

# RESTART & RECOVERY PLAN



## Restart and Recovery Plan to Reopen Schools

East Amwell Township  
School District

Board of Education

Fall 2020

# RESTART & RECOVERY PLAN

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# RESTART & RECOVERY PLAN

## Introduction

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

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

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

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

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

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

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

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

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

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## THE EAST AMWELL TOWNSHIP SCHOOL 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

- (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable.



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

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

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

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

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

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

- h. Critical Area of Operation #8 – Meals – Anticipated Minimum Standards Incorporated into the Plan
- (1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board's Plan, if applicable:
- (a) Stagger times to allow for social distancing and clean and disinfect between groups.
  - (b) Discontinue family style, self-service, and buffet.
  - (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
  - (d) Space students at least six feet apart.
  - (e) Require individuals must wash their hands after removing their gloves or after directly handling used food service items.

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

- i. Critical Area of Operation #9 – Recess/Physical Education – Anticipated Minimum Standards Incorporated into the Plan
- (1) The Board's Plan regarding recess and physical education should include protocols to address the following:



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

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

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

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

- (1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.
- (2) The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

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

2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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

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

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

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b. Multi-Tiered Systems of Support (MTSS)

MTSS is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through twelve for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support.

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

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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.

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☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

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d. Food Service and Distribution

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

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

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e. Quality Child Care

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

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

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

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## B. Leadership and Planning

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

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

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

### 1. Establishing a Restart Committee

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

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## 2. Pandemic Response Teams

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

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

[See Appendix M – Pandemic Response Team]

## 3. Scheduling

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

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



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

[See Appendix N – Scheduling of Students]

## 4. Staffing

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

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

# RESTART & RECOVERY PLAN

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

[See Appendix O – Staffing]

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

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

# RESTART & RECOVERY PLAN

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

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- (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
  - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
  - (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
  - (3) Prioritize vulnerable student groups for face-to-face instruction.
  - (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
  - (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
  - (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
  - (7) Define and provide examples of high-quality instruction given context and resources available.
  - (8) Assess teacher, student, and parent needs regularly.
  - (9) Ensure students and parents receive necessary supports to ensure access to instruction.

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

# RESTART & RECOVERY PLAN

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

# RESTART & RECOVERY PLAN

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

g. Substitutes

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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



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

# RESTART & RECOVERY PLAN

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

[See Appendix O – Staffing]

# RESTART & RECOVERY PLAN

## 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]

# RESTART & RECOVERY PLAN

## C. Policy and Funding

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

### 1. School Funding

- a. The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty. The options the Board shall explore include, but are not limited to, the following:

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

- b. School District Budgets

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

- c. School Funding

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

# RESTART & RECOVERY PLAN

## (1) Purchasing

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

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

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

## (3) Costs and Contracting

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

# RESTART & RECOVERY PLAN

## D. Continuity of Learning

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

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

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

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

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

# RESTART & RECOVERY PLAN

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

## 2. Technology and Connectivity

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

# RESTART & RECOVERY PLAN

b. Districts should:

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

3. Curriculum, Instruction, and Assessment

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



# RESTART & RECOVERY PLAN

- (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
  - (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.
- (2) Instruction
  - (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
  - (b) In crafting an instructional plan, the school district should consider the following:
    - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
    - (ii) Design for student engagement and foster student ownership of learning.
    - (iii) Develop students' meta-cognition.
    - (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.

# RESTART & RECOVERY PLAN

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

## (3) Assessment

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

# RESTART & RECOVERY PLAN

## 4. Professional Learning

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

# RESTART & RECOVERY PLAN

- (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

e. Evaluation

- (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
- (2) School districts should develop observation schedules with a hybrid model in mind.
- (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
- (4) School districts should consider the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.
- (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

# **RESTART & RECOVERY PLAN**

## **Appendices**

### **Restart and Recovery Plan to Reopen Schools**

**East Amwell Township School  
District  
Board of Education**

**Fall 2020**

# RESTART & RECOVERY PLAN

## Appendix A

### A.1.a

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

##### In Person - General Health & Safety Guidelines

- All persons (staff and students) in the building are required to wear a face covering. Mask breaks will be given as appropriate.
- All staff entering the building will take their temperature prior to coming to work to make sure they are below 100.4 and will sign an assurance that they have done so when signing into the building.
- Parents will fill out a form that assures the district that the student's temperature was taken before boarding the bus or coming to school.
- Staff members will visually monitor student wellness throughout the school day to make sure that all students are healthy.
- No guests or meetings in the school building will be allowed during the school day. All meetings will be virtual.
- All field trips are suspended until further notice.
- Signage will be prominently displayed to remind people to maintain social distancing.
- Monitored restroom entry for students.
- Respectful quarantine of anyone who is symptomatic or has a temperature of 100.4 or higher.

##### In Person - Masks

- Face coverings are required for teachers, staff, students, and essential visitors.
- Face coverings should not be worn if they present a risk to a person's health.
- Labeling and daily cleaning of masks will be encouraged.

# RESTART & RECOVERY PLAN

## Appendix B

### A.1.b

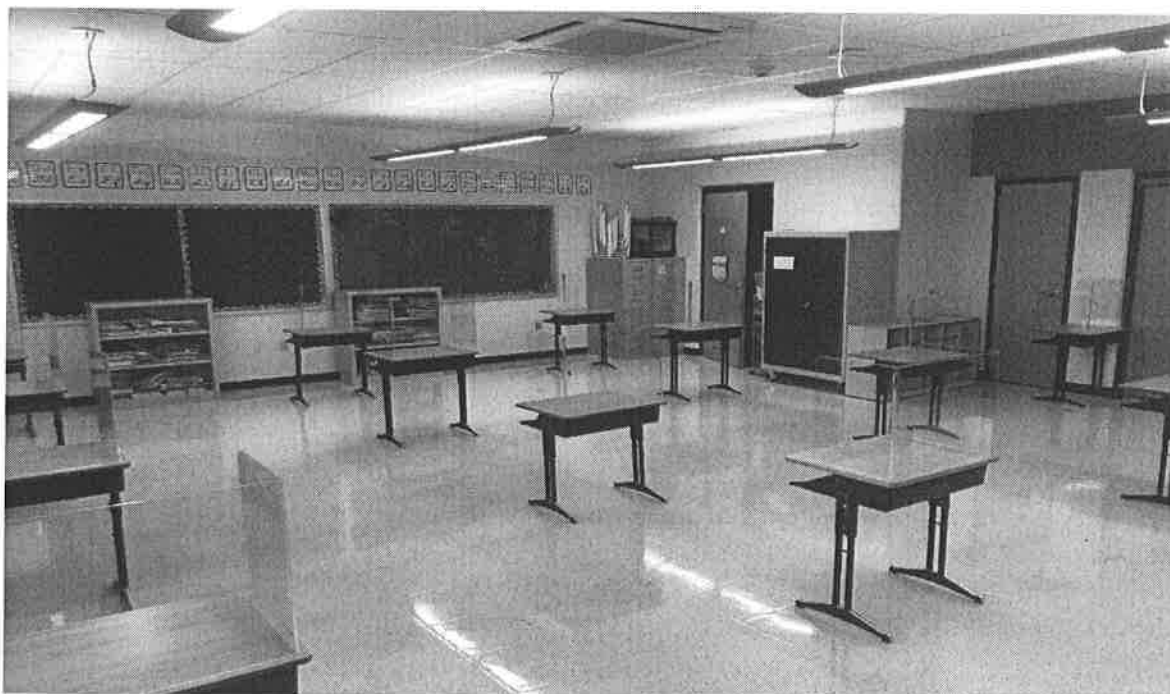
#### Critical Area of Operation #2 - Classrooms, Testing, and Therapy Rooms

##### In Person - Classrooms, Testing and Therapy Rooms

- Daily Instructional schedule will accommodate a reduced student population for in person instruction. The remainder of the students not in the building will take part in classes remotely.
- Related services will be offered as a push in model where applicable.
- If in-person testing is necessary, it will take place in areas that are conducive to social distancing such as the auditorium, gymnasium and cafeteria.
- Shared workspaces, labs and other shared equipment will be sanitized/cleaned at the conclusion of each classroom session. (If classes change)

##### In Person - Space Options and Classroom Layouts

- Classroom will be configured to meet current guidelines.
- Classrooms will utilize a combination of barriers and/or distancing as required.
- Following is an example of a classroom configuration.



# RESTART & RECOVERY PLAN

## In Person - Hand Washing Procedures

Students will be encouraged to wash their hands according to the following CDC guidelines.

You can help yourself and your loved ones stay healthy by washing your hands often, especially during these key times when you are likely to get and spread germs:

- **Before, during, and after** preparing food
- **Before** eating food
- **After** using the toilet
- **After** blowing your nose, coughing, or sneezing

Follow these five steps every time.

1. **Wet** your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. **Lather** your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. **Scrub** your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
4. **Rinse** your hands well under clean, running water.
5. **Dry** your hands using a clean towel or air dry them.

Frequent hand washing and hand sanitizing will occur throughout the school day for all staff and students.

## Appendix C

### A.1.c

#### Critical Area of Operation #3 – Transportation

## In Person - Transportation

- The district will work collaboratively with Hunterdon Central Regional High School, our transportation provider, to ensure the student transportation adheres to state and federal guideline.
- All occupants on the bus will be required to wear face masks.
- Household members may be required to be seated together on the bus to meet state and federal guidelines.
- Bus arrival and drop-off times will be staggered. Students will start to enter the building as their bus arrives.
- In order to maintain social distancing, one bus will unload at a time with social distancing guidelines adhered to.
- At the end of the school day, students will be staggered as they are being dismissed to go to their bus.



# RESTART & RECOVERY PLAN

## In Person - Transportation

- Parents who wish to pick up their students from school will need to send in a note indicating that their student will not be riding the bus.
- Students who are being picked up by a parent will be released in a socially distancing manner so that they are not interacting with other students.

# RESTART & RECOVERY PLAN

## Appendix D

### A.1.e

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

##### In Person - Student Flow, Entry, Exit and Common Areas

- Social distancing will be maintained during class changes by requiring all students to walk six feet apart on the right side of the hallway only in the same direction. Social distancing markings and directional guides will be marked on walls and/or floors.
- Students will be dismissed from the building in small groups as designated by the administration.
- The use of common areas will be limited to times when social distancing can be maintained and students are supervised such as testing, related services, lunch etc.

#### Faculty Room

- The Faculty room will be limited to 5 people at a time.

#### Office

- Visitors to the school will be restricted to the main lobby.
- Congregation in the main lobby is prohibited.

#### Nurse's Office

- Social distancing will be maintained in the nurses office per the Department of Health regulations.

#### Hallways

- Hallways will be designated with directional arrows.

# RESTART & RECOVERY PLAN

## Appendix E

### A.1.e

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

##### In Person - Screening, PPE, and Responses to Student and Staff Presenting Symptoms

- All essential individuals entering the building will be required to answer a daily COVID-19 prescreening questionnaire.
- Individuals with a temperature of 100.4 degrees or above will be quarantined.
- Quarantined students will be respectfully escorted to an isolation space until parent contact is made and the transportation home is arranged. This space will be supervised by district health personnel.
- Staff members experiencing COVID-19 symptoms during the school day will be required to immediately leave the building.
- Symptomatic individuals will be denied access into the building.
- District personnel working in the COVID-19 isolation space must be equipped with a mask, eye protection, gown, and protective gloves as required by the Department of Health.
- PPE equipment such as gloves and face coverings are available as needed.
- Anyone who has tested positive for COVID-19 may not return to school until they are cleared by a physician and have quarantined for the appropriate amount of time as per the guidelines from the Department of Health.
- Isolation room: staff or students experiencing symptoms related to COVID-19 will be respectfully placed in an isolation room until such time the student is picked up from school or staff members can safely exit the building and go home.
- If a student needs to be picked up from school due to COVID-19 symptoms, the parents will go to the main office to let the nurse know that they are there to pick up the student and will then go to the door closest to the nurses office to pick up their child.
- 

Exclusion guidance from the Department of Health is listed below. The chart below provides information for excluding individuals testing positive or having symptoms of COVID-19. This guidance may be updated.

# RESTART & RECOVERY PLAN

## In Person - Screening, PPE, and Responses to Student and Staff Presenting Symptoms

If This....	Then this.....
<p>Individuals who have symptoms of COVID-19 AND</p> <ul style="list-style-type: none"> <li>• Have tested positive (by PCR, rapid molecular or antigen testing OR</li> <li>• Have not been tested (i.e. monitoring for symptoms at home) should stay home and away from others <b>until:</b></li> </ul>	<ul style="list-style-type: none"> <li>• At least 10 days have passed since their symptoms first appeared AND</li> <li>• They have had no fever for a least 24 hours (one full day without the use of medicine that reduces fever) AND</li> <li>• Other symptoms have improved (for example, symptoms of cough or shortness of breath have improved)</li> </ul>
<p>Individuals who have NO symptoms and have tested positive should stay home and away from others <b>until:</b></p>	<ul style="list-style-type: none"> <li>• 10 days have passes from the collection date of their positive COVID-19 diagnostic test AND they have not developed symptoms</li> </ul>
<p>Individuals who have symptoms and have tested negative should stay home and away from other <b>until:</b></p>	<ul style="list-style-type: none"> <li>• 24 hours after their fever has ended without the use of fever reducing medications and other symptoms improve.</li> </ul>
<p>Individuals who are identified as close contact* <b>should:</b></p> <p>*close contact is within 6 feet for at least a period of 10 minutes</p>	<ul style="list-style-type: none"> <li>• Self-quarantine and monitor for symptoms for 14 days from the last date of exposure with the person, even if contact tested negative</li> </ul>

# RESTART & RECOVERY PLAN

## Appendix F

### A.1.f

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

##### In Person - General Tracing

- All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, will be provided with information regarding the role of contact tracing in keeping school communities safe from the contagious disease.
- East Amwell Township School District will collaborate with the local health department and engage the school nurse to develop tracing policies and procedures, as well as execute the broader school community on the importance of contact tracing.
- As per the county superintendent's office, Hunterdon County Health Department will conduct contact tracing.
- The East Amwell School Safety Specialist will complete the Johns Hopkins COVID-19 Contact tracing course.

# RESTART & RECOVERY PLAN

## Appendix G

### A.1.g

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

##### In Person - Facilities Cleaning Practices

- Restroom will be cleaned regularly throughout the school day.
- Electrostatic cleaning sprayers will be used to disinfect classrooms, restrooms, hallways, doorknobs, handrails, and offices.
- Sports equipment will be sanitized as per health guidelines
- Water fountains will be shut down. The bottle filling stations will be available, however, students are encouraged to bring their own water.

##### How We Disinfect:

To properly disinfect, surfaces must first be cleaned using a cleaner/degreaser to remove any soils. Once cleaned, surfaces are disinfected by applying approved disinfectant in a manner consistent with its labeling and allowing the surface to remain visibly wet for the duration of the product's stated dwell time.

##### What Are Atomizers:

The general term "*atomizer*" is used to describe any device that transforms liquid into mist. Electrostatic sprayers (atomizers) contain an electrode which positively charges the mist solution as it sprays. This allows the mist to attract to surfaces quicker and easier than traditional methods such as spray bottles.

##### Products We Are Using:

Hazardous substances are always a concern in a school setting. Various local and state government agencies and programs regulate the products we are permitted to use, including NJDEP, NJDOH, PEOSH, NJ RTK, NJ IPM, and others. We carefully choose cleaning products that are proven both safe to use and effective against pathogens.

The EPA has created a List-N to verify registration numbers are approved for use against COVID-19. Use the search field on the website to verify reg numbers listed below. The List-N can be found here: <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>

**Envirox H2Orange2 Concentrate 117** - Cleaner/degreaser which contains hydrogen peroxide and orange oil. It is used as our primary cleaning agent, solution for carpet extraction and is used to pre-clean surfaces prior to disinfection. \*Note: This is not used as a disinfectant and it cannot be used to kill COVID-19.

- English SDS: [https://www.enviroxclean.com/Portals/0/SiteContent/PDF/SafetyDataSheets/H2O2-concentrate-117\\_\\_concentrate.pdf](https://www.enviroxclean.com/Portals/0/SiteContent/PDF/SafetyDataSheets/H2O2-concentrate-117__concentrate.pdf)

**Brulin BruTabs** - EPA Reg. # 71847-6-106. Bleach-alternative disinfectant which is approved for use against COVID-19. This product can be used in mop buckets, spray bottles and atomizing devices. \*Note: This must be used in accordance with its labeling for use against Norovirus to be effective against COVID-19.

# RESTART & RECOVERY PLAN

## In Person - Facilities Cleaning Practices

- English SDS: <http://bhcinc.com/download/brutab-6s-161021-sds-english/>
- Spanish SDS: <http://bhcinc.com/download/brutab-6s-161021-sds-spanish/>

**Clorox Disinfecting Wipes** - EPA Reg. # 5813-79. These are approved for use against COVID-19 and are listed on the EPA's List-N (see above).

- English SDS: <https://www.thecloroxcompany.com/wp-content/uploads/2020/06/Clorox%C2%AE-Disinfecting-Wipes1-%E2%80%93-Fresh-Scent-1.pdf>

**CleanCide Disinfectant Wipes** - EPA Reg. # 34810-36. These wipes use citric acid as the active ingredient, they are listed on the EPA List-N (see above). Due to supply chain constraints with Clorox Wipes, we will be using these instead. Note: We have not used these yet, ordered and awaiting delivery.

- English SDS: <https://www.globalindustrial.com/p/janitorial-maintenance/cleaning-supplies/disinfectants-sanitizers/sanitizing-wipe-kit-plus-with-sanitizer-packet>

**Lysol Disinfecting Spray** - EPA Reg. # 777-99-675. This is approved for use against COVID-19 and is listed on the EPA's List-N (see above).

### Products We Have On Hand:

**Husky 814 Quat Tuberculocidal Spray Disinfectant** - EPA Reg. # 1839-83-8155.

- English SDS: [https://canberracorp.com/sites/files/msds/husky\\_814\\_quat\\_tb\\_2016.pdf](https://canberracorp.com/sites/files/msds/husky_814_quat_tb_2016.pdf)

### Products We Are Considering:

**ProKure V** - EPA Reg. # 87508-3-89334.

\*\*\* Copies of all SDS/MSDS are kept locally in a central file in the Building & Grounds office. Links above are provided for reference.

## In Person - Signage

Hallways/Bathrooms/Classrooms

- Wash hands
- Social Distancing
- Alert Staff for cleanup
- See example below

# RESTART & RECOVERY PLAN





# RESTART & RECOVERY PLAN



# RESTART & RECOVERY PLAN

## Appendix H

### A.1.h

#### Critical Area of Operation #8 – Meals

In Person - Meals	Virtual Learning - Meals
<ul style="list-style-type: none"><li>• Students wash hands prior to lunch.</li><li>• Cash sales will not be accepted. Payment on account shall be processed through Payschools or a check will be accepted.</li><li>• Food Service workers will deliver lunches, milk and snacks.</li></ul>	<ul style="list-style-type: none"><li>• Grab &amp; Go lunch distribution will be minimally one time a week for all school days that week, as permitted by the USDA and State School Nutrition guidance.</li></ul>

# RESTART & RECOVERY PLAN

## Appendix I

### A.1.i

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

##### In Person - Physical Education

- Locker rooms will be closed until further notice. Students participating in physical education classes should come to school wearing attire that is appropriate for physical activity.
- Teachers will focus more on individual pursuits or skills rather than traditional team sports or activities (i.e. dance and rhythms, exercises without equipment, fitness, mindfulness, outdoor pursuits, track and field.)
- Teachers will ensure lessons are planned around the available space for instruction.
- Teachers will use games and activities that require no physical contact and do not require students to be in close physical proximity to each other.
- Teachers will ensure lessons are planned around the available space for instruction.

##### In Person – Recess

- When students have recess they will be assigned an area designated for their class.
- Classroom will be assigned designated areas on the school grounds to promote social distancing.
- The use of balls, jump ropes, and other equipment will not be permitted.
- Students will remain within their designated class area to limit interactions with students from other classes.
- Students will wash their hands once they have reentered the school building after their recess time.

# RESTART & RECOVERY PLAN

## Appendix J

### A.1.j

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

##### **In Person - Extracurricular Activities and Use of Facilities Outside of School Hours**

- East Amwell Township School indoor facilities will not be available for any organization until further notice.
- East Amwell Township School will follow the NJSIAA guidelines for all/any phases of the athletic restart plan.
- All extra-curricular activities are suspended until further notice.
- No field trips will be scheduled until further notice.

# RESTART & RECOVERY PLAN

## Appendix K Academic, Social, and Behavioral Supports A.2.a

In Person Academic Supports	Virtual Learning Academic Supports
--------------------------------	---------------------------------------

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• All students will complete a LinkIt! assessment in the areas of Mathematics and Language Arts to determine the baseline of the students' academic ability in these areas.</li> <li>• Staff members will review the data results to determine which students need supplemental academic supports.</li> <li>• Extra supports will be provided in the classroom by the classroom teacher through differentiation of the content lesson.</li> </ul> | <ul style="list-style-type: none"> <li>• Extra supports will be provided in the lesson by the classroom teacher through differentiation of the content lesson.</li> <li>• If the student requires additional support , an intervention teacher will work within one of the following ways: small pullout sessions or one on one sessions as needed.</li> </ul> |
|--|--|

In Person Social Supports	Virtual Learning Social Supports
------------------------------	-------------------------------------

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• The counselor will visit classrooms to provide supports to students.</li> <li>• An additional mental health provider will be available to help assist the school counselor, psychologist and social worker with student counseling.</li> <li>• Classroom teachers along with the school counselor will provide Social Emotional Learning (SEL) supports and activities.</li> </ul> | <ul style="list-style-type: none"> <li>• The school counselor, psychologist, social worker, mental health provider will be available for individual counselling sessions and lunch bunches to check in with at risk students.</li> <li>• The counselor will work closely with the classroom teachers to determine which students might need extra support during virtual learning.</li> <li>• The counselor will assist in finding a staff member who will work individually with the at risk student to check in to see how they are and also to provide academic support as needed.</li> <li>• Classroom teachers along with the school counselor will provide Social Emotional Learning (SEL) supports and activities in a virtual format.</li> </ul> |
|---|--|

# RESTART & RECOVERY PLAN

## **In Person - Behavioral Supports**

- The school behaviorist will work with students who require extra behavioral supports.
- The behaviorist will work closely with the classroom teachers to implement needed motivational/behavioral plans

### **A. 2. b**

## **Multi-Tiered Systems of Support (MTSS)**

## **In Person - Multi-Tiered Systems of Support (MTSS)**

- The Intervention and Referral Services committee will meet as needed throughout the year to discuss any student academic and behavioral concerns. The goal of this committee is to provide a systematic approach to help with prevention, intervention and enrichment for students in the school for academics and behavior support that helps offer educators and families a mechanism to identify individual students who need extra support.

### **A.2.c**

## **Wraparound Supports**

## **In Person - Wraparound Supports**

- The school counselor, social worker and psychologist will provide information to parents whose children may need academic, behavioral and social emotional needs for students who need interventions both inside and outside of the school environment.

### **A.2.d**

## **Food Service and Distribution**

### **In Person**

- Cash sales will not be accepted. Payment on account shall be processed through Payschools or a check will be accepted.
- Food Service workers will deliver lunches and milk. Snacks will be provided as available.

### **Virtual Learning**

- Grab & Go lunch distribution will be minimally one time a week for all school days that week, as permitted by the USDA and State School Nutrition guidance.

# RESTART & RECOVERY PLAN

## A.2.d Quality Child Care

### In Person – Quality Child Care

- Childcare will be offered before and after school hours through the Hunterdon County YMCA.

# RESTART & RECOVERY PLAN

## Appendix L B.1 Restart Committee

Name	Title
Edward Stoloski	Superintendent
John Capuano	Principal
Jacqueline Royer	Director of Curriculum and Special Services
Chris Colt	Technology
Heidi Gara	School Business Administrator
Jesse Fry	Facilities Manager
Maria Prendamano	Parent
Michelle Miller	Parent
Thyra Zengel	Teacher
Lauren Falivene	Teacher
Amy Billera	Nurse
Chuck Miles	School Board President



# RESTART & RECOVERY PLAN

## Appendix M

### B.2

#### Pandemic Response Teams

Name	Title
Edward Stoloski	Superintendent
John Capuano	Principal
Jacqueline Royer	Director of Curriculum and Special Services
Lauren Myers	Guidance Counselor
Abby Kowalski	Social Worker
Peg Herman	Psychologist
Valerie Mirabile	Kindergarten Teacher
Kim Kulis	Second Grade Teacher
Sharon Ernst	Fifth Grade Teacher
Bonnie Beasty	Middle School Teacher
Judi Meeter	Special Education Teacher
Hillary Della Penna	Librarian

# RESTART & RECOVERY PLAN

## Appendix N

### B.3

#### Scheduling of Students

In Person/Hybrid Scheduling of Students	Virtual Learning Scheduling of Students
<ul style="list-style-type: none"><li>• Student will be following an early dismissal school day with the following modifications:</li><li>• Special Area teachers will adjust their class times to allow social distancing to occur.</li><li>• Pre-School will dismiss at 30 minutes prior to the end of the school day to allow social distancing to occur</li><li>• The East Amwell Township School dismissal procedures will be changed so that students will be dismissed from the building in small groups as designated by the administration.</li><li>• Students who will be participating in the hybrid model will be required to follow their grade level schedule via online streaming.</li></ul>	<ul style="list-style-type: none"><li>• Students will follow a grade level schedule during virtual learning.</li><li>• Student classwork expectations will be posted on the school website under the teacher homepage.</li></ul>

# RESTART & RECOVERY PLAN

## Appendix O

### B.4

#### Staffing

##### In Person - Staffing

- All staff have been contracted and will be utilized as needed.

The following needs will be taken into consideration when determining staff assignments, including, but not limited to:

- CDC and Department of Health guidance
- Federal, State and local law and regulations
- Board policies and regulations
- Honoring contractual obligations
- Access to technology, both in the school building and at home;
- Support for the medical, social and emotional health and well-being of adults;
- Student enrollment, class size requirements and instructional needs;
- Child care concerns;
- Support in navigating hybrid models of teaching and;
- Adjustments as needed to existing roles in order to accommodate new health and safety regulations;
- Considerations (e.g., risk factors, pre-existing health conditions, etc.) should inform the assignment of staff members to engage in in-person versus virtual learning. Such information must be documented and on file with the district's Board Office;
- Staff members' certifications, experience and expertise.

##### Substitutes

- Contact all current subs to determine availability in Fall
- Sign Swing contract as a backup sub service
- Develop coverage plan for staff with free periods

##### In Person - Visitors

##### Visitor Policy

- No visitors will be allowed in the building until further notice.

# RESTART & RECOVERY PLAN

## B.5

### In-Person and Hybrid Learning Environments: Roles and Responsibilities

#### In-Person and Hybrid Learning Environments: Roles and Responsibilities

East Amwell will be on an early dismissal schedule.

#### Preschool

Pre K students will be released 30 minutes prior to the dismissal of the K-8 students

#### Kindergarten through Fourth Grade

Students in grades Kindergarten through fourth grade will be attending school on a rotating basis with four days in the school building and one day remote learning each week.

Students will have a consistent day each week that they will be participating in remote learning. Kindergarten through fourth grade students in the same family will be on the same remote learning schedule.

This model of instruction allows for the reduction of class sizes while also maintaining four days of in person instruction.

Groups of students on each grade level, typically three to four students, will be selected to participate in remote learning each day. For example, in a 15 person class three students will be assigned remote learning each day.

#### **Example:**

Monday	Tuesday	Wednesday	Thursday	Friday
Students 1,2,3 on Remote Learning  The rest of the students will be in school	Students 4,5,6 on Remote Learning  The rest of the students will be in school	Students 7,8,9 on Remote Learning  The rest of the students will be in school	Students 10,11,12 on Remote Learning  The rest of the students will be in school	Students 13,14,15 on Remote Learning  The rest of the students will be in school

Kindergarten through fourth grade students who are scheduled for remote learning will follow their grade level academic schedule via live stream video on the days that they are participating in remote learning. Attendance will be taken for each student. Students will be required to check in to all academic classes daily.

If a student is absent during remote learning the parents must notify the school nurse as per school procedures.

# RESTART & RECOVERY PLAN

## **In-Person and Hybrid Learning Environments: Roles and Responsibilities**

### **Fifth through Eighth Grade**

Due to the smaller class sizes, students in fifth through eighth grade will attend school in person all five days of the week and follow their grade level schedule.

Class schedules have been developed to minimize the amount of movement between different classrooms.

During in person instruction all special area classes (such as music, art, etc.) except gym will be held in the grade level classroom to prevent excess student movement.

### **Students Choosing Remote Learning for the school year**

Parents who select full time remote learning in Kindergarten through eighth grade will be committing to the remote learning option, at a minimum, for the first marking period. A month prior to the end of the marking period, each parent will have the option to continue with remote learning for the next marking period.

All students who are learning remotely will follow their grade level academic schedule via live stream video. Daily attendance will be taken for each student. It is expected that the students will log into the live stream lesson daily.

All student work will be submitted as determined by the classroom teacher. Students will be grade on submitted assignments.

If a student is absent during remote learning the parents must notify the school nurse as per school procedures.

### **All School Remote Learning**

In the event that there is a need to move **all students** to a remote learning schedule a separate schedule developed by the remote learning team will be sent home to all students and posted on the teacher homepages and other communication tools such as Google classroom.

During remote learning where all students are participating the following will take place:

- Grades will be given each marking period.
- Teachers in Kindergarten through fifth grade will grade all standards that can be assessed during remote learning. .
- Attendance will be taken and it is expected that students will participate in all classes unless they are considered absent.
- Direct instruction (Zoom, Google Meet, Teacher videos) will be provided at a minimum of two to three times per day.

# RESTART & RECOVERY PLAN

## **In-Person and Hybrid Learning Environments: Roles and Responsibilities**

- If a student is absent during remote learning the parents must notify the school nurse as per school procedures.

### **B. 6**

#### **Educators Roles Related to School Technology Needs**

##### **In Person - Educators Roles Related to School Technology Needs**

- Technology staff will provide ongoing support to staff, students, and families.
- One-to-one instructional devices will be provided to the staff and students
- Staff members will continue to have access to the student information platform to have email addresses for students and parents.
- Staff members will have access to all student online platforms used in their classroom.
- Staff members will be provided support to make any necessary curricular adjustments and also in improving the quality of instruction through remote and hybrid structures.

# RESTART & RECOVERY PLAN

## Appendix P

### B.7

#### Athletics

##### In Person - Athletics

- East Amwell School will follow the NJSIAA guidelines for all/any phases of the athletic restart plan.

# RESTART & RECOVERY PLAN

## Appendix O

### C.1

#### Policy and Funding

##### Policy and Funding

- The East Amwell Township School continually explores options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty. Some of the options that the school district has pursued are:
  - Elementary and Secondary School Emergency Relief Fund,
  - Federal Emergency Management Agency – Public Assistance,
  - State School Aid, and
  - Additional Grant Funding.
- The East Amwell Township School will follow all New Jersey State laws and regulation applicable to local school districts for purchasing when procuring devices and connectivity or any technology related items.



# RESTART & RECOVERY PLAN

## Appendix Q

### D.1

#### Ensuring Delivery of Special Education and Related Services to Students with Disabilities

In Person – Special Education	Virtual Learning – Special Education
<b>Speech</b> <ul style="list-style-type: none"> <li>The speech room will have protective barriers between the speech therapist and the student.</li> <li>All speech evaluations will be conducted in compliance with IDEA regulations.</li> <li>When the speech therapist is conducting an evaluation there will be a protective barrier between the student and the examiner as well as using other PPE as needed.</li> <li>Should any materials need to be touched by the student, the speech therapist will clean the materials between the evaluation sessions.</li> </ul>	<b>Speech</b> <ul style="list-style-type: none"> <li>Speech sessions will be conducted via a virtual platform.</li> <li>If a parent chooses to not have their student participate in a virtual speech session a work packet will be sent home for the student to work on.</li> </ul>
<b>IEP</b> <ul style="list-style-type: none"> <li>Students who currently have an IEP will have their program implemented as written in the IEP.</li> <li>Case managers will review each student's IEP and student data/progress to determine if revisions or amendments need to be implemented.</li> <li>All IEP timelines such as initial planning meetings, revaluations, and annual review meetings will be conducted in accordance with the IDEA guidelines.</li> <li>Since no outside visitors will be allowed in the school building, all parents will have the option of having a teleconference or video conference to attend the meeting.</li> <li>Medically fragile students will be offered the opportunity to attend school in person or complete their education via a virtual learning format.</li> </ul>	<b>IEP</b> <ul style="list-style-type: none"> <li>Students who currently have an IEP will have the same amount of instruction time as the general education students.</li> <li>Case managers will review each student's IEP and student data/progress to determine if revisions or amendments need to be implemented.</li> <li>All parents will have the option of having a teleconference or video conference to attend any scheduled meeting.</li> </ul>
<b>Testing</b> <ul style="list-style-type: none"> <li>Educational and Psychological</li> </ul>	<b>Testing</b> <ul style="list-style-type: none"> <li>Educational and Psychological evaluations will be conducted when school is able to open again.</li> </ul>
	<b>Instruction In Class/Pull Out</b> <ul style="list-style-type: none"> <li>All sessions will be conducted remotely.</li> </ul>
	<b>Itinerant Services</b> <ul style="list-style-type: none"> <li>Occupational Therapy and Physical Therapy will be conducted via a virtual format.</li> <li>All sessions will be coordinated with the parents to set up a convenient session time.</li> <li>The therapist will reach out to the parents to indicate what materials will be needed</li> </ul>

# RESTART & RECOVERY PLAN

## **In Person – Special Education**

- evaluations will be conducted with protective barriers placed between the evaluator and the student.
- All shared materials will be cleaned in between usage.
  - When the student is in the testing site they will wear a protective mouth covering.
  - All testing timelines will be adhered to in accordance with the IDEA guidelines.

## **Virtual Learning – Special Education**

- to conduct the therapy session.
- If a parent chooses to opt out of the virtual session, the therapist will provide work packets for the student to complete at home.

## **Instruction In Class/Pull Out**

- All small instruction rooms will have protective barriers between the students during the instruction time.
- All materials will be sorted for individual use.
- Materials will be stored with the student's name so that they can use them during the lesson.

## **Itinerant Services**

- Occupational Therapy and Physical Therapy will be conducted within the designated OT/PT area.
- All materials will be wiped down after each session.
- The OT/PT therapist will wear a protective face covering when working with the student.

# RESTART & RECOVERY PLAN

## D.2 Technology/ Connectivity

In Person Technology/ Communication	Virtual Learning – Technology/ Communication
<b>A. Internet</b>  Students will have access to internet during the school day through the school district to use their Chromebook in the school building.	<b>A. Internet</b>  <ul style="list-style-type: none"> <li>• A clear visual will be displayed on the school website for easy access to grade level work.</li> </ul>
<b>B. Devices</b>  <ul style="list-style-type: none"> <li>• PreK to 2nd Grade: iPads</li> <li>• 3rd Grade to Eighth Grade Chromebooks</li> </ul>	<ul style="list-style-type: none"> <li>• Quick links for grade level teachers and specials were established so that students can easily navigate from one content area to another. (i.e math to LA to Music)</li> </ul>
<b>C. Virtual Platforms</b>  <ul style="list-style-type: none"> <li>• Google Meet</li> <li>• Zoom</li> </ul>	<b>B. Devices</b>  <ul style="list-style-type: none"> <li>• PreK to 2nd Grade: iPads</li> <li>• 3rd Grade to Eighth Grade Chromebooks</li> </ul>
<b>D. Parent Contact</b>  <ul style="list-style-type: none"> <li>• Email</li> <li>• Twitter</li> <li>• Website</li> <li>• Phone Calls</li> </ul>	<b>C. Virtual Platforms</b>  <ul style="list-style-type: none"> <li>• Google Meet</li> <li>• Zoom</li> </ul>
	<b>D. Parent Contact</b>  <ul style="list-style-type: none"> <li>• Email</li> <li>• Twitter</li> <li>• Website</li> <li>• Phone Calls</li> </ul>

# RESTART & RECOVERY PLAN

## D - 3

### Curriculum, Instruction, and Assessments

The East Amwell Program was designed around the principle that all students will be given equitable access to a high quality education. The learning experiences will vary based on grade level and content.

#### **In Person Instructional Model**

The In-Person Model will follow East Amwell's early dismissal schedule and will reinforce social distancing protocols to protect all staff, students and community members. In addition to typical instruction practices the In Person Model will consist of the following:

- Training and support will be given to staff of the "new norm" before school begins. (What school looks like in regard to instruction, health and safety.
- Vertical articulation and meetings will be used across grade levels and or disciplines to determine gaps in learning.
- Data from 2019-2020 school year will be used to help determine gaps in learning. (Information from STMath, DRA Scores, LinkIt!, Word Their Way and Writers Workshop).
- LinkIt! assessment will be given the first two weeks of school as a benchmark assessment for LA and Math K-8.
- Articulation meeting between CST, 504 Leader, IR&S Leader and teachers to share information.
- RTI groups will be established so that programming can start in a timely manner.
- PD will be provided by our LA Specialist on differentiation. This will include modeling lessons and observing staff so that we can fill any learning gaps that could have been the result of Remote Learning.
- Changes in various schedules have been addressed by grade levels so that we are socially distancing in the hallway. Special Areas will increase or decrease their class

#### **Virtual Learning Instructional Model**

The Remote Instruction or Hybrid Model was designed to provide equitable access to a high quality education. This model includes the following:

- Staff were surveyed on their experiences with Remote Learning. The results of the survey were shared with the Remote Learning Committee.
- Committee was formed that consisted of various staff members. Groups were broken in to units (K-2, 3-5, 6-8, Specials and Special Ed) to develop a schedule that is grade level and age appropriate.
- Staff members will be provided with technology training to improve their remote instruction. This training will be provided by other staff members and outside trainers who have an expertise in a certain area.
- Staff members in grades 3-8 will be given professional development over the summer on Achieve 3000 and Actively Learn.
- Grading guidelines will be established that are fair and appropriate for all students.
- Communication with parents and students will include email and phone calls on a regular basis. Staff will be provided expectations.
- Expectations will be provided so that peer to peer interaction are a part of grade level instruction.
- Social Emotional Learning will be part

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<b>In Person Instructional Model</b>	<b>Virtual Learning Instructional Model</b>
periods as well as any grade level that moves in the hallway at the same time. <ul style="list-style-type: none"><li>• Units (K-2, 3-5, 6-8, Specials and Special Education) will meet Bi-Weekly to share ideas to improve instruction and safety protocols.</li></ul>	of all grade level instruction. This will be used to address student and teacher wellness. Our teachers, counselor and CST members will provide group lessons to support this.

## **D.4 Professional Learning**

<b>Professional Learning</b>
<ul style="list-style-type: none"><li>• Professional development for teachers will be given to increase their content knowledge. Training will be provided during the summer of 2020 as well as throughout the 2020-2021 school year.</li><li>• Professional development will focus on growing the educator's professional abilities to deliver developmentally appropriate, standards based instruction within the classroom as well as remotely.</li><li>• Professional development will also focus on supporting educators in meeting the social, emotional, health, and academic needs of all students.</li><li>• Mentoring and induction will be provided for all new teachers in the school building.</li><li>• The East Amwell School will develop an observation schedule with a hybrid learning model in mind.</li></ul>

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## CHART OF USEFUL LINKS

Conditions for Learning		
Section	Title	Link
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	<a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschoolday-camps.html%20-%20page=46">https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschoolday-camps.html%20-%20page=46</a>
	Childcare, Schools, and Youth Programs	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html</a>
	People Who Are at Increased Risk for Severe Illness	<a href="https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html">https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html</a>
	Considerations for Schools	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a>
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	<a href="https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief">https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief</a>
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	<a href="https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance">https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance</a>
	When and How to Wash Your Hands	<a href="https://www.cdc.gov/handwashing/when-how-handwashing.html">https://www.cdc.gov/handwashing/when-how-handwashing.html</a>
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	<a href="https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana">https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana</a>
	What Bus Transit Operators Need to Know About COVID-19	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html">https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html</a>
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	<a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf">https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf</a>
	Handwashing (Printable Posters)	<a href="https://www.cdc.gov/handwashing/posters.html">https://www.cdc.gov/handwashing/posters.html</a>
Critical Area of Operation #5	Communicable Disease Service	<a href="https://www.nj.gov/health/cd/">https://www.nj.gov/health/cd/</a>

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

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Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	<a href="https://frac.org/programs/national-school-lunch-program/benefits-school-lunch">https://frac.org/programs/national-school-lunch-program/benefits-school-lunch</a>
Quality Child Care	Child Care Resource and Referral Agencies	<a href="https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx">https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx</a>
	Division of Early Childhood Education	<a href="https://www.nj.gov/education/ece/hs/agencies.htm">https://www.nj.gov/education/ece/hs/agencies.htm</a>
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	<a href="https://www.nj.gov/education/covid19/sped/guidance.shtml">https://www.nj.gov/education/covid19/sped/guidance.shtml</a>
Staffing	Mentoring Guidance for COVID-19 Closures	<a href="https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml</a>
	Educator Evaluation During Extended School Closure as a Result of COVID-19	<a href="https://www.nj.gov/education/covid19/teacherresources/evaluation.shtml">https://www.nj.gov/education/covid19/teacherresources/evaluation.shtml</a>
	Performance Assessment Requirement for Certification COVID-19 Guidance	<a href="https://www.nj.gov/education/covid19/teacherresources/edtpguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/edtpguidance.shtml</a>
	Educator Preparation Programs and Certification	<a href="https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml">https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml</a>
Athletics	Executive Order No. 149	<a href="http://d31hzlkh6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf">http://d31hzlkh6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf</a>
	NJSIAA COVID-19 Updates	<a href="https://www.njsiaa.org/njsiaa-covid-19-updates">https://www.njsiaa.org/njsiaa-covid-19-updates</a>
	NJSIAA provides return-to-play guidelines – Phase 1	<a href="https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1">https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1</a>
	Guidance for Opening up High School Athletics and Activities	<a href="https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf">https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf</a>
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	<a href="https://www.nj.gov/education/covid19/boardops/caresact.shtml">https://www.nj.gov/education/covid19/boardops/caresact.shtml</a>
	NJDOE EWEG	<a href="https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx">https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx</a>
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	<a href="https://njemgrants.org/site/rpasubmission.cfm">https://njemgrants.org/site/rpasubmission.cfm</a>



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

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