p> <p>Teachers (not student cohorts) will move from class to class, when feasible</p> <p>Locker use will be minimized/avoided to minimize close contact in the hallways</p> <p>Speech Therapy sessions/evaluations can be delivered with the use of physical barriers or technology</p> <p>Staff will test masks with visible mouth portions</p> <p>Equipment will be sanitized after every therapy session</p> <p>*Visual schedules will be provided to PreK students to reinforce hand washing/sanitizing</p>	
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		<p>*PreK students will have their own set of materials and supplies for the day; student cubbies will not be shared with another student</p>	
Hand sanitizing stations	Supervisor of Maintenance and Operations	<p>All classrooms will offer students either a sink and soap with which to wash hands or a hand sanitizer station.</p> <p>Hand sanitizer stations will be located throughout the building, especially in highly trafficked areas, such as main entrances.</p>	<p>All classrooms will offer students either a sink and soap with which to wash hands or a hand sanitizer station.</p> <p>Hand sanitizer stations will be located throughout the building, especially in highly trafficked areas, such as main entrances.</p>
Air circulation	Classroom teachers	<p>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.</p> <p>Teachers will maximize airflow and circulation in the classrooms. Classroom doors may remain open to facilitate movement of air.</p>	<p>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.</p> <p>Teachers will be encouraged to keep classroom windows open in rooms without air conditioning, as weather permits. Classroom doors may remain open to facilitate movement of air.</p>

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<p>Hand washing</p>	<p>Classroom teachers & therapists</p>	<p>Student instruction on proper hand hygiene will be provided at the beginning of the year and reinforced in an ongoing manner on an age-appropriate basis.</p> <p>“Hand washing breaks” will be built into the daily schedule.</p> <p>Classroom teachers will lead students in handwashing before and after snack periods and lunch periods.</p> <p>All students will be required to wash hands after using the restroom, before and after physical education classes, and upon returning from recess.</p> <p>*Visual schedules will be provided for students regarding hand washing as necessary.</p> <p>*Social stories to be utilized with SE, Pre K and primary students for wearing masks, hand washing.</p> <p>https://drive.google.com/drive/folders/1-3Uvq1Sv8fImBg4PFZVrGHk_HylylWiN?usp=sharing</p> <p>*PreK teacher/s will set a daily hand-washing schedule and allow for</p>	<p>All students will be required to wash hands after using the restroom, before and after physical education classes, and upon returning from lunch.</p>
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		hand-washing throughout the day as needed	
Hygiene instruction	Classroom teachers, nurses	<p>Signage will be posted throughout the building and each classroom reminding students of practices that mitigate the spread of disease.</p> <p>Lessons developed according to grade band to teach proper handwashing technique and hygiene</p> <p>*Social stories to be utilized with SE, Pre K and primary students for wearing masks, hand washing.</p> <p>https://drive.google.com/drive/folders/1-3Uvq1Sv8fImBg4PFZVrGHk_HylylWiN?usp=sharing</p> <p>*PreK will have picture signs (visual schedules) that review hand-washing steps</p>	<p>Signage will be posted throughout the building and each classroom reminding students of practices that mitigate the spread of disease.</p>
Cleaning and disinfecting	Supervisor of Maintenance and Operations	<p>The district will follow a regular cleaning and disinfecting plan that includes both complete cleaning and disinfecting processes and regular touch point disinfection and restroom cleaning throughout each day.</p> <p>Each classroom will be provided with approved sanitizing supplies for</p>	<p>The district will follow a regular cleaning and disinfecting plan that includes both complete cleaning and disinfecting processes and regular touch point disinfection and restroom cleaning throughout each day.</p> <p>Each classroom will be provided with approved sanitizing supplies for</p>

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		<p>teachers to use at his/her discretion.</p> <p>Therapy rooms will be equipped with disinfecting wipes to sanitize equipment between uses.</p> <p>Bins to be utilized in therapy rooms to place items in to be sanitized</p> <p>*PreK classroom will be cleaned between the AM and PM sessions. This includes, but is not limited to the bathroom, toys, tables, etc.</p>	<p>teachers to use at his/her discretion.</p>
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Appendix C

Critical Area of Operation #3 – Transportation

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

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

Transportation

The district will maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students. If maintaining social distancing is not possible, all students who are able must wear face coverings while on buses.

Task	Responsible	Antrim	PPBHS
Social distancing procedures	School Business Administrator, Supervisor of Special Education	<p>Students riding on the bus will adhere to social distancing. Where that is not possible, students must wear face coverings.</p> <p>Use of buses for transportation will be strictly limited to essential travel.</p> <p>SE students who will not be able to wear masks will be identified and shields or alternative PPE</p>	<p>Students riding on the bus will adhere to social distancing. Where that is not possible, students must wear face coverings.</p> <p>Use of buses for transportation will be strictly limited to essential travel.</p> <p>SE students who will not be able to wear masks will be identified and shields or alternative PPE</p>

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		<p>measures will be explored.</p> <p>Each staff member and student will be pre-checked for a temperature above 100.4</p>	<p>measures will be explored.</p> <p>Each staff member and student will be pre-checked for a temperature above 100.4</p>
Driver safety	School Business Administrator	<p>Drivers will be provided with PPE including masks, gloves and hand sanitizers. The loading and unloading of students will be reviewed to minimize possible contact.</p>	<p>Drivers will be provided with PPE including masks, gloves and hand sanitizers. The loading and unloading of students will be reviewed to minimize possible contact.</p>
Cleaning	School Business Administrator/ Supervisor of Maintenance and Operations	<p>Drivers will be provided the necessary cleaning supplies and training for vehicle sanitation.</p> <p>The vehicles will be cleaned after the morning drop off and at the end of the day</p>	<p>Drivers will be provided the necessary cleaning supplies and training for vehicle sanitation.</p> <p>The vehicles will be cleaned after the morning drop off and at the end of the day</p>
Dropoff and arrivals	School Business Administrator/ Principals	<p>Students arriving to school will be required to wear face coverings while within all common areas. This includes during dropoff and pickup procedures, screening areas, etc.</p> <p>Exceptions to the mask requirement will be permitted only</p>	<p>Students arriving to school will be required to wear face coverings while within all common areas. This includes dropoff and pickup procedures.</p> <p>Exceptions to the mask requirement will be permitted only for identified special</p>

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		<p>for identified special education students or students with a note from the school physician indicating a medical necessity.</p> <p>Students will be designated specific areas to enter and exit the building to minimize congestion.</p> <p>Students will be screened each morning before entering the building.</p> <p>*PreK arrivals will incorporate a screening process and dismissal exit doors will be designated</p>	<p>education students or students with a note from the school physician indicating a medical necessity.</p> <p>Students will be designated specific areas to enter and exit the building to minimize congestion.</p> <p>Students will be screened each morning before entering the building.</p>
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Appendix D

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

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

- a. Location of Student and Staff Screening
- b. Social Distancing in Entrances, Exits, and Common Areas

Student Flow, Entry, Exit, and Common Areas

The district has developed a procedure regarding student and staff health screenings. The district will make use of 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 during daily activities. When it is not possible to maintain physical distancing, the district will require the use of face coverings.

Task	Responsible	Antrim	PPBHS
Health screening of students and staff	Nurses, Principals	<p>Students and staff will be screened at designated points of entry each morning before entering the building. Face covering will be required during this process.</p> <p>Screening will take place prior to entry into a school building.</p> <p>The district will employ a process by</p>	<p>Students and staff will be screened at designated points of entry each morning before entering the building. Face covering will be required during this process.</p> <p>Screening will take place prior to entry into a school building.</p> <p>The district will employ a process by</p>

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		<p>which families will confirm that students are free of COVID-19 symptoms.</p> <p>Students or staff who are flagged will be isolated with the school nurse.</p> <p>Recommended procedures from the Ocean County Health Department will be followed.</p> <p>Students will be monitored for development of symptoms throughout the day. Should a student be identified, staff will follow recommended procedures from the Ocean County Health Department.</p>	<p>which families will confirm that students are free of COVID-19 symptoms.</p> <p>Students or staff who are flagged will be isolated with the school nurse.</p> <p>Recommended procedures from the Ocean County Health Department will be followed.</p> <p>Students will be monitored for development of symptoms throughout the day. Should a student be identified, staff will follow recommended procedures from the Ocean County Health Department.</p>
Physical distancing markers (inside and out)	Principals, Supervisor of Maintenance and Operations	Paint, tape, and other clear markings will be used inside and outside of buildings to guide social distancing practices.	Paint, tape, and other clear markings will be used inside and outside of buildings to guide social distancing practices.
Hallway routes	Principals	<p>Students will be encouraged to travel at perimeters of hallways and maintain social distance.</p> <p>Signs will be used to remind students ... PPE</p>	1-way hallways and up/down only stairwells where practical. Students will be encouraged to travel at perimeters of hallways and maintain social distance.

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		Hand Hygiene reminders	
Staggered dismissals	Principals	*PreK 10:30 and 2:30 K-4 dismiss at 2:30 5-8 dismiss at 2:45 Students will exit out of specific doors.	Multiple exit points for student dismissal to lower number of students leaving through one door
Entrances and Exits	Principals	Once screened, students will travel directly to homerooms or Period 1 classes. *PreK AM students will exit at the door near the classroom. PreK PM students will enter and exit at the door near the classroom. Students will use designated entrances and exits.	Once screened, students will travel directly to homerooms or Period 1 classes. Additional exits for student dismissal Students will use designated entrances and exits.
Sign out pens	Principals	Digital sign-in process (i.e. via Genesis) to avoid congestion in the main office	Digital sign-in process (i.e. via Genesis) to avoid congestion in the main office
Hallway distancing	Principals	Middle school students will use a locker schedule to reduce close contact in the hallways Teachers will travel to the classes to eliminate students passing in the hallway.	Students and staff will be required to wear face coverings in all common areas, including hallways. Master schedule design will give consideration to minimizing student transitions.

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		Only essential traveling to Therapy Room, G & T, RTI and Basic Skills will take place.	
Sanitizer in classrooms and entrances	Supervisor of Maintenance and Operations	Hand sanitizer stations will be located throughout high traffic areas in each school.	Hand sanitizer stations will be located throughout high traffic areas in each school.
Sneeze guards	Principals	Physical barriers will be used when small group work cannot be avoided	Physical barriers will be provided as needed.
Locker policies	Principals	Personal locker use will be discouraged and/or minimized.	Master schedule design will limit locker access for students.
Signage	Supervisor of Maintenance and Operations/ Technology Coordinator	Signage can be developed and printed in-house and posted as needed.	Signage can be developed and printed in-house and posted as needed.

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Appendix E

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

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

- a. Screening Procedures for Students and Staff
- b. Protocols for Symptomatic Students and Staff
- c. Protocols for Face Coverings

Screening, PPE, and Response to Students and Staff Presenting Symptoms

The district has developed a policy for safely and respectfully screening students and employees for symptoms of and history of exposure to COVID-19. Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. If the district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials will immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

Task	Responsible	Antrim	PPBHS
Policy for screening	Superintendent/ Nurses	Health checks will be conducted safely and respectfully, in accordance with any applicable privacy laws and regulations. Results must be documented when signs /symptoms of COVID-19 are observed.	Health checks will be conducted safely and respectfully, in accordance with any applicable privacy laws and regulations. Results must be documented when signs /symptoms of COVID-19 are observed. Screening policy/protocols will

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		<p>Screening policy/protocols will take into account students with disabilities and accommodations that may be needed for those students.</p> <p>Staff will self-screen and by signing in for the day confirm their screening according to CDC/OCHD recommendations.</p> <p>Students will be temperature screened prior to entering the building.</p> <p>Specific temps should be flagged (100.4 degrees or higher)</p> <p>Temps flagged with the no-touch thermometer will be checked again with the traditional oral stick thermometer.</p> <p>Individuals will be asked a series of health questions based on CDC guidance. Parents/guardians of youngest students will be required to certify daily the health of their child(ren) according to CDC screening</p>	<p>take into account students with disabilities and accommodations that may be needed for those students.</p> <p>Staff will self-screen and by signing in for the day confirm their screening according to CDC/OCHD recommendations.</p> <p>Students will be temperature screened prior to entering the building.</p> <p>The school nurse will develop and implement protocol for staff and students who screen above 100.4 degrees.</p> <p>Individuals will be asked a series of health questions based on CDC guidance.</p>
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		document.	
Procedures for symptomatic	Superintendent/ Nurses	<p>Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others.</p> <p>School officials will follow current CDS guidance for disease reporting.</p> <p>If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials will immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.</p> <p>Notify the school nurse a student or staff member is presenting symptoms. Follow established protocols for a student who becomes ill during the school day.</p> <p>PROCEDURE: Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated</p>	<p>Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current CDS guidance for disease reporting.</p> <p>If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials will immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.</p> <p>Notify the school nurse a student or staff member is presenting symptoms. Follow established protocols for a student who becomes ill during the school day.</p> <p>PROCEDURE: Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. Students will remain in</p>

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		<p>from others. Students will remain in isolation, with supervision until picked up by an authorized adult.</p> <p>The school will follow CDS guidance for illness reporting.</p> <p>PPE will be provided for use.</p> <p>The school will assist in contact tracing.</p> <p>Students who may be identified as symptomatic will be brought to the isolation space to avoid contact with other students.</p> <p>The nurse will identify a sequence of steps to treat the student, maintain appropriate isolation and privacy and contact the parent as needed.</p>	<p>isolation, with supervision until picked up by an authorized adult.</p> <p>The school will follow CDS guidance for illness reporting.</p> <p>PPE will be provided for use.</p> <p>The school will assist in contact tracing.</p> <p>Isolation Room - The school will utilize an isolation room to separate those presenting COVID symptoms.</p> <p>The nurse will identify a sequence of steps to treat the student, maintain appropriate isolation and privacy and contact the parent as needed.</p>
Identifying isolation spaces	Nurses/Principals	Administration and the school nurse will work collaboratively to create/identify isolation areas that respect a student's privacy and isolate a sick individual.	Administration and the school nurse will work collaboratively to create/identify isolation areas that respect a student's privacy and isolate a sick individual.
Contact tracing	Superintendent/ Nurses	The district will follow contract	The district will follow contract

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		tracing procedures indicated by the Ocean County Health Department	tracing procedures indicated by the Ocean County Health Department
PPE Supplies	School Business Administrator/ Supervisor of Maintenance and Operations/ Principals	<p>Each classroom will have a hand sanitizer and a basic first aid kit (i.e. bandaids) to eliminate non-essential visits to the nurse's office.</p> <p>Disposable face masks will be available for students and staff who do not come into school with one.</p> <p>Students or staff who are excused from wearing masks for an IEP or other health reason will be asked to wear shields during the school day.</p> <p>Temporal scanners, gloves, and other PPE will be maintained as resources available to staff on an as needed basis.</p>	<p>Each classroom will have hand sanitizer and a basic first aid kit (i.e. bandaids) to eliminate non-essential visits to the nurse's office.</p> <p>Disposable face masks will be available for students and staff who do not come into school with one.</p> <p>Students or staff who are excused from wearing masks for an IEP or other health reason will be asked to wear shields during the school day.</p> <p>Temporal scanners, gloves, and other PPE will be maintained as resources available to staff on an as needed basis.</p>
Readmittance policies	Superintendent/ Nurses	The district will follow CDC and Ocean County Health Department's recommendations and any applicable school policies to determine readmittance to school.	The district will follow CDC and Ocean County Health Department's recommendations and any applicable school policies to determine readmittance to school.

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		Staff must be issued Permission to Return from a medical professional.	Staff must be issued Permission to Return from a medical professional.
Parent communication about staying home	Principals/Nurses	<p>A copy of all health related policies and procedures will be sent home to parents with the Back to School Packet.</p> <p>Parents will be required to sign off on a document acknowledging and agreeing to these policies and procedures.</p> <p>Parents will be actively encouraged to keep sick students home. Synchronous remote learning will be made available as permitted.</p> <p>Perfect attendance rewards will not be encouraged.</p>	<p>A copy of all health related policies and procedures will be sent home to parents with the Back to School Packet.</p> <p>Parents will be required to sign off on a document acknowledging and agreeing to these policies and procedures.</p> <p>Parents will be actively encouraged to keep sick students home. Synchronous remote learning will be made available as permitted.</p> <p>Perfect attendance rewards will not be encouraged.</p>
Face coverings	Superintendent/ Principals	<p>All faculty and staff are required to wear a face mask or covering.</p> <p>All visitors are required to wear a face covering unless it will inhibit the individual's health.</p>	<p>All faculty and staff are required to wear a face mask or covering.</p> <p>All visitors are required to wear a face covering unless it will inhibit the individual's health.</p>

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		<p>Students will be required to wear a face mask or covering.</p> <p>A mask will not be required in cases where prohibited by an IEP or if it will inhibit an individual's health</p> <p>*PreK students will use face shields in the event an individual cannot wear a face mask.</p> <p>Staff and students will be provided a reusable and washable face covering, suitable for wearing throughout the school day.</p> <p>Students and staff are encouraged to procure additional, reusable masks.</p> <p>Additional masks will be available for emergency needs.</p>	<p>Students will be required to wear a face mask or covering.</p> <p>A mask will not be required in cases where prohibited by an IEP or if it will inhibit an individual's health</p> <p>Staff and students will be provided a reusable and washable face covering, suitable for wearing throughout the school day.</p> <p>Students and staff are encouraged to procure additional, reusable masks.</p> <p>Additional masks will be available for emergency needs.</p>
Visitor notification	Principals/ Supervisor of Maintenance and Operations	<p>Signage will indicate that visitors must be masked at all times.</p> <p>Necessary visitors will be pre-screened prior to entry to the building. Visitation will be actively discouraged.</p>	<p>Signage will indicate that visitors must be masked at all times.</p> <p>Necessary visitors will be pre-screened prior to entry to the building. Visitation will be actively discouraged.</p>

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Protections for those handling waste materials	Supervisor of Maintenance and Operations	Those handling waste materials will be provided PPE and appropriate materials to dispose of waste according to established guidelines.	Those handling waste materials will be provided PPE and appropriate materials to dispose of waste according to established guidelines.
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CDC Guidelines:

Students and employees may be asked to leave or not come into school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained:

- 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

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Appendix F

Critical Area of Operation #6 - Contact Tracing

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

Contact Tracing

Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice and is an integral function of local health departments. All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, will be provided information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. The district has collaborated with the Ocean County Health Department and engaged its school nurses to develop contact tracing policies and procedures, as well as to develop a plan to raise awareness in the broader school community of the importance of contact tracing.

Task	Responsible	Antrim	PPBHS
Johns Hopkins contact tracing training course	School Business Administrator/Nurses	All administrators and other members designated to the Pandemic Response Team will be required to complete the Johns Hopkins contact tracing training course. Those who complete the course will be assigned 4 professional development hours. The course will be made available to all	All administrators and other members designated to the Pandemic Response Team will be required to complete the Johns Hopkins contact tracing training course. Those who complete the course will be assigned 4 professional development hours. The course will be made available to all

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		staff.	staff.
Providing information to designated school employees about contact tracing	School Nurses	<p>At the start of the school year, nurses will communicate to staff the district's procedure for contact tracing in cases of presumed/identified COVID-19 infection.</p> <p>All school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the superintendent or designee will be provided information regarding the role of contact tracing conducted by State, county, and local officials.</p>	<p>At the start of the school year, nurses will communicate to staff the district's procedure for contact tracing in cases of presumed/identified COVID-19 infection</p> <p>All school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the superintendent or designee will be provided information regarding the role of contact tracing conducted by State, county, and local officials.</p>
Develop policy on contact tracing	Superintendent	The district will follow the recommendations for contact tracing developed by the Ocean County Health Department. The district will actively assist in providing information to facilitate effective contact tracing, within the scope of the law.	The district will follow the recommendations for contact tracing developed by the Ocean County Health Department. The district will actively assist in providing information to facilitate effective contact tracing, within the scope of the law.
Notification policy	Superintendent/ Nurses	The school/district will notify those impacted by a suspected case of	The school/district will notify those impacted by a suspected case of

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		COVID-19 according to the procedures recommended by the Ocean County Health Department.	COVID-19 according to the procedures recommended by the Ocean County Health Department.
Identify staff liaison for notification	Superintendent/ Principals	The school nurse will be the designee for reporting to the Ocean County Health Department. The superintendent or designee will be charged with carrying out communications to the school community.	The school nurse will be the designee for reporting to the Ocean County Health Department. The superintendent or designee will be charged with carrying out communications to the school community.
Communicating pathway to self-report symptoms	Superintendent/ Principals/Nurses	All staff shall notify the principal and school nurse via phone call or email if he/she is experiencing symptoms consistent with COVID-19 or has been exposed to someone who has tested positive for COVID-19. A student shall notify the school nurse if he/she is experiencing symptoms or has been exposed to someone who has tested positive for COVID-19	All staff shall notify the principal and school nurse via phone call or email if he/she is experiencing symptoms consistent with COVID-19 or has been exposed to someone who has tested positive for COVID-19. A student shall notify the school nurse if he/she is experiencing symptoms or has been exposed to someone who has tested positive for COVID-19

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

Facilities Cleaning Practices

The district will adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the Ocean County Health Department as they arise. The district has developed a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and sanitization of restrooms.

Task	Responsible	Antrim	PPBHS
Procedure manual with cleaning and disinfecting procedures	Supervisor of Maintenance and Operations	The Supervisor of Maintenance and Operations has developed a schedule and protocol for regular cleaning and sanitizing of the school building including increased cleaning of touch points, bathrooms, active locations, etc... Personnel assignments have been adjusted to account for the increased frequency of cleaning.	The Supervisor of Maintenance and Operations has developed a schedule and protocol for regular cleaning and sanitizing of the school building including increased cleaning of touch points, bathrooms, active locations, etc... Personnel assignments have been adjusted to account for the increased frequency of cleaning.
Schedule for INCREASED	Supervisor of Maintenance and	The Supervisor of Maintenance and	The Supervisor of Maintenance and

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cleaning and disinfecting	Operations	<p>Operations has developed a schedule and protocol for regular cleaning and sanitizing of the school building including increased cleaning of touch points, bathrooms, active locations, etc...</p> <p>Personnel assignments have been adjusted to account for the increased frequency of cleaning.</p>	<p>Operations has developed a schedule and protocol for regular cleaning and sanitizing of the school building including increased cleaning of touch points, bathrooms, active locations, etc... Personnel assignments have been adjusted to account for the increased frequency of cleaning.</p>
Routine & expanded touch area cleaning	Supervisor of Maintenance and Operations	<p>Regular Cleaning Schedules</p> <p>Staff will be provided classroom cleaning supplies.</p> <p>*PreK classroom will be cleaned in between split sessions.</p>	<p>Regular Cleaning Schedules</p> <p>Staff will be provided classroom cleaning supplies.</p>
Bathroom sanitization plan	Supervisor of Maintenance and Operations	<p>The Supervisor of Maintenance and Operations has developed a schedule and protocol for regular cleaning and sanitizing of the school building including increased cleaning of touch points, bathrooms, active locations, etc...</p> <p>Personnel</p>	<p>The Supervisor of Maintenance and Operations has developed a schedule and protocol for regular cleaning and sanitizing of the school building including increased cleaning of touch points, bathrooms, active locations, etc... Personnel assignments have been adjusted to</p>

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		assignments have been adjusted to account for the increased frequency of cleaning.	account for the increased frequency of cleaning.
Water fountains/personal water	Supervisor of Maintenance and Operations	<p>The Supervisor of Maintenance and Operations has developed a schedule and protocol for regular cleaning and sanitizing of the school building including increased cleaning of touch points, bathrooms, active locations, etc...</p> <p>Personnel assignments have been adjusted to account for the increased frequency of cleaning.</p>	<p>The Supervisor of Maintenance and Operations has developed a schedule and protocol for regular cleaning and sanitizing of the school building including increased cleaning of touch points, bathrooms, active locations, etc... Personnel assignments have been adjusted to account for the increased frequency of cleaning.</p>
Hand sanitizer	Supervisor of Maintenance and Operations/School Business Administrator	Hand sanitizer stations will be located throughout the district and sanitizer will be placed in each classroom area.	Hand sanitizer stations will be located throughout the district and sanitizer will be placed in each classroom area.
Cleaning/sanitizing checklist	Supervisor of Maintenance and Operations	The Supervisor of Maintenance and Operations has developed a schedule and protocol for regular cleaning and sanitizing of the school building including increased cleaning of touch	The Supervisor of Maintenance and Operations has developed a schedule and protocol for regular cleaning and sanitizing of the school building including increased cleaning of touch

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		<p>points, bathrooms, active locations, etc...</p> <p>Personnel assignments have been adjusted to account for the increased frequency of cleaning.</p>	<p>points, bathrooms, active locations, etc... Personnel assignments have been adjusted to account for the increased frequency of cleaning.</p>
Furniture disinfection	Supervisor of Maintenance and Operations	<p>The Supervisor of Maintenance and Operations has developed a schedule and protocol for regular cleaning and sanitizing of the school building including increased cleaning of touch points, bathrooms, active locations, etc...</p> <p>Personnel assignments have been adjusted to account for the increased frequency of cleaning.</p>	<p>The Supervisor of Maintenance and Operations has developed a schedule and protocol for regular cleaning and sanitizing of the school building including increased cleaning of touch points, bathrooms, active locations, etc... Personnel assignments have been adjusted to account for the increased frequency of cleaning.</p>
Chemical storage	Supervisor of Maintenance and Operations	Chemicals will be stored according to existing rules and regulations.	Chemicals will be stored according to existing rules and regulations.
Wipes to teachers	Supervisor of Maintenance and Operations/ Principals	Each classroom will have a supply of approved cleaning products	Each classroom will have a supply of approved cleaning products
Physical barriers	Principals/School Business Administrator	Physical barriers will be employed where furniture inhibits effective social	Physical barriers will be employed where furniture inhibits effective social

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		distancing.	distancing.
Establish plans for post-infection	Superintendent/ Nurses/Principals/ Supervisor of Maintenance and Operations	Post-infection cleaning will follow guidance from the NJDOE and the recommendations published by the CDS.	Post-infection cleaning will follow guidance from the NJDOE and the recommendations published by the CDS.

High School Cleaning/Sanitizing

- Effective immediately we will be mopping and wiping down with H-DOX red solution only. Do not use the green solution.
- Effective immediately all garbage can liners will be changed every night- no exceptions.
- Open all window shades
- When it's warm enough and humidity is low open windows and turn on gym exhaust fans.
- Leave Gym Hallway doors open. This will pull fresh air through the building.

Below is a list of items to be done daily.

BOILER ROOMS

- Wipe down and spray all common touch points daily, including all door handles interior and exterior. Wipe down and spray all chairs and desks, open the exterior boiler room door whenever the boiler room is occupied. Open boiler room windows if it has them.

CLASSROOMS

- Wipe down all classroom desks, tables and chairs including the legs, spray with victory sprayer and place in the hallway.
- Vacuum, spray and remove classroom area carpets
- Wipe down, spray when possible, and remove rolling carts.
- Dust wipe down and spray all bookshelves and all horizontal surfaces.
- Wipe down and spray paper towel, toilet paper and soap dispensers. Be sure to get sides and tops. Fill dispensers as necessary.
- Vacuum, carpet or mop hard floors with H-DOX red solution
- Spray carpets when returned to room.
- Clean all door glass, door handles interior and exterior, phones keyboards and spray.
- If you can move it and clean behind it, do it.

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- Wipe down and remove all garbage and recycling cans, wipe down walls behind cans
- Wipe down empty and spray pencil sharpeners, wipe down countertop and area around sharpeners.
- Clean all sinks including drain covers
- Vacuum the bottoms of the HVAC units where the air intake is. If you are not sure what this is please ask me.
- Wipe down all light switches.
- Completely erase and spray all white boards.

CAFETERIAS

- Wipe down and spray all tables and chairs including legs, remove tables and chairs and place in the hallway.
- Auto scrub floor, pay particular attention to the edges and area around the sound system.
- Clean spray and remove all garbage cans. Clean walls behind cans
- Wipe down walls where necessary and spray.
- Wipe down and spray the copier in copy room.

HALLWAYS

- Wipe down hallway walls and spray. Be sure to wipe top ledge where present
- Wipe down and spray hallway printers and tables. Lift printers off tables and clean underneath. Wipe table legs.
- Wipe down all lockers tops and sides including padlocks and lock tumblers. Spray.
- Clean all HVAC supply and return vents.
- Mop stairwells wipe down walls and pay particular attention to the railings. Spray.
- Wipe down exit door and stairwell doors and door handles interior and exterior.
- Wipe down all garbage and recycle cans and clean walls behind cans.
- Vacuum and spray all walk off mats.
- Include main entrance foyers when doing hallways.

ELEVATOR

- Completely wipe down and spray walls and carpet.

FACULTY ROOMS

- Wipe down spray and remove all tables and chairs including legs. Wipe down and spray microwaves and refrigerators and vending machines. Do not spray the insides of these items.

BATHROOMS

- Kai-vac wipe down and spray ALL bathrooms, scrub epoxy floors. Including partition walls.

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GYMS

- Auto scrub gym floor, spray. Wipe down, mop and spray bleachers.
- Wipe down and spray wall pads
- Wipe down and spray ALL door handles push bars, pull handles, door glass
- Roll up carpet in the Gym foyer.
- Mop and spray tile flooring
- Clean trophy cabinets
- Clean foyer bathroom the same as hallway bathrooms.

WRESTLING ROOM

- Mop down and spray all mats and wallpads. Wipe down and spray both sets of door handles interior and exterior.

LOCKER ROOMS

- Kai vac, wipe down. Spray floors Wipe down and spray lockers inside and out when empty and open. Clean shower areas. Remove and bag all loose clothing place in hall with a label- CLOTHES
- Bag and remove all lost and found clothes wipe down and spray the table where clothes were.
- Autoscrub and or mop showers, wipe down all fixtures.

GYM OFFICES

- Wipe down and spray where possible offices are cluttered.

MAIN OFFICES

- When unoccupied wipe down and spray all office furniture including arm rests and legs.
- Vacuum and spray carpeted areas
- Wipe down and spray all door handles interior and exterior.
- Wipe down and spray all counter tops wipe down and spray pens used to sign in. remove pens in excess of 3 in the cup.
- Wipe down and spray copiers.

WEIGHT ROOM

- Wipe down and spray all equipment and flooring- see me for additional items here.

TRAINERS ROOM

- Wipe down and spray where possible. Room is cluttered.

ATHLETIC DIRECTOR'S OFFICE

- Wipe down and spray all furniture including arm rests and legs.

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Antrim Cleaning/Sanitizing

- Effective immediately we will be mopping and wiping down with H-DOX green solution unless otherwise instructed.
- Effective immediately all garbage can liners will be changed every night- no exceptions.
- Open all window shades.
- When it's warm enough open windows and turn on gym exhaust fans.
- Leave Gym Hallway doors open. This will pull fresh air through the building.

Below is a list of items to be done daily.

BOILER ROOMS

- Wipe down and spray all common touch points daily, including all door handles and panic bars interior and exterior. Wipe down and spray all chairs and desks, open the exterior boiler room door whenever the boiler room is occupied. Open boiler room windows if it has them.

CLASSROOMS

- Wipe down all classroom desks, tables and chairs including the legs, then spray with victory sprayer
- Vacuum, then spray classroom area carpets
- Wipe down, spray when possible, rolling carts.
- Dust wipe down then spray all bookshelves and all horizontal surfaces.
- Wipe down then spray paper towel, toilet paper and soap dispensers. Be sure to get sides and tops. Fill dispensers as necessary.
- Mop hard floors with H-DOX red solution. Floor should remain wet for 10 mins
- Clean all door glass, door handles interior and exterior, phones keyboards then spray.
- Wipe down all garbage and recycling cans, wipe down walls behind cans
- Wipe down empty and spray pencil sharpeners, wipe down countertop and area around sharpeners.
- Clean all sinks and faucets including drain covers
- Vacuum the bottoms of the HVAC units where the air intake is (1x a week). If you are not sure what this is please ask me.
- Wipe down all light switches Do not spray light switches
- Completely erase and spray all white boards and ledges and markers

CAFETERIA

- Wipe down then spray all tables and chairs including legs.
- Auto scrub floor, pay particular attention to the edges and area around and inside the sound system.

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- Clean then spray all garbage cans. Clean walls behind cans
- Wipe down walls where necessary.
- Wipe down and spray the copier in the copy room.
- Wipe down and spray the water fountain.

KITCHENS

- Kai vac and spray kitchen floors (2x a week) Mop floor Daily Floor must remain wet for 10 minutes. Clean garbage cans. Wipe walls behind cans
- Spray all counter tops,

HALLWAYS

- Wipe down then spray all water fountains and filling stations.
- Wipe down hallway walls and spray. Be sure to wipe top ledge where present
- Wipe down and spray hallway printers and tables. Lift printers off tables and clean underneath. Wipe table legs.
- Wipe down all lockers tops and sides including padlocks and lock tumblers. Spray.
- Clean all HVAC supply and return vents. 1x a week
- Mop stairwells, wipe down and **pay particular attention to the railings**. Spray.
- Wipe down exit door and stairwell doors and door handles interior and exterior. Then Spray.
- Wipe down all garbage and recycle cans and clean walls behind cans.
- Vacuum and spray all walk off mats.

MAIN ENTRANCE FOYERS

- Wipe down and spray- all door panic bars, handles push pull plates, reception area countertop and sign in pens, all furniture. Mop floor, floor must stay wet for 10 minutes.

FACULTY ROOMS

- Wipe down then spray all tables and chairs including legs.
- Wipe down and spray microwaves, vending machines and refrigerators Do not spray the insides of these items.
- Wipe down and spray paper towel and soap dispensers sinks, faucets and copy machines. Be sure to wipe tops and sides.

BATHROOMS

- Kai-vac entire bathroom 2x a week. wipe down and spray daily all flush valves sink faucets stall door handles inside and out, paper towel, soap and toilet paper dispensers, wipe down partition walls.

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GYMS

- Auto scrub gym floor, spray. Wipe down, mop and spray bleachers. Surfaces must stay wet for 10 minutes.
- Wipe down and spray wall pads
- Wipe down and spray ALL door handles push bars, pull handles, door glass

LOCKER ROOMS

- Kai vac 2x a week
- Wet mop floors .Floor must stay wet for 10 minutes
- Clean shower areas.
- Bag all loose clothing.
- Bag all lost and found clothes wipe down and spray the table where clothes were.
- Wipe down and spray daily- all flush valves sink faucets, stall door handles inside and out, paper towel, soap and toilet paper dispensers, wipe down partition walls and door handles.

AUDITORIUM

- Wipe down and spray all auditorium chairs.
- Mop concrete floor under chairs, floor must stay wet for 10 mins.
- Vacuum then spray all carpeted areas.
- Wipe down then spray all wooden stair railings.
- Wipe down then spray sound booth stairs and railing.
- Auditorium foyer- clean all glass wipe down all door handles and push bars, interior and exterior Then spray.. Clean bathrooms the same as hallway bathrooms.

MAIN OFFICES

- When unoccupied wipe down and spray all office furniture including arm rests and legs.
- Vacuum then spray carpeted areas
- Wipe down and spray all door handles interior and exterior.
- Wipe down and spray all counter tops in reception areas, wipe down and spray pens used to sign in. **Remove pens in excess of 3 in the cup.**
- Wipe down then spray copiers.

EXTERIOR TEAM ROOMS

- Kai vac 2x a week.
- Wipe down and spray all sink faucets, paper towels ,soap and toilet paper dispensers. Wet mop floors.Let floor remain wet for 10 minutes.

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CONCESSION STAND BATHROOMS

- Wipe down then spray all bathroom fixtures, paper towel, toilet paper and soap dispensers. Mop floor with H-DOX red solution. Let floor remain wet for 10 minutes.

BOE Offices Cleaning/Sanitizing

- Effective immediately we will be mopping and wiping down with H-DOX green solution unless otherwise instructed.
- Effective immediately all garbage can liners will be changed every night- no exceptions.
- Open all window shades.
- **HVAC Units in BOE office do not bring in outside air. Open windows slightly to bring in fresh air.**

Offices

- Wipe down all desks, tables and chairs including the legs, spray with the victory sprayer.
- Dust wipe down and spray all bookshelves and all horizontal surfaces including faces of file cabinets.
- Wipe down and spray paper towel, toilet paper and soap dispensers. Be sure to get sides and tops. Fill dispensers as necessary.
- Vacuum carpet or mop hard floors with H-DOX red solution. Floor must remain wet for 10 minutes.
- Be sure to vacuum and mop under all desks.
- Spray carpets and floors.
- Clean all door glass, door handles interior and exterior, phones keyboards and spray. Include office door handles/ knobs.
- Wipe down all garbage and recycling cans, wipe down walls behind cans (1x a week)
- Wipe down all countertops and desks where possible, wipe down drawer faces of desks and file cabinets.,
- Clean all sinks and faucets, including drain covers
- Clean all HVAC supply and return vents 1x a week
- Wipe down all light switches. **Do not spray light switches**
- Wipe down and spray all copiers. Tops and sides.

HALLWAYS

- Wipedown the spray water bottle filling stations.
- Wipe down and spray hallway furniture include legs and arm rests
- Clean all HVAC supply and return vents. 1x a week
- Wipe down all exit door panic bars, door handles interior and exterior.

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- Vacuum and spray all walk off mats.
- Wipe down light switches

BATHROOMS

- Wipe down and spray push and pull panels/ handles.
- Kai-vac entire bathroom 2x a week. wipe down and spray daily all flush valves sink faucets stall door handles inside and out, paper towel, soap and toilet paper dispensers, wipe down partition walls.

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Daily Schedule for Cleaning

The following areas should be wiped down and sprayed at 9am, 11am and 1pm

- **Bathrooms-** Sink Faucets, all flush valves, stall door handles, toilet flush valves, toilet paper and paper towel dispensers, hall door push and pull handles and plates.
- **Hallways-** Waterfountains and filling stations, (locker handles and lock tumblers- 9am only)(exterior doors- panic bars and door handles inside and out, 9am only), hallway printers, classroom door handles inside and out.
- **Main Entrance Foyers-** all panic bars and door handles inside and out, counter at receptionist window, sign in pens. Remove pens in excess of 3.
- **Main Offices-** copiers, door handles countertop at reception area. Remove pens in excess of 3, Door handles inside and out. Wipe down arm rests on all furniture.
- **Faculty room/ copy room-** copiers, sink faucets paper towel, soap dispensers.
- **Classrooms-** hallway door handles, sink faucets, bathrooms when present- flush valves
- **Elevator-** Interior and exterior call buttons and key panels at all levels
- **Boiler Rooms-** door handles, countertops, chairs.

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Appendix H

Critical Area of Operation #8 – Meals

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

Meals

The district has developed dining procedures that allow for social distancing and disinfecting dining area between groups (as applicable). The district has discontinued family-style, self-service, and buffet-style dining. Cafeteria staff will adhere to food service guidelines regarding hygiene and appropriate food management during a pandemic.

Task	Responsible	Antrim Plan	PPBHS Plan
Cafeteria restrictions	Cafeterias/ Principals	<p>Students will eat lunches in their individual classrooms.</p> <p>Lunches will be delivered daily to the appropriate classrooms.</p> <p>In the event the cafeteria is used for dining, students will be socially distanced.</p> <p>The school will follow all provisions of the National School Lunch Program.</p> <p>Students enrolled in</p>	<p>Students will continue with an open campus lunch model. Students will have permission to eat outside the building and in other non-cafeteria designated locations to minimize gatherings. Students are encouraged to leave campus for lunch.</p> <p>The school will follow all provisions of the National School Lunch Program.</p> <p>Students enrolled in</p>

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		<p>the National School Lunch Program will continue to have meals provided according to established guidelines. Students/families will be able to pre-order lunches to facilitate contactless transactions.</p> <p>Where applicable, lunches will be delivered to classrooms.</p>	<p>the National School Lunch Program will continue to have meals provided according to established guidelines. Students/families will be able to pre-order lunches to facilitate contactless transactions.</p>
Cleaning tables/surfaces	Supervisor of Operations and Maintenance/ Teachers	<p>When lunch rooms are used for food service, tables will be cleaned/sanitized before and after use.</p> <p>Where meals are eating in classrooms, lunch aides, custodial personnel, staff, and students will participate in cleaning/sanitizing spaces before returning to learning.</p>	<p>When lunch rooms are used for food service, tables will be cleaned/sanitized before and after use.</p> <p>Where meals are eating in classrooms, lunch aides, custodial personnel, staff, and students will participate in cleaning/sanitizing spaces before returning to learning.</p>
Student spacing	Principals/ Supervisor of Operations and Maintenance	Social distancing markers will be in place at all cafeteria or classroom tables that seat multiple students.	Social distancing markers will be in place at all cafeteria or classroom tables that seat multiple students.
Non-cafeteria dining plan	Cafeterias/Principals/ Teachers	Students will eat lunches in their classrooms. Lunches will be pre-ordered	Students will continue with an open campus lunch model. Students will have

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		and pre-packaged. Students will be guided in cleaning up after lunches. Room will be visited by custodial staff at the conclusion of lunch to dispose of refuse.	permission to eat outside the building and in other non-cafeteria designated locations to minimize gatherings. Students are encouraged to leave campus for lunch.
Handwashing	Principals/Teachers	Students will have designated handwashing breaks. Instruction in hygiene will be ongoing with students. Students will wash hands at the conclusion of recess and upon the return to the classroom from any activity. Handwashing stations will be located throughout the buildings and at the entrances. Handwashing stations will be located in every classroom.	Students will be directed to wash hands upon the return to the classroom from any activity. Handwashing stations will be located throughout the buildings and at the entrances. Handwashing stations will be located in every classroom.
Pre-packaged meals	Cafeterias	Students who purchase lunch from the cafeteria will no longer utilize buffet style lunches. Lunches will be pre-ordered and pre-packaged.	Lunches will be prepared as grab and go items. In a unit lunch scenario, additional stations for students will be made available.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

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

Recess/Physical Education

The district has completed an inventory of outdoor spaces and marked off areas to ensure separation between students. Recess will be staggered by groups, and staff will disinfect playground equipment and other shared equipment between uses. The district has closed locker rooms and encourages students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.

Task	Responsible	Antrim	PPBHS
Staggered Recess	Elementary Principal	Students will be provided recess times throughout the school day and monitored by their classroom teacher.	N/A
Handwashing Protocol	Principals	Students will be required to wash their hands before and after lunch, as well as before and after PE.	Students will be required to wash their hands before and after lunch, as well as before and after PE.
Cleaning of playground equipment	Elementary Principal/Supervisor of Operations and Maintenance	Compile a list of contactless playground and PE activities.	N/A
Locker room policies	Athletic Director/Principals	No locker room for changing. Wear	No locker room for changing. Wear

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		comfortable clothing and safe footwear.	comfortable clothing and safe footwear.
Minimizing student equipment contact	Athletic Director/Supervisors of Curriculum	PE activities utilizing no equipment or students' own personal equipment. If PE equipment is utilized, it is to be wiped down after each use.	PE activities utilizing no equipment or students' own personal equipment. If PE equipment is utilized, it is to be wiped down after each use.
Location of PE Class	Supervisors of Curriculum	PE teachers will travel to the individual classrooms for PE and either hold class in the classroom or bring the students outside, weather permitting.	Gymnasium Auxiliary Gymnasium Tennis Courts Sidewalks Open Campus Activities

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Appendix J

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

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

Extracurricular Activities and Use of Facilities Outside of School Hours

All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol. External community organizations that receive permission to use school facilities must follow district guidance on health and safety protocols.

Task	Responsible	Antrim	PPBHS
External community organizations	Superintendent/ School Business Administrator	District facilities will remain closed to the public until such a time that it can be assured that sanitization and social distancing requirements can be met. Safe use for district-sponsored activities will remain first priority. Use of inside facilities by outside organizations may be eliminated and will be strictly limited. Facility use requests must be accompanied by an approved plan to provide cleaning/	District facilities will remain closed to the public until such a time that it can be assured that sanitization and social distancing requirements can be met. Safe use for district-sponsored activities will remain first priority. Use of inside facilities by outside organizations may be eliminated and will be strictly limited. Facility use requests must be accompanied by an approved plan to provide cleaning/

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		sanitizing prior to subsequent use by students and staff.	sanitizing prior to subsequent use by students and staff.
Social distancing and hygiene practices	Superintendent/ School Business Administrator	Anyone using the district facilities must follow the social distancing and hygiene recommendations and requirements currently in effect at the time of facility use.	Anyone using the district facilities must follow the social distancing and hygiene recommendations and requirements currently in effect at the time of facility use.
Limit public use of facilities	Superintendent/ School Business Administrator	District facilities will remain closed to the public until such a time that it can be assured that sanitization and social distancing requirements can be met. Safe use for district-sponsored activities will remain first priority.	District facilities will remain closed to the public until such a time that it can be assured that sanitization and social distancing requirements can be met. Safe use for district-sponsored activities will remain first priority.
E-Sports	Supervisor of Curriculum and Instruction (HS) and Athletic Director	The district will consider, where possible, non-traditional avenues that support interscholastic competition while providing social distancing (e.g. E-Sports competitions, etc...)	The district will consider, where possible, non-traditional avenues that support interscholastic competition while providing social distancing (e.g. E-Sports competitions, etc...)
Signage	Superintendent/ School Business Administrator/ Supervisor of Maintenance and Operations	District facilities will be marked with status indicators regarding public use. When facilities are used for school-sponsored	District facilities will be marked with status indicators regarding public use. When facilities are used for school-sponsored

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		activities and/or interscholastic activities, signs will be posted regarding practicing proper hygiene and social distancing.	activities and/or interscholastic activities, signs will be posted regarding practicing proper hygiene and social distancing.
Contract language changes	Superintendent/ School Business Administrator	Factors in the Return to School plan that might affect the employment conditions of staff may be reviewed with designated representatives from the Point Pleasant Beach Education Association	Factors in the Return to School plan that might affect the employment conditions of staff may be reviewed with designated representatives from the Point Pleasant Beach Education Association

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Appendix K

Academic, Social, and Behavioral Supports

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

Antrim Elementary School will support academic, social and behavioral needs using a multi-tiered system of support. [Antrim Elementary School Multi-tiered System of Support](#)

Point Pleasant Beach High School will support academic, social and behavioral needs using a multi-tiered system of support. [Point Pleasant Beach High School Multi-tiered System of Support](#)

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Appendix L

Restart Committee

A collaborative Restart Committee was established for the development of this plan. The committee was comprised of stakeholder groups representative of various roles within the district and also included parents and students. The committee included school district and school-level administrators, a member of the Board of Education, the President of the Point Pleasant Beach Education Association, and a diverse set of content experts, educators, parents, and students.

Members of the committee have established open lines of communication with the Ocean County Health Department and are participating on subcommittees formed by the OCHD to address the reopening of schools. The committee is charged with working closely with the Pandemic Response Team.

Name	Role
William T. Smith, Ed.D.	Superintendent
Brian F. Savage, Ed.D.	School Business Administrator
Nathan Grosshandler, Ed.D	Principal
Tara Weber	Principal
Chris Wilson	Supervisor of Curriculum and Inst.
Michelle Stecchini	Supervisor of Curriculum and Inst.
Pat Cartwright	Supervisor of Special Education
Rich Laduca	Athletic Director
Mark McNamara	Dir of Operations and Maintenance
Michael Brodeur	Technology Coordinator
Stacey McGlinchy	Vice President, Board of Education
Mary Highton	Parent
Marta Felipe Ramirez	Parent
Allison Feehan	Parent
Joanna Douglas	President, PPBEA
Camila Catejo-Tapia	Paraprofessional/Translator
Barbara Molner	Paraprofessional
Beth McGuire	School Counselor
Katherine Braker	Nurse
Clarissa Sakowicz	Teacher
Eric McLaughlin	Teacher
Jeanne Kinneally	Teacher

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Jill Tierney	Teacher
Kaci Sublette-Marks	Teacher
Kristen Geiger	Teacher
Lisa Kitchenman	Teacher
Marena Lobosco	Teacher
Michael McGee	Teacher
Molly Mechler	Teacher
Maryann Ravally	Administrative Assistant
Patricia Luongo	Administrative Assistant
Sandra Pasola	Administrative Assistant
William Bianchi	Custodial/Maintenance
Cherie Spanier	Child Study Team
Elaine Garcia	Student
Violeta Perez-Espinosa	Student
Holt Solnosky	Student
Jordyn Gigerian	Student

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Appendix M

Pandemic Response Teams

School-based Pandemic Response Teams will be comprised of staff members serving on the Crisis Response Team and other individuals as applicable. In this role, Pandemic Response Team members will be focused on expediting and implementing COVID-19 related decision-making. Each school team will have a liaison appointed who reports to district level administration.

The superintendent will be assigned the role of “after hours” contact for the Ocean County Health Department to facilitate contact tracing in a timely manner.

G. Harold Antrim Elementary School Pandemic Response Team Members

Tara Weber - Principal
Michelle Stecchini - Supervisor
Darlene Kuzloski - School Counselor
Kathy Fioretti - School Nurse
Ariane Pfister - Teacher
Stacie Gonzalez - Teacher
Eric McLaughlin - Teacher
Dana Bartocci - Teacher
Sarah Ellis - Child Study Team

Point Pleasant Beach High School Pandemic Response Team Members

Chris Wilson--Supervisor
Rich LaDuca--Athletic Director
Mike Brodeur--Technology
Beth McGuire--School Counselor
Kate Braker--School Nurse
Stephanie Dalton--Teacher/Dept Chair
Alex Bianchi--Teacher/Dept. Chair
Paul DiPasquale--Teacher/Dept. Chair
Michele Mosca--Teacher/Dept. Chair
Mary Pierce--Teacher/Dept. Chair
Clarissa Sakowicz--Teacher/Dept. Chair

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Appendix N

Scheduling of Students

a. School Day

The in-person educational program for students attending G. Harold Antrim Elementary School will take place on M, T, R, F. Instruction on Wednesdays will be synchronous distance learning that follows a shortened (i.e. “half-day”) instructional schedule. The start of the school day will be 8:00am. Students can begin arriving at 7:55am to be screened prior to entry. The end of the day will be staggered. Students in PreK will be dismissed at 10:30am (morning session) and 2:30 (afternoon session). K-4 will be dismissed at 2:30pm, and students in Grades 5-8 will be dismissed at 2:45pm.

The in-person instructional program at Point Pleasant Beach High School will consist of four instructional blocks on M, T, R, F with a unit lunch each day. Students will be scheduled for 7 or 8 instructional blocks over two days. Instruction on Wednesdays will be synchronous distance learning that follows a shortened (i.e. “half-day”) instructional schedule. The start of the school day will be 8:00am. Students can begin arriving at 7:45am to be screened prior to entry. The end of the day will be 2:29 P.M.

Parents who select distance learning for their child will be accommodated through synchronous instruction with the in-person instruction. [See Appendix Q- Remote Learning Options for Families]

*In a revision made to the Antrim schedule, Grades 5-8 only will also implement a “Drop Day” schedule in which a small group of students will be assigned remote learning an additional one day per week to facilitate social distancing within classrooms.

b. Educational Program

Students will be provided in-person instruction four days each week, and distance learning for one day per week. Parents who select distance learning for their child will be provided synchronous instruction. Necessary changes to this schedule will be communicated to families in a timely manner and be approved by the Board of Education at its next meeting.

*In a revision made to the Antrim schedule, Grades 5-8 only will also implement a “Drop Day” schedule in which a small group of students will be assigned

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remote learning an additional one day per week to facilitate social distancing within classrooms.

The school district will meet the needs of its special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations and any applicable laws regarding staff accommodations.

Should the district need to close in its entirety it will follow the [Distance Learning Plan](#).

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Appendix O

Staffing

The school district will consider access and equity for all staff to ensure continuity of learning. Staff have been surveyed multiple times to solicit feedback on questions and concerns regarding all aspects of this plan and staffing considerations. Staff have also participated in stakeholder group planning sessions that have provided the opportunity to participate in decision making and the planning process.

The school district will 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. The district has consulted, and will continue to consult with, the local bargaining units and legal counsel.

School administrators, teachers, instructional assistants, educational service professionals and student teachers (as applicable) will work collaboratively to ensure continuity of learning for students attending in-person schooling and remote learning settings.

The school district will maintain quality instruction for all students and abide by the minimum requirements set forth in NJDOE regulations. The district aspires to exceed the minimum standards set forth by the NJDOE and work to achieve its stated district mission.

As schedules are adjusted, educators will maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations. The district will seek, when possible, to exceed those requirements and provide students the instruction to the best of the organization's ability.

In a fully in-person or hybrid learning environment, the district will leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instruction and non-instructional staff schedules may include designated time to support school building logistics required to maintain health and safety requirements.

Instructional staff will:

- (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.).

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- (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.

Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.

Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.

The district will seek to limit on-line activities for preschool students.

Mentor teachers will:

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

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

The district will consider alternative methods for classroom observations and avoiding in-person contact where possible and as necessary.

Administrators, in addition to non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, will:

- (1) Consider roles for staff with health concerns, leveraging them to enhance the learning environment and inform in-person instruction.
- (2) Provide time for staff collaboration and planning.
- (3) Prioritize practical science and practical CTE areas for on-site opportunities.
- (4) Prioritize vulnerable student groups for face-to-face instruction.
- (5) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- (6) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- (7) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- (8) Define and provide examples of high-quality instruction given context and resources available.
- (9) Assess teacher, student, and parent needs regularly.
- (10) Ensure students and parents receive necessary supports to ensure access to instruction.
- (11) 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).
- (12) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- (13) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- (14) 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.
- (15) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- (16) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.

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- (17) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- (18) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- (19) 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 will:

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

- (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).

g. Substitutes

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The district will develop contingency staffing plans in case of sudden long-term absences and/or vacancies.

The district will develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.

The district will designate substitutes to a single school building or grade level to avoid too much movement between schools.

The district will identify areas where additional staff may be necessary: school nurses, counselors, school psychologists.

Educator Roles Related to School Technology Needs

To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials will:

- (1) Designate staff members to provide ongoing support with technology to students, teachers, and families.
- (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
- (3) Provide district one-to-one instructional devices and ensure connectivity.
- (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).

To ensure student teachers are prepared to start supporting instruction on day one, the district will:

- (1) Train student teachers to use technology platforms.
- (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
- (3) Survey assistant teachers to determine technology needs/access (Pre-school).
- (4) Make required accommodations for staff with health issues which are exacerbated by viewing content on screens for an extended period.

Student teachers may:

- (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.

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- (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.

The district will take guidance from best practice of the American Academy of Pediatrics to limit screen time for students in grades Pre-K through two.

The district will develop and communicate its plan for accountability that identifies how teachers will monitor and assess student performance. This includes how students will be graded (Grades Pre-K through twelve). The plan will be revisited as needed, due to changing circumstances.

When possible, the district will leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Support groups that will interact directly with students may require criminal history background checks.

The district recognizes an increased need for all staff to address student trauma, social emotional learning, and digital citizenship and will seek professional growth and application of learning where possible.

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Appendix P

Athletics

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

Daily Practice Procedures as of July 2020- we will continue to follow the guidelines set forth by the NJSIAA

Before every practice, athletes will need to fill out the Daily Covid Questionnaire which will be sent by the Head Coach via google forms. If there is an affirmative answer for any of the questions the athlete will not be able to attend practice and will need clearance from their doctor before they are able to practice again.

For summer sessions, athletes will need to bring the following:

Face masks

Water bottles - enough water for 90 minutes of training

Upon arrival it will be verified that:

1. The athlete filled out the Daily Covid Questionnaire with no affirmative answers
2. The athlete has enough water for a 90 minute practice
3. The athlete has a face mask

Before practice the athletes will have their temperatures checked. If an athlete's temperature is above 100.4 degrees they will be directed to a cool down tent. After ten minutes, the athlete's temperature will be rechecked, if the temperature still exceeds 100.4 degrees parents will be notified. The parents can either pick their athlete up or give verbal permission for the athlete to walk/ride their bike home. If the athlete comes two consecutive days with a temperature exceeding 100.4 degrees they will need to get written clearance from their doctor to return to practice.

Athletes will be sent home if these guidelines are not followed.

*Hand sanitizer will be provided, however, we ask students to bring their own if they can.

NJSIAA Return to Play Guidelines:

<https://www.njsiaa.org/sites/default/files/document/Return%20to%20Play%20Update%20-%20Model%201.pdf>

NJSIAA Compliance:

<https://www.njsiaa.org/sites/default/files/document/COVID-19%20Compliance%20Package.pdf>

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NJSIAA Procedure for student-athletes/coaches that are symptomatic or have tested positive for COVID-19

- 1. A Student-athlete has signs or symptoms of COVID-19**
 - a.** Student-athletes must self-quarantine and contact their doctor for further instructions.
 - b.** A return-to-play note from a DO or MO must be completed before the student-athlete may return to workouts.
 - c.** The related pod will be permitted to continue until results are known of the symptomatic student-athlete.
 - d.** All members of the related pod must be extremely vigilant in checking for signs or symptoms multiple times a day.
 - 2. A Student-athlete has tested positive for COVID-19**
 - a.** Student-athlete must self-quarantine for 14 days from the date of the positive test and follow their doctors' orders.
 - b.** all members of the related pod must self-quarantine for 14 days from the date of the last exposure and follow their doctors' orders.
 - c.** A return-to-play note from a DO or MO must be completed before all student-athletes of the related pod may return to workouts.
 - 3. A Coach has signs or symptoms of COVID-19**
 - a.** The coach must self-quarantine and contact their doctor for further instructions.
 - b.** A return-to-play note from a DO or MO must be completed before the coach may return to workouts.
 - c.** The related pod will be permitted to continue until results are known of the symptomatic coach.
 - d.** All members of the related team/pod must be extremely vigilant in checking for signs or symptoms multiple times a day.
 - 4. A coach has tested positive for COVID-19**
 - a.** The coach must self-quarantine for 14 days from the date of the positive test and follow their doctors' orders.
 - b.** If the coach was not directly engaged in a particular pod, and just supervised workouts while maintaining proper social distances and wearing a mask, then the team and pod may continue if other coaches are available.
 - c.** If the coach was directly engaged in a particular pod, then all members of the related pod must self-quarantine for 14 days from the date of the last exposure and follow their doctors' orders.
 - d.** A return-to-play note from a DO or MO must be completed for all coaches and student-athletes that were forced to quarantine before they may return to workouts.
 - 5. Only a Doctor of Osteopathic Medicine (DO) or a Doctor of Medicine (MD) can clear athletes or coaches for summer workouts concerning COVID-19 signs, symptoms, and history.**
 - 6. It is the responsibility of the testing facility to notify the local agency of a positive test. The local agency will begin the contact tracing procedure.**
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Appendix Q

REMOTE LEARNING OPTIONS FOR FAMILIES

On July 24, 2020, the New Jersey Governor and the Commissioner of Education published a supplemental guidance document titled “Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021” as a result of the COVID-19 pandemic. This supplemental guidance includes an additional “anticipated minimum standard,” as this phrase is used throughout “The Road Back: Restart and Recovery Plan for Education” (NJDOE Guidance). This additional “anticipated minimum standard” provides that, in addition to the methods and considerations explicitly referenced in the NJDOE Guidance for scheduling students for in-person, remote, or hybrid learning, families/guardians (hereinafter referred to as “parents”) may submit, and school districts shall accommodate, requests for full-time remote learning.

Requests for full-time remote learning may include any service or combination of services that would otherwise be delivered to students on an in-person schedule, which may be a hybrid schedule, such as instruction, behavioral and support services, special education, and related services. A parent may request some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the provisions in the school district’s Restart and Recovery Plan (Plan) and Policy 1648.

A parent may contact the Principal or designee of the building the student would attend with any questions on: a request to transition from in-person services to full-time remote learning; a request to transition from full-time remote learning to in-person services; the procedures of this Policy; and/or any other information regarding the school district’s Plan and Policy 1648.

To ensure clarity and consistency in implementation of full-time remote learning, the Board of Education adopts this Policy that addresses the following:

- A. Unconditional Eligibility for Full-time Remote Learning
 1. All students are eligible for full-time remote learning.
 - a. Eligibility for full-time remote learning cannot be conditioned on a parent demonstrating a risk of illness or other selective criteria.
 - b. Unconditional eligibility for full-time remote learning includes students with disabilities who attend in-district schools or receiving schools (county special services school

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districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).

B. Procedures for Submitting Full-time Remote Learning Requests

1. A parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at *least 3 calendar* days before the student is eligible to commence full-time remote learning in accordance with B.2. below.
2. *The student may only begin full-time remote learning at the beginning of a marking period and within 2 school days after receiving written approval of the Principal or designee.*
3. The written request for the student to receive full-time remote learning shall include:
 - a. The student's name, school, and grade;
 - b. The technology the student will be using to receive full-time remote learning, including the student's connectivity capabilities;
 - c. A request for any service or combination of services that would otherwise be delivered to the student on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education, and related services;
 - d. For students with disabilities, the school district staff will determine if an Individualized Education Plan (IEP) meeting or an amendment to a student's IEP is needed for full-time remote learning; and
 - e. Any additional information the Principal or designee requests to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.

(1) The documentation required by the school district to be provided in the parent's request for full-time remote learning shall not exclude any students from the school district's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper

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recordkeeping and implementation of successful remote learning.

4. Upon receiving the written request, the Principal or designee may request additional information from the parent to assist the Principal or designee in providing the student the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.

5. The Principal or designee will review the written request and upon satisfaction of the procedures outlined in this Policy, the Principal or designee will provide written approval of the parent's request for full-time remote learning.

a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.

6. The Principal's written approval of the request shall be provided to the parent *within 7 calendar* days of receiving the parent's written request.

a. The written approval will include the date the remote learning program will commence for the student in accordance with B.2. above.

C. Scope and Expectations of Full-Time Remote Learning

1. The scope and expectations of the school district's full-time remote learning program will include, but not be limited to, the following:

a. The length of the school day pursuant to N.J.A.C. 6A:32-8.3 and compliance with the Board's Attendance Policy and Regulation 5200; the provisions of the district's remote learning program outlined in the school district's Plan; and any other Board policies and regulations that govern the delivery of services to, and district expectations of, students participating in the remote learning program and their families;

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b. The technology and the connectivity options to be used and/or provided to the student during remote learning; and

c. Any additional information the Principal or designee determines is needed to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs (i.e. students participating in a hybrid model).

(1) This includes, for example, access to standards-based instruction of the same quality and rigor as afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.

d. The school district will endeavor to provide supports and resources to assist parents, particularly those of younger students, with meeting the expectations of the school district's remote learning option.

D. Procedures to Transition from Full-Time Remote Learning to In-Person Services

1. A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, by submitting a written request to the Principal of the building the student will attend. This request must be submitted at *least 7 calendar days* before the student is eligible for in-person services.

2. A student is only eligible to transition from full-time remote learning to in-person services commencing *at the beginning of a marking period and at each mid-marking period point (approximately 4 ½ weeks into each marking period)*.

3. The written request from the parent for the student to transition from full-time remote learning to in-person services shall include:

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- a. The student's name, school, and grade;
 - b. The in-person program may only commence for a student transitioning from full-time remote learning to in-person services in accordance with D.2. above; and
 - c. Any additional information the Principal or designee determines would be important on the student's transition from full-time remote learning to in-person services.
4. A student previously approved for remote learning wanting to transition into the school district's in-person program *may only transition during each mid-marking period or marking period and ½ of one marking period (approximately 4 ½ weeks) in remote learning before being eligible to transition into the school district's in-person program.*
- a. This will allow parents to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction for the student.
5. The Principal or designee will review the request for compliance with this Policy, and upon satisfaction of the procedures in this Policy, will provide the parent of the student a written approval of the student entering the school district's in-person program.
- a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.
6. Upon approval of the student's transition from full-time remote learning to in-person services, the school district will provide specific student and academic services to better assist parents anticipate their student's learning needs and help educators maintain continuity of services.
7. School districts that offer Pre-K will consult their Pre-K curriculum providers regarding appropriate measures to assess a

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Pre-K student's learning progress during the transition from full-time remote learning to in-person learning.

E. Reporting

1. To evaluate full-time remote learning, and to continue providing meaningful guidance for school districts, it will be important for the New Jersey Department to Education (NJDOE) to understand the extent and nature of demand for full-time remote learning around the State.

a. The school district will be expected to report to the NJDOE data regarding participation in full-time remote learning. Data will include the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

F. Procedures for Communicating District Policy with Families

1. The school district will have clear and frequent communication with parents, in their home language, to help ensure this important flexibility is as readily accessible as possible. Communication must include, at a minimum, information regarding:

a. Summaries of, and opportunities to review, the school district's full-time remote learning Policy/Plan;

b. Procedures for submitting full-time remote learning requests in accordance with B. above;

c. Scope and expectations of full-time remote learning in accordance with C. above;

d. The transition from full-time remote learning to in-person services and vice-versa in accordance with B. and D. above; and

e. The school district's procedures for ongoing communication with families and for addressing families' questions or concerns.

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G. Home or Out-of-School Instruction

1. No provision of this Policy supersedes the district's requirements to provide home or out-of-school instruction for the reasons outlined in N.J.S.A. 18A, N.J.A.C. 6A, or any applicable Board policy unless determined otherwise by the Superintendent or designee.

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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
Elementary and Secondary	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml

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School Emergency Relief Fund		
	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://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bsol/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf

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Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml
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

Updates Made:
 August 18, 2020
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