

# RESTART & RECOVERY PLAN

## Restart and Recovery Plan to Reopen Schools



*Dumont Board of Education*

Fall 2020

*Revised 8-25-20*

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## **Introduction**

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

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

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

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

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

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

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.

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

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

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## THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

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

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

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

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

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

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

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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 to the greatest extent possible; and signs and messages in and around school buildings.
  - (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;

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- (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 greatest extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
  - (2) Face coverings will be required for students and staff to the greatest extent possible 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 an elementary classroom setting where social distancing can take place (e.g., desks are 6 feet apart) and physical

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barriers are in place, face coverings may be removed while students are seated at desks for the purpose of eating a scheduled morning snack, but should be worn when moving about the classroom. This will only take place at the direction of the teacher.

- (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the greatest 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).
  - (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.

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- (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]

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 to the greatest extent possible.
- (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]

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- e. Critical Area of Operation #5 – Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms – Anticipated Minimum Standards Incorporated into the Plan
  - (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
    - (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
    - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
    - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
    - (d) Any screening policy/protocol must take into account students with disabilities and 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, any staff that the individual has been in contact with, and families of a confirmed case while maintaining confidentiality.

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- (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 greatest 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.
  - (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.

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- (5) Students are required to wear face coverings to the greatest extent possible 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.
  - (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.

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- (3) The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

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

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

- (1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
- (2) The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
  - (a) A schedule for increased routine cleaning and disinfection.
  - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. 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;

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- (vi) Light switches;
  - (vii) Handles on equipment (e.g. athletic equipment);
  - (viii) Buttons on vending machines and elevators;
  - (ix) Shared telephones;
  - (x) Shared desktops;
  - (xi) Shared computer keyboards and mice;
  - (xii) Drinking fountains; and
  - (xiii) School bus seats and windows.
- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

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

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

- (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]

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- i. Critical Area of Operation #9 – Recess/Physical Education – Anticipated Minimum Standards Incorporated into the Plan
  - (1) The Board’s Plan regarding recess and physical education should include protocols to address the following:
    - (a) Stagger recess, if necessary.
    - (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
    - (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
    - (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
    - (e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
    - (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.

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- (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.
- (3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

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

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

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

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

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

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

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

- a. Social Emotional Learning (SEL) and School Culture and Climate  
SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.
- 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.
- 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.
- 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.
- 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.

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

## B. Leadership and Planning

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

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

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

## 1. Establishing a Restart Committee

- a. A Restart Committee should be established as collaboration is critical to the development of the Board’s Plan.
- b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.
- c. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board’s Plan.
- d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
- e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

## 2. Pandemic Response Teams

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

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

[See Appendix M – Pandemic Response Team]

## 3. Scheduling

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

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

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

[See Appendix N – Scheduling of Students]

## 4. Staffing

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

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

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

[See Appendix O – Staffing]

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

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

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

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

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

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

g. Substitutes

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

- a. To ensure all staff supporting virtual learning is 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 staffs that are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues, which are exacerbated by viewing content on screens for an extended period.
- c. Student teachers should:
- (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
  - (2) Lead small group instruction (in-person to help with social distancing).
  - (3) Co-teach with cooperating teacher and maintain social distancing.
  - (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
  - (5) Implement modifications or accommodations for students with special needs.
  - (6) Facilitate one-to-one student support.

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

[See Appendix O – Staffing]

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## 7. Athletics

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

[See Appendix P – Athletics]

## 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

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

## (1) Purchasing

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

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

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

## (3) Costs and Contracting

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

## D. Continuity of Learning

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

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

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

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

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
  - a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
  - b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
  - c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
    - (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
    - (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
    - (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives,

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and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

- (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- (5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.
- (6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

## 2. Technology and Connectivity

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

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(4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.

(a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

## 3. Curriculum, Instruction, and Assessment

a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).

b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.

### c. Virtual and Hybrid Learning Environment

#### (1) Curriculum

(a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.

(b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.

(c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the 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

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- (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
- (b) In crafting an instructional plan, the school district should consider the following:
  - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
  - (ii) Design for student engagement and foster student ownership of learning.
  - (iii) Develop students' meta-cognition.
  - (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
  - (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
  - (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.

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

## 4. Professional Learning

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

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- (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.
  - (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.

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- (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

## 5. Career and Technical Education (CTE)

- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
- b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.

### c. Guiding Principles

- (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
- (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.

### d. Quality CTE Programs

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

### e. Work-Based Learning

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

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f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

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

**-Appendices-**



*Dumont Public Schools*  
**Board of Education**

**Fall 2020**

# RESTART & RECOVERY PLAN

## Appendix A

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

#### a. Protocol for High Risk Staff Members

According to the guidelines provided by the NJDOE in “The Road Back,” *reasonable accommodations should be provided for individuals that the Centers for Disease Control identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:*

- Chronic lung disease or asthma (moderate to severe)
- Serious heart conditions
- Immunocompromised
- Severe obesity (body mass index, or BMI, of 40 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease
- Medically fragile students with Individualized Education Programs (IEPs)
- Students with complex disabilities with Individualized Education Programs (IEPs)
- Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1073 (504 Plan).

The district will inform staff as to what documentation may need to be submitted to the district. District protocols for a reasonable accommodation may involve the reassignment of staff.

#### b. Protocol for High Risk Students

The district will adhere to the guidelines set forth by the NJDOE as it pertains to providing reasonable accommodations to students with disabilities or who may have serious underlying medical conditions. Parents will also be able to opt for an all virtual learning program under recently release guidelines. If parents wish to have their child receive their education virtually at home, instead of within the school building, they are to put their request and rationale in writing to their child’s building Principal **three** weeks prior to the start of the school year. Students participating in remote learning at home will have access to requisite educational technology and the provision of special education and related services to the greatest extent possible.

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## **Other Health and Safety Considerations:**

### **General Hygiene**

#### **Hygiene for Students**

The importance of hygiene will be reinforced with students by school staff. Signs related to hygiene will be posted in classrooms and other locations throughout each school. Other recommendations to encourage and improve hygiene practices, which is critical for student and staff safety, include:

- 1) Keep each student's belongings separated from others' and in individually labeled containers, cubbies, or areas when possible. (Elementary)
- 2) Ensure adequate supplies to minimize the sharing of high-touch materials to the extent possible (e.g., art supplies).
- 3) In the lower grades, develop physical/social distancing markers for students to remind them to stay apart.
- 4) Limit sharing of electronic devices, toys, books, art supplies and other games or learning aids. Students will be asked to wipe clean devices that are shared with soap and water based wipes.
- 5) Students will be asked to bring in their own water bottles to limit the use of school water fountains.
- 6) Avoid playground equipment and foster other physical activities that do not encourage contact with shared surfaces.

#### **Hygiene Training for Staff**

Staff will be provided with access to virtual training videos related to Hygiene and COVID-19. Pertinent videos include: Coronavirus Awareness and Cleaning and Disinfecting your Workplace.

Additionally, district nurses will create "Summary Videos" for staff and students on relevant health topics and will help to create resources for an information campaign. These resources will include:

- Healthy hygiene video (including hand hygiene) for students
- Posters
- Training staff on cleaning, sanitizing and disinfecting
- BBP Training
- Training on PEE use
- Training of all staff and family on COVID-19 topics

# RESTART & RECOVERY PLAN

## Appendix B

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

#### a. Social Distancing in Instructional and Non-Instructional Rooms

The district will make every effort to ensure that social distancing can occur to the greatest extent possible in instructional and non-instructional spaces by only allowing 50% of its population of students to attend on a given day. The ideal will be to ensure that the average number of students in a standard classroom ranges from 10-12 students. When the number of students does not allow for social distancing in an assigned space, an attempt will be made to identify an alternate space for use that can support social distancing.

All classrooms will be set up with students forward facing in socially- distanced rows. If a classroom has tables, students will be spaced accordingly. Tables will be replaced by individual desks when possible. Desk barriers will be used in the lower elementary grades and may be used in select upper grades in rooms where creating social distance may be challenging.

Hallways will have arrows identifying travel lanes for forward movement in one direction on the right side, and another on the left.

Restrooms will be monitored when possible by school staff to ensure that bathroom capacity does not exceed 50%. Students and staff will be reminded that social distancing and the wearing of facial coverings extends to bathroom facilities as well.

Outdoor entrances will support social distancing through the use of dashes or dots spaced 6 feet apart. Staff will supervise arrival and dismissal of students to ensure compliance.

Signage will be evident throughout each of the buildings to remind students and staffs of the importance and rules related to social distancing.

#### b. Procedures for Hand Sanitizing/Washing

The district will ensure that each classroom is equipped with hand sanitizer and sanitizing wipes and/or spray. Students at the elementary level will be encouraged

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to wash to sanitize their hands upon arrival to school, before and after snack time, before and after lunch, and after recess. All district students will be encouraged to wash or sanitize their 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.

The district will display signs throughout each of the buildings to promote general health and hygiene practices, that includes handwashing, as part of our return to school.

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## Appendix C

### Critical Area of Operation #3 – Transportation

#### a. Student Transportation

Only essential student transportation will be provided. Essential transportation is defined as student transportation to specialized learning programs that includes in district and out of district placements. Student transportation will also be provided for select school approved extra- curricular activities, such as athletic contests.

During Phase 1 and Phase 2 of the Re-Opening plan, student transportation will not be available for school or class trips or other extra- curricular programs that can be delivered virtually. The use of student transportation for travel that is deemed “non-essential” will be evaluated for a Phase 3 start.

District buses will be cleaned and sanitized after every completed run. Windows will be opened to increase airflow when possible. District bus drivers will be provided with additional PPE as needed. Attendance on bus routes will be monitored as part of the district’s contact tracing procedure.

#### b. Social Distancing on School Buses

Due to the reality that social distancing will not be able to be maintained on most routes, students and drivers will be required to wear masks at all times. Windows will also be opened on buses to increase airflow. The district will provide bus drivers with additional PPE as needed. Parents of children who are transported on District buses, will be given an opportunity to opt out of District transportation services.

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## Appendix D

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

#### a. Location of Student and Staff Screening

Staff will continue to follow their regular sign in procedure, which requires them to sign in for work in the main office. **Staff will not report to work if they answer “yes” to any of the daily pre-screening questions and/or they have a temperature of 100.4 degrees or above. Students will not report to school if they have answered “yes” to any of the daily pre-screening questions and/or they have a temperature of 100.4 degrees or above.** Staff should report his/her absence to his/her building principal. Parents should report their child’s absence to the school following the established procedures at each school.

Students will only be allowed to attend their in-person instructional day if the required pre-screening form has been completed, they have answered no to each question, and they do not register a temperature of 100.4 degrees or above.

Students and staff who need to be medically screened upon arrival or during the school day will be sent to a screening room that will be designated in each building for an evaluation by the school nurse.

The following rooms have been identified as **Screening Rooms** in each of the buildings:

Dumont High School-Media Center  
Grant School-Media Center  
Honiss School-Room 123  
Lincoln School-Room 211  
Selzer School-Room 121

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

The students in the elementary schools and the high school will have staggered arrival/dismissal times. The High School will be dismissed earlier to assist in picking up siblings. Students will be filtered into buildings utilizing different doors according to homerooms and/or grade levels. This will be decided at the building level and will be communicated to families prior to the start of school.

The homeroom teachers and/or first period teachers in the district will be responsible for ensuring that the daily screening health forms have been completed and submitted before

# RESTART & RECOVERY PLAN

students arrive for classes. Students who arrive to school without a completed form or missing information (i.e. temperature) will be sent to a screening area and will not be allowed to attend their classes until they are cleared by the school nurse.

When possible, students will be dismissed in a staggered fashion by voice command (not bells) to control hallway traffic. Right side (one direction) and left side (one direction) pathways will be instituted in hallways. A bathroom monitor may be placed outside of bathrooms to limit bathroom capacity to 50%. Students may be asked to sign in to the bathroom as an additional contact tracing strategy.

When the schedule allows for an “in school” lunch period, different areas for eating lunch and for having recess will be identified. Additional cleaning staff will be scheduled to clean high touch areas like bathrooms and lunch areas. A survey will be sent to parents to assess how many students will need to be accommodated for in school lunches.

**Locker use by students will be restricted until further notice.** Students will be allowed to carry backpacks for their belongings in the interim. The use of school lockers will be reviewed once Phase 1 is underway.

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## Appendix E

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

#### a. Screening Procedures for Students and Staff

All students and staff will be required to complete a daily health pre-screening before arriving to school. This pre-screening form will be submitted electronically. Staff and students must answer health related questions, including any recent experience with COVID-19 related symptoms, recent travel, and potential exposure to a COVID-19 infected person. Staff and students will also be asked to take and report their daily morning temperature on this form. If the pre-screening form is not completed and/or a morning daily temperature is not reported, staff and students will be screened by the school nurse.

Visitors and volunteers to the buildings will be required to complete the health screening form for COVID-19 symptoms and will have their temperatures checked upon arrival before they are given admittance to the building.

#### b. Protocols for Symptomatic Students and Staff

Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. If a school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, any staff that the individual has been in contact with, and families of a confirmed case while maintaining confidentiality.

If students or staff arrive at school and are potentially feeling ill with COVID-19 symptoms, they will be immediately relocated to an isolation area so as not to “contaminate” the population.

An “isolation room” will be designated in each school for staff and students who are potentially ill with COVID-19 symptoms.

Isolation rooms will be equipped with seating that is at least 6 ft apart, barriers that can be placed between student stations, visible 6 ft social distancing markings, PPE (i.e. gowns, face masks, face shields and gloves); and hand sanitizer.

The following rooms have been designated as **Isolation Rooms**:

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Dumont High School- Room 107  
Grant School-Room 223  
Honiss School-Room 107  
Lincoln School-Room 210  
Selzer School-Room 121b

The nurse will evaluate the student and/or staff member and will determine if he or she should be sent home and/or referred for further medical evaluation.

Health checks will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. The results of these screenings will be documented when signs/symptoms of COVID-19 are observed.

## **Reporting of a case of COVID-19:**

Protocols involving school-level data regarding health and safety measures regarding the presence of COVID19 and reporting that data to the district will be followed.

The district will follow these procedures:

- The building nurse will notify the Health Department if someone has COVID-19.
- The building nurse will notify the Administration.
- The building nurse will report to the County Health Office.
- Contact tracing by school nurse in conjunction with the Bergen County Health Department (BCHD) will occur.
- In addition to consulting with the health department (local/county), the District may consult with board attorney when making decisions regarding a COVID-19 patient.

## **c. Protocols for Face Coverings**

**Face coverings will be required for all staff, students and visitors.** Face masks must be worn at all times in classrooms, hallways, offices and inside and outside areas to the greatest extent possible. In an elementary classroom setting where social distancing can take place (e.g., desks are 6 feet apart) and/or physical barriers are in place, face coverings may be removed while students are at their desks for the purpose of eating their snacks, but not when moving around the room or hallways. This will only be at the direction of the teacher.

Face coverings are always required for students and staff to the greatest extent possible unless it will inhibit the individual's health.

Face coverings are always required for visitors unless it will inhibit the individual's health.

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The district will provide face masks and shields and other appropriate PPE to staff. Face masks and other appropriate PPE for students will also be provided as needed.

Staff and students will be given the opportunity to utilize their own PPE. The district is recommending that students bring at least 2 face coverings on a daily basis to school.

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## Appendix F

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

Upon notification that a resident has tested positive for COVID-19, a local health department will call to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least 10 minutes. Trained professionals from the community then get in touch with those close contacts, while continuing to maintain confidentiality, to recommend next steps, such as self-quarantining, and to provide critical education and support in risk mitigation strategies.

The district will utilize sign in/attendance sheets as a form of contact tracing. Additional tracking sheets may be utilized in bathrooms. Accurate attendance will be extremely important for contact tracing purposes and should be used in every class (especially in middle/high school if students are moving around).

Bathroom attendance will also be monitored in an effort to contact trace. A bathroom monitor/duty person may need to be assigned in some school buildings to limit bathroom capacity to 50% and to keep track of students. Students should be assigned to certain bathrooms in elementary and middle schools.

It is recommended that district buses also utilize an attendance tracking system to monitor student and staff contact.

Electronic attendance records will be used when available to eliminate the need to utilize paper or to sanitize writing utensils.

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## Appendix G

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

Training will be provided to all Building and Grounds Personnel in the proper protocols for disinfecting, cleaning and sanitizing a school building. Training will also be provided to school district bus drivers who will be cleaning and sanitizes buses in between routes.

Each building will be maintained on a consistent cleaning and disinfecting cycle, with an emphasis on thorough and frequent disinfecting of all common touchpoints throughout the school day. Cleaning checklists will be maintained. Custodial staff may be reassigned to meet a building's cleaning needs. The need to secure additional staff will be evaluated periodically by the Pandemic teams in each building.

Buildings will be disinfected through the use of spraying/misting equipment. Disinfectant wipes and cleaners and sanitizing gel will be made available to teachers and students in each classroom.

Student locker use will be restricted and/or reduced to ensure that buildings are kept clean. Student access to select common areas may also be restricted to enhance student health safety.

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## Appendix H

### Critical Area of Operation #8 – Meals

During the extended one-session day, a lunch period will not be scheduled. “Grab and Go,” preordered and prepaid lunches will be available to students at dismissal. Students who are eligible for free and reduced lunch meals will be provided lunch in the same manner. Lunch distribution locations will be coordinated with the district’s food service provider and each district school and will be communicated to students and parents.

When a full day that includes lunch is scheduled, students will be encouraged to bring a bagged lunch when possible. Students who wish to purchase lunch and/or are eligible for free and reduced lunch meals, will be provided with a boxed lunch. Lunch orders will continue to be prepaid and/or preordered.

When a full day that includes lunch is scheduled, Parents will be asked to inform the district about whether or not their child will remain in school for the lunch period. Students who remain on campus for lunch will be assigned to areas in the school in an effort to maintain social distance. Students who elect to go home for lunch may only return at the end of the lunch period to ensure that social-distancing is maintained in school designated lunch areas.

Handwashing before and after eating lunch will be encouraged. Hand sanitizing stations will be placed in highly visible areas at the start of the lunch line and throughout designated lunch areas.

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## Appendix I

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

During Phase 1 and Phase 2 of the Re-opening plan, locker room access for physical education will be restricted. Students will not change into clothing for Physical education during these first two phases. Students will be encouraged to wear comfortable clothing to school for physical education activities. There will also be limited equipment use during this time. If equipment is used, it will be cleaned and sanitized after each use. Physical Education activities will be adapted to ensure that social distancing is maintained. Outdoor physical education classes will occur when the weather is favorable.

During the abbreviated session days, recess will be scheduled by the classroom teacher. Activities will be planned to ensure that social distancing is maintained. Students will be required to wash their hands when returning indoors from recess.

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## Appendix J

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

During Phase 1 and Phase 2 in-person assemblies and field trips will not be scheduled. It is also recommended that all extra-curricular clubs be conducted virtually when possible for the first phase. Virtual trips should be planned when possible during the first two phases.

Travel that is deemed ‘non-essential’ will not occur during the first two phases unless conditions are deemed safe. This moratorium on travel will remain in effect until the district, through data analysis, finds it is safe to return to regular operations.

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## Appendix K

### Academic, Social, and Behavioral Supports

#### 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. The district is committed to meeting the academic as well as the social-emotional needs of all its students.

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

*In the area of SEL, the District will provide:*

- Tailored SEL Guidance Classroom Lessons (elementary, middle, and high school),
- The Office of Curriculum and Instruction and the Office of Special Services, including school-based counseling services, will collaborate to provide Tier 1 and Tier 2 programs for students regarding psychoeducation and coping strategies for anxiety around COVID-19.
- Each school building's Pandemic Committee will convey information regarding restart and reopening and ongoing concerns with COVID-19 to the District Administration gathered from parents, students and staff. Each Pandemic Team will have a liaison (with a designated email) in order to efficiently aggregate and disseminate feedback to appropriate administrators.

*Resources for the District:*

Guidance Counseling Resource:

<https://sites.google.com/dumontnj.org/counselingresource/home>

CASEL Updated Resource:

[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)

#### b. Multi-Tiered Systems of Support (MTSS)

*In the area of MTSS, the District will:*

- Conduct team building interaction meetings/ activities in each school building.

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- Identify students for our Tier 2 (Basic Skills Intervention) with existing screening procedures.
- Create a parent feedback survey to help link concerns at home with the right support provided by educational specialists and administrators.

*Resources for the District:*

Educator Self-Care Assessment

<https://gtlcenter.org/sites/default/files/Educator-Resilience-Trauma-Informed-Self-Care-Self-Assessment.pdf>

NJ Tiered System of Supports

<https://www.nj.gov/education/njtss/overview/>

National Association of School Psychologists (School Adjustment Risk Matrix)

[https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/return-to-school/returning-to-school-following-covid-19-related-school-closures-the-covid-19-school-adjustment-risk-matrix-\(c-sarm\)](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/return-to-school/returning-to-school-following-covid-19-related-school-closures-the-covid-19-school-adjustment-risk-matrix-(c-sarm))

## **c. Wraparound Supports**

*In the area of Wraparound Supports, the District will continue to:*

- Provide Trauma Informed training (refresher workshops for all staff, access to Safe Schools trainings, specific trainings from our Mental Health Agency partnership with Care Plus NJ, as well as free county sponsored trainings).
- Provide counseling and parent support via our higher education affiliation agreements with school psychology and school social worker training programs.
- Link existing courses in school psychology to our internal procedures of when teachers request consultation via the Intervention and Referral Services committees in each of our schools.
- Collaborate and meet with our county's Care Management Organization (Bergen's Promise) to supplement support for our families outside of the school buildings.
- Engage in our multi-year grant with the NJDOE NJTSS-ER and meet quarterly with respect to tiered systems of support.

*Resources for the District:*

National Child Traumatic Stress Network Resource

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[https://www.nctsn.org/sites/default/files/resources/fact-sheet/trauma\\_informed\\_school\\_strategies\\_during\\_covid-19.pdf](https://www.nctsn.org/sites/default/files/resources/fact-sheet/trauma_informed_school_strategies_during_covid-19.pdf)

Building Trauma -Sensitive Schools Resource

<https://safesupportivelearning.ed.gov/building-trauma-sensitive-schools>

Bergen County COVID-19 Health and Community Health Resources

[https://drive.google.com/file/d/1Dfu6iplG9dM0aJTY9OICc9tPMx\\_vE3G0/view](https://drive.google.com/file/d/1Dfu6iplG9dM0aJTY9OICc9tPMx_vE3G0/view)

## **d. Food Service and Distribution**

*In the area of Food Service and Distribution, the District will continue to:*

- Collaborate with the District's contracted Food Services vendor and share the Restart and Reopening Plan. The District will continue to provide food service and seamless feeding of students according to guidelines set forth to ensure safety and nourishment.

## **e. Quality Child Care**

*In the area of Quality Child Care, the District will continue to:*

- Collaborate with YWCA for before/ after school care and share the District's Restart and Reopening plan.

## **Procedures to Foster and Maintain a Safe and Supportive School Climate**

Procedures to foster and maintain a safe and supportive climate must be implemented and communicated.

- The Guidance Department and Special Ed Department will collaborate to develop programs for students targeting the fear of COVID19 and the stigma associated with it.
- The Pandemic Committee will meet regularly to convey information regarding COVID19 to the District Administration gathered from parents, students and staff.
- The Pandemic Team liaison will communicate the feedback sent to the schools by parents and other stakeholders regarding COVID. The Pandemic Team Liaison will monitor this feedback and forward to appropriate administrators.

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## **Provide Necessary Communications to the School Community and to District**

To provide necessary and frequent information to the school community, the District will use multiple platforms.

- Website for FAQ and other information
- School Messenger - phone or email
- Printed mailings
- Surveys will be conducted often to gather information from staff, parents and students

## **Create Pathways for Community, Family and Student Voices**

- Information will be disseminated in multiple languages.
- The District will conduct surveys to gather information from staff, parents and students.
- Pandemic Teams will meet regularly.

# RESTART & RECOVERY PLAN

## Appendix L

### Restart Committee

Soon after the announcement by Governor Murphy and the development of the guidelines by the Department of Education stating that "...absent a shift in the public health data, school buildings will open in some capacity for in-person instruction and operations in the Fall. The reopening of our schools will include necessary limitations to protect the health and safety of our students and staff." the Superintendent solicited volunteers for the required Restart Committee. The committee was comprised of over 35 members representing all the groups as required by the guidelines and reflected the diversity of the school community including students with disabilities and ELL students. The committee was charged with making recommendations, coordinating the overall reopening plan and working closely with school Pandemic Response Teams, health departments, and others in municipal and county government to develop district plans that address the ten Critical Areas of Operation.

The Restart Committee was divided into 5 sub-committees to address the 4 key subject areas: Conditions for Learning, Leadership and Planning, Policy and Funding and Continuity of Learning. In an attempt to distribute the topic evenly, the Conditions for Learning and Leadership and Planning sections were subdivided and assigned to more than one sub-committee. The sub-committees were also charged with communicating and collaborating with the Pandemic Response Teams to assist in the implementation of the plan.

Several Restart Committee lengthy virtual meetings were held in between sub-committee meetings before coming to a consensus on major parts of the plan including pre-screening, scheduling, needed PPE, staffing, cleaning, etc.

*-Please see following chart with Restart Committee Members-*

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Committee Member	Role within the School Community	Committee Member	Role within the School Community
Mr. Emanuele Triggiano	Superintendent of Schools	Mrs. Terri Riva	BOE President
Dr. Maria Poidomani	Director of Curriculum, Instruction and Assessment	Dr. Richard Healy	BOE Member
Mr. Kevin Cartotto	School Business Administrator	Dr. Jeffrey Pollack	BOE Member
Dr. Paul Barbato	Director of Special Education	Mr. Scott Miller	BOE Member
Mr. Paul Cordts	Director of Buildings and Grounds	Chief Michael Conner	Dumont PD
Dr. Richard Gronda	Grant School Principal	Mrs. Janine Gillan	District Nurse Coordinator
Dr. Karen Bennett	Honiss School Principal	Mrs. Kathy Arlin	DEA President/Elementary Teacher/Parent
Mr. Kevin Dalton	Honiss School Vice Principal	Mr. Jon Bennett	Middle School Teacher
Mr. Luis Lopez	Lincoln School Principal	Mr. Dave Cieplicki	High School Teacher
Mr. James Wichmann	Dumont High School Principal	Mrs. Elizabeth Mauthe	Special Education Teacher
Mr. Michael Weber	Dumont High School Assistant Principal	Mrs. Laura Sobek	DEA/High School Teacher/Parent
Mrs. RYanne Hutchinson	Acting Selzer School Principal	Ms. Sara Smith	Special Education Teacher
Ms. Jacqueline Bello	Selzer School Vice Principal	Mrs. Carolyn Reeves	Middle School Teacher
Mrs. Claudia Vesley	Supervisor of Technology	Mrs. Jennifer Babish	Dumont High School Parent
Dr. Patricia Marchesi	Supervisor of Guidance	Mrs. Janet Boyhen	Lincoln School Parent
Mrs. Carol McDonough	Supervisor of 6-12 English Language Arts/Social Studies	Mrs. Mary Lawyer	Grant School PTO President/Parent
Mr. Michael Oppido	Supervisor of PE/Health/Athletic Director	Mrs. Kim Sgarella	Selzer School Parent
Ms. Shannon Warnock	Supervisor of 6-12 Mathematics/Science	Ms. Shannon Buchheister	High School Student
Mrs. Linda Kazanecki	Secretary to the Superintendent	Mr. Ryan Hanley	High School Student
Mrs. Sue Johnson	Bus Transportation		

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## Appendix M

### Pandemic Response Teams

One area of Operational Readiness to reopen is to establish school-based Pandemic Response Teams with a diverse representation from the school community to plan for re-opening. Pandemic Response Teams have been created in each of Dumont's schools to centralize, expedite, and implement COVID-19 related decision-making. Each school team has a liaison that will report to district-level administrators to ensure coordinated actions across the district. Dumont's Pandemic Response Teams include the Crisis Response Teams' members.

#### **Responsibilities of the Pandemic Response Teams include:**

- Overseeing each school's implementation of the district's reopening plan, particularly **health and safety measures**, and providing **safety and crisis leadership**.
- Adjusting or amending school **health and safety protocols** as needed.
- Providing staff with needed support and training.
- Reviewing school level data regarding **health and safety** measures and the presence of COVID19 and reporting that data to the district as required.
- Developing and implementing procedures to foster and maintain safe and supportive school climate as necessitated by the challenges posted by COVID-19.
- Providing necessary communications to the school community and to the district.
- Creating pathways for community, family, and student voices to continuously provide feedback to the Team.

*-School Pandemic Teams are listed on the following pages-*

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## Grant School

Committee Member	Position within the School Community	Liaison
Rick Gronda	Principal (K-5)	Rick Gronda
Sheri Weinstein	Safety Team Member	
Elizabeth Mauthe	Teacher	
Matthew Butler	Teacher	
Lorena Meadows	Guidance Counselor	
Dawn Millheim	CST-LDTC	
Cindy Kneisler	School Nurse	
Vicki Falotico	Secretary	
John Lastra	Custodian	
MarymLawyer	PTO President – Parent	
Anna Festa	TV Behaviorist – Parent	

## Lincoln School

Committee Member	Position within the School Community	Liaison
Luis Lopez	Principal	Luis Lopez
Peggy Schwartz	Secretary	
Danielle D’Amico	Nurse	
Stephen Williams	Custodian	
Janet Boyhen	PTO President – Parent	
Jessica Pierce	CST-LDTC	
Lorena Meadows	Guidance Counselor	
Phyllis Green	School Safety Team	
Nicole Dunne	Teacher	
Sudhar Jeyakumar	Teacher	
Ellen Thoms	Teacher	

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## Dumont High School

Committee Member	Position within the School Community	Liaison
James Wichmann	Principal	James Wichmann
Michael Weber	Vice Principal	
Ryanne Hutchinson	Vice Principal	
Michael Oppido	Athletic Director	
Patricia Marchesi	Guidance Supervisor	
Carol McDonough	Instructional Supervisor	
Shannon Warnock	Instructional Supervisor	
Patricia Connelly	SAC	
Penny Mascarelli	Teacher	
Barbara Bench	Teacher	
Janine Gillan	Nurse	
Meghan Pollack	CST	
Kate Natoli	Teacher	
John Sperone	Head Custodian	
Glenn Byrd	Shipping Receiving Supervisor	
Maria Albano	Teacher	
Amy Carabillo	Parent	

## Honiss School

Committee Member	Position within the School Community	Liaison
Karen Bennett	Principal	Karen Bennett
Kevin Dalton	Vice Principal	
Jennifer Pelletier	Lead Teacher (MS)	
Nancy Burchill	Nurse	

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<b>Sonali Gurjar</b>	<b>Guidance Counselor</b>	
<b>Shoshana Kolatch</b>	<b>CST – Psychologist</b>	
<b>Ariana Ayes</b>	<b>CST – LDTC</b>	
<b>Janice McCue</b>	<b>Secretary</b>	
<b>Lou DiPaolo</b>	<b>Custodian</b>	
<b>Scott Math</b>	<b>MS Teacher</b>	
<b>Daniel Wolthoff</b>	<b>MS Teacher</b>	
<b>Mary Beth Brady</b>	<b>MS Teacher</b>	
<b>Richard Burd</b>	<b>MS Teacher</b>	
<b>Kim DiPaola</b>	<b>Elementary Teacher</b>	
<b>Brittany Gibb</b>	<b>Elementary Teacher</b>	
<b>Kate Workman</b>	<b>Elementary Teacher</b>	
<b>Janet Hoffman</b>	<b>Elementary Teacher</b>	
<b>Julianna Abraham</b>	<b>Elementary Teacher</b>	
<b>Theresa Kelly</b>	<b>Elementary Teacher</b>	
<b>Tracy Lanzilotti</b>	<b>PTA President / Key Communicator</b>	
<b>Dawn Jennings</b>	<b>PTA 1st VP/ Key Communicator</b>	
<b>Julia Pollio</b>	<b>Parent - Safety Team</b>	

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## Selzer School

<b>Committee Member</b>	<b>Position within the School Community</b>	<b>Liaison</b>
<b>Ryanne Hutchinson</b>	<b>Acting Principal</b>	<b>Ryanne Hutchinson</b>
<b>Jackie Bello</b>	<b>Vice Principal</b>	
<b>Donna Pleus</b>	<b>Nurse</b>	
<b>Jaclyn Mandile</b>	<b>Counselor</b>	
<b>Sherelyn Zea</b>	<b>CST – Psychologist</b>	
<b>Rob Rilleau</b>	<b>Custodian</b>	
<b>Keri Scheinbach</b>	<b>School Safety Team</b>	
<b>Eileen Karam</b>	<b>Teacher</b>	
<b>Julie Masella</b>	<b>Teacher</b>	
<b>Kendal George</b>	<b>Teacher</b>	
<b>Jon Bennett</b>	<b>Teacher</b>	
<b>Jaclin Lugo</b>	<b>Teacher</b>	
<b>Kim Sgarella</b>	<b>Key Communicator/Parent</b>	

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## Appendix N

### Scheduling of Students

#### a. School Day

The following offers an initial framework for scheduling students as the district anticipates a reopening of school for the 2020-2021 school year. Specific daily schedules will vary by grade level (elementary grades Pre-K - 5, middle school grades 6-8 and high school grades 9-12). These schedules are under consideration by school administrators and will be forthcoming. The two major scheduling scenarios that are being developed are as follows:

- Specific school day schedules for each grade level (PreK-5, grades 6-8, and grades 9-12). These determinations will take into account the unique needs of students and teachers at each of these levels.
- Establishing specific set daily schedules for teachers' common planning times, defined "office hours" for teachers and designated times for supportive breakout groups via Google Meet or Zoom whereby students can work with teachers and/or instructional aides in the afternoons following the early dismissal times.
- The school day for all students in grades Pre-K-12 will operate using a hybrid program of in-person and virtual learning within an A/B rotation, whereby two cohorts of students will be divided alphabetically by last name, with a focus on keeping families and siblings on the same rotation. This setup will establish social distancing of students in alignment with established CDC and New Jersey State guidelines
  - Cohort A will be for students whose last names begin with A, B, C... (approximately depending on breakdown)
    - Students in Cohort A will attend in-person classes in school on Mondays & Tuesdays
    - Students in Cohort A will engage in online streamed class instruction on Thursdays & Fridays
  - Cohort B will be for students whose last names begin with ...X, Y, Z (approximately depending on breakdown)
    - Students in Cohort B will engage in online streamed class instruction on Mondays & Tuesdays
    - Students in Cohort B will attend in-person classes in school on Thursdays & Fridays

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- Exceptions to the A/B rotation will be made for students who may engage in only remote instruction--families may request this accommodation/exception from district administration
- Exceptions in designing the cohorts will be made for families to the extent possible so that siblings are scheduled together in either A or B groups, regardless of grade level and/or school of attendance--families may request consideration for exceptions from school/district administration
  - Wednesdays will be a virtual learning day for both cohorts A & B, whereby instruction for all students will take place via Google Meet or Zoom
- The school day in grades Pre-K-12 will operate on a shortened schedule for both in-person and virtual instruction. The scheduling on these days will meet and/or exceed the minimum 4-hour instructional time requirement, using the following timeframes:
  - Grades Pre-K-8 will attend school from 8:30am - 1:00pm
  - Grades 9-12 will attend school from 8:00am - 12:30pm
- Students who order prepaid lunches and/or who qualify for free/reduced lunches will be provided with “grab and go” meals upon leaving school at dismissal.
- Following dismissal of students, teachers & staff will take a lunch break
- Following the teachers’ lunch break, students will be able to access teachers and/or support personnel through Google Meet or Zoom for extra-help with assignments.
- During the afternoon hours following teachers’ lunch break, teachers may also be provided with common planning time to conduct instructional units/daily lesson plans and/or to engage in professional development.
- Additional Scheduling Considerations
  - Staggered Times/Entries for Students Arriving at School
  - Staggered Times for Students to Switch Classes, especially at the High School (possibly scheduling extra time between classes to allow for classes to take turns walking through hallways between classes)
  - Shift to electronic parent paperwork/permissions whenever possible
  - Virtual Back to School Night events (and potentially virtual parent-teacher conferences).
  - Minimize visitors to the building

**Note: Student Attendance Policy #5200 may be modified based on the schedule change outlined above. Changes or modifications to this policy will be communicated by each school to students and parents.**

## **Phase In/Phase Out Approach**

The Dumont School District plans to phase in the return of students to full capacity. The proposed phases are as follows:

**Phase 1**  
**September 1st -October 16th**

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**Recommendations:** 50 % Reduced Capacity; A/B Schedule, Half-Session School Days with no in-person Lunch; School schedules will provide for a hybrid model of in person and virtual instruction.

## **Phase 2**

**October 19th -November 27th**

**Recommendations:** (Options to be considered) District will reassess schedule and make necessary modifications. Modifications will be made based on data, including health data. Keep 50% Capacity; Consider Increase In-Person Instruction to full days if possible; Keep A/B days or morning/afternoon sessions; Allow for parents who selected only Virtual-Only model for Phase 1 to "Opt-in" for in-person at the end of the first marking period.

## **Phase 3**

**November 30th -January 15th**

**Recommendations:** (Options to be considered) Reassess schedule and make necessary modifications; If possible, increase capacity; Attempt to increase in-person instruction to 5 days a week; Allow for parents who selected only virtual/home instruction to "opt-in" for in-person at the end of the marking period.

### **Phase Transition Criteria**

The District will evaluate a number of assessment criteria before transitioning to a new phase. Examples of Criteria that may be utilized include: changes to the NJDOE guidance and/or school requirements, changes to the CDC guidelines, current changes to the current public health conditions as communicated by health officials, changes (increase or decrease) in public restrictions as per the Governor, District and/or school recommendations made by School Pandemic Teams, or the District Restart Committee.

### **Potential Interruption to Phases**

In all phases, students and staff must be ready and prepared to quickly move to a "Virtual -Only" instruction model. An interruption to a phase will be based on current health conditions and guidelines and may be made on an emergency basis through an executive order from the Governor.

#### **b. Educational Program**

- Utilizing the A/B rotation for scheduling students in grades K - 12 will provide all students with both in-person and virtual instruction throughout the school week
- Utilizing A & B Cohorts by grade level will allow for recommended social distancing within classrooms by reducing class capacities to no more than 50%
- Instructional time during the day will focus on core curriculum subjects, as well as special areas (i.e., art, music, physical education)

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- Time in the afternoons will be dedicated for students to virtually meet with teachers and/or instructional aides for the purpose of clarifying academic content, gaining assistance with assignments/projects & completing assigned work
- Common planning time for teachers by grade level and/or subject will enhance the potential for lessons and plans to be created and delivered universally by grade level and/or subject. This will streamline lessons, reduce duplicity of work for teachers, and allow parents and students the flexibility to work across grade levels for homework purposes. The goal and understanding is that all students receive the same content under the guidelines of NJSLS.
- Special education and 504 accommodations/modifications will be provided to all students served in this capacity by a combination of assistance from the classroom teachers as well as from instructional aides (where deemed appropriate)
- Students in need of computer devices or other-related technology will be provided with assistance as needed so as to ensure that access to learning and in completing required assignments is made available to all students

## **c. Full Time Remote “Virtual-Only Learning” Program Option**

According to recently released guidelines from the NJDOE, all students are eligible for full time remote virtual learning, regardless of whether or not they have demonstrated a risk of illness or other selective criteria. This includes students with disabilities who attend in-district or out-of-district receiving schools.

Please be advised that a “Virtual- Only” program may place the student with a school, class, or teacher outside of his/her assigned school. Students receiving virtual only instruction may be serviced by staff delivering Virtual-Only instruction.

Virtual-only programming will continue to follow the district curriculum and will meet all of the NJSLS standards. It may differ in format and instructional design from the hybrid instructional program that includes the in-person component.

The district is required to report to the NJDOE data regarding student participation in full time remote learning by each of the following subgroups: Economically Disadvantaged, major racial and ethnic groups, Students with Disabilities, and English Language Learners.

## **d. Procedures for Opting for “Virtual Only” Learning Program**

Parents of students who are interested in the full time remote virtual option, must inform their building principal in writing **at least three weeks prior to the start of the school year.**

**Once this option is selected, students must be prepared to remain in this program for the duration of the minimum of one marking period.**

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Once a letter is submitted, the building principal will then provide the student with a virtual learning program.

If a student wishes to transition back to the hybrid learning model, a parent must inform the principal in writing **at least three weeks prior to the end of the first marking period**. This time is needed to ensure that the student can be integrated into the appropriate learning program.

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## Appendix O

### Staffing

#### General Staffing

To address any issues that may arise with staffing, the Dumont School District will work with district stakeholders to:

- Identify Teachers/Staff Who Are Medically Vulnerable
- Identify Any Teachers/Staff Who Will Not Return to School as this will impact Scheduling
- Encourage Team Teaching Across Grade Levels and/or Subject Areas to Share Responsibilities of Developing In-Person and Online Learning Instruction
- Explore Use of Instructional Aides as “Assistants” to Students as They Complete Assignments at Home or Via Online Instruction
- Provide additional support for mentors and mentees in the District Mentoring Program.
- Communicate requirements for educator evaluation.

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

To ensure that the learning program, regardless of whether it is in person, virtual or a hybrid model, is delivered with fidelity, the Dumont School District will:

- Communicate the roles and responsibilities of all school personnel related to safety protocols and procedures.
- 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.
- Provide regular feedback to students and families on expectations and progress.
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Provide novice teachers with a mentor and continue to facilitate a District Mentoring Program to review such topics as Observation & Evaluation, Self -Care & Wellness, Needs for Novice Teachers & Mentors, etc.

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- Provide common prep time for staff collaboration and planning.
- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Ensure students and parents receive necessary supports to ensure access to instruction.
- Communicate the roles and responsibilities of all stakeholders to include Instructional Staff, Administrators, CST, School Counselors, and Instructional Assistants.

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

To address the technology of all of its stakeholders, the Dumont School District will:

- Provide ongoing support with technology to students, teachers, and families.
- Continue to survey teachers and families to determine technology needs/access.
- Provide district email addresses and access to online platforms to include PowerSchool and Google Classroom for all children in grades Pre-K-12
- Continue to discuss, develop, and communicate a plan of accountability that identifies how teachers will monitor and assess student performance.
- Provide staff supports and professional development opportunities in the areas of addressing student trauma, SEL, and digital citizenship.

The school district should also strive to ensure that every student has access to a device and internet connectivity. District should prioritize the provision of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, 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.

To ensure that every student has access to a device at home and Internet connectivity, Dumont will do the following:

- Conduct a needs assessment survey similar to the survey that was sent home in March 2020. Questions for survey:
  - Do you have Internet access at home?
  - Do you have at least one computer, Chromebook, tablet, or other smart device (i.e. smartphone) at home?
  - How many children in your family? Did you need one device for each child?
  - Determine the number of students that will require district provided devices and/or Internet access in order to access remote education. (150 in Spring)
- Before loaning a device to a student, a permission form must be signed by the parent and student outlining their responsibility with a loaned device.

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A “point person” in each school will provide support with technology to students and teachers.

To better support families and students in accessing and participating in remote learning, the technology department will share videos to assist with specific issues. These topics include:

- How to log into Power School Portal
- How to connect to Wi-Fi
- How to request a device if current one is broken
- How to request support for a device
- How to make an appointment to pick up device

# RESTART & RECOVERY PLAN

## Appendix P

### Athletics

The Dumont Athletic Department has developed return to play guidelines for our fall sports programs. The NJSIAA released detailed guidelines that all school districts must follow known as Phase 1, Phase 2 and Phase 3. These phases will be considered what we normally have every summer called the Summer Recess Period. Once we have completed Phase 1 for 14 days we will move onto Phase 2 for 14 days and then finish with Phase 3 for the duration of the Summer Recess Period. The official start date for fall sports is September 14<sup>th</sup>. The Athletic Department has created return to play guideline for Phase 1, Phase 2 and Phase 3, which are listed below.

#### Procedures for Phase 1

- 1) **Through the use of school messenger, we emailed all parent/guardian a detailed plan of Phase 1.** Three forms were sent via email (Health History Update, Student/Parent Responsibilities, and initial Covid-19 Questionnaire), which are due back no later than 7/2/20. If they have a pre-existing condition they must also submit clearance from physician.
- 2) **The Athletic Director will be the lead person on responding to and addressing COVID issues that come up throughout Phase One.**
- 3) **The Athletic Trainer will check athletes prior to them competing in sports:**
  - The Athletic Trainer converted a Daily Screening form into a Google form:
    - [https://docs.google.com/forms/d/e/1FAIpQLSepng2gfjnLWRa0FCSR09plDs\\_c7I0VtrwdE0BBulef18uV5bA/viewform](https://docs.google.com/forms/d/e/1FAIpQLSepng2gfjnLWRa0FCSR09plDs_c7I0VtrwdE0BBulef18uV5bA/viewform)
  - The Athletic Trainer will create QR codes for each form.
  - Upon arrival coaching staff and student-athletes will scan QR code with their phone (athletes already know how to do this as the Athletic Trainer does it in his office).
  - The Athletic Trainer will review athlete daily screening responses form and based on their responses either send respondent home or take their temperature and add it to their daily screening answers.

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- The Athletic Director will notify parents of all athletes, regardless of sport, of the positive test via email.

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

### **A Student-athlete has signs or symptoms of COVID-19:**

- Student-athlete must self-quarantine and contact their doctor for further instructions.
- A return-to-play note from a DO or MD must be completed before the student-athlete may return to workouts.
- The related pod will be permitted to continue until results are known of the symptomatic student-athlete.
- All members of the related pod must be extremely vigilant in checking for signs or symptoms multiple times a day.

### **A Student-athlete has tested positive for COVID-19:**

- Student-athlete must self-quarantine for 14 days from the date of the positive test and follow their doctors' orders.
- All members of the related pod must self-quarantine for 14 days from the date of the last exposure and follow their doctors' orders.
- A return-to-play note from a DO or MD must be completed before all student-athletes of the related pod may return to workouts.

### **A Coach has signs or symptoms of COVID-19:**

- The coach must self-quarantine and contact their doctor for further instructions.
- A return-to-play note from a DO or MD must be completed before the coach may return to workouts.
- The related pod will be permitted to continue until results are known of the symptomatic coach.
- All members of the related team/pod must be extremely vigilant in checking for signs or symptoms multiple times a day.

### **A Coach has tested positive for COVID-19:**

- The coach must self-quarantine for 14 days from the date of the positive test and follow their doctors' orders.

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- If the coach was not directly engaged in a particular pod, and just supervised workouts while maintaining proper social distances and wearing a mask, then the team and pod may continue if other coaches are available.
- If the coach was directly engaged in a particular pod, then all members of the related pod must self-quarantine for 14 days from the date of the last exposure and follow their doctors' orders.
- A return-to-play note from a DO or MD must be completed for all coaches and student-athletes that were forced to quarantine before they may return to workouts. Only a Doctor of Osteopathic Medicine (DO) or a Doctor of Medicine (MD) can clear athletes or coaches for summer workouts concerning COVID-19 signs, symptoms, and history.
- It is the responsibility of the testing facility to notify the local agency of a positive test. The local agency will begin the contact tracing procedure.
- The Athletic Trainer will notify all coaches of the positive test.
- The School Nurse will notify health authorities of the positive test.
- Prior to returning to activity, all athletes and coaches involved must resubmit the initial COVID-19 Questionnaire.

**4) The Athletic Trainer and Athletic Director will review EAPs and adjust as needed.**

**5) The Athletic Trainer, or sub Athletic trainer, will care for all injuries outside. Otherwise, call 911.**

## **6) Pre-screening**

- The Athletic Trainer or sub Athletic Trainer will conduct athletics pre-screening. This individual cannot be involved in coaching student-athletes on that day.
- Athletes will be assigned staggered arrival times and departure times by the head coach.
- Any individual who answers "yes" to any question on the questionnaire, or who has a temperature greater than 100.4°F, shall not be permitted to participate in the workout, be required to return home and provide clearance from a physician before they will be permitted to resume participation in the workouts.

## **7) Workouts:**

- 90 mins in duration total- 10 min warm-up, 10 min cool down.
- One workout/day. One day of rest per 7-day period.
- All workouts will be outside during phase 1.
- Workouts will be limited to student-athletes, coaches, and other appropriate personnel.

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- NO physical contact- only conditioning skills sets and sport-specific non-contact drills.
- Coaches will provide pre-drawn structured workouts.
- Heat policy will remain in place.
- There will be unlimited access to fluids\*\*\*

## **8) Face coverings:**

- No face coverings will be used during high-intensity aerobic activity.
- Anyone not engaged in high-intensity aerobic activity will wear a face covering.
- Coaches and district personnel will be required to wear face coverings at all times.

## **9) Groupings/social distancing:**

- No more than 10 student-athletes may be grouped together in a single area - predetermined prior to start of workout.
- Athletes and staff will maintain a distance of 6 feet from one another at all times (Inc. the group of 10).
- There will be no switching groups.
- There will be a minimum of 12-18 feet between multiple groups.
- Groups MUST stay together during entire Phase 1.
- There will be no celebratory contact.
- Athletes will be grouped with their fall sport teammates.

## **10) Sports equipment:**

- There will be no sharing of equipment in Phase 1.
- Each athlete will have their own individual water bottles\*\*\*
- All equipment and touch points will be cleaned and disinfected after each workout.

## **11) Locker rooms/restrooms:**

- No will have access to the locker rooms.
- We will use field Restroom to avoid entering the building.
- Bathrooms will be cleaned and disinfected regularly by custodial staff.
- Only 1 person will be allowed to use the restroom at a time\*\*\*\*

## **12) Hygiene:**

- Hand washing should take place frequently- before and after workout.
- Hand sanitizer will be accessible.
- Athletes will wear their workout gear to and from the workout.

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- No spitting, chewing gum or seeds will be allowed during workout.

## **Procedures for Phase 2**

Phase 2 allows for increased team activities as it pertains to skills and drills development and permits schools to use indoor facilities if approved by the school district. Once individual pods of student-athletes have successfully completed Phase 1, and providing that there has not been a significant change in health conditions indicating otherwise, progression to Phase 2 is medically appropriate. Larger groups of student-athletes are permitted during Phase 2 because the individual pods have worked out together without a confirmed case of COVID-19 in a two-week period.

Phase 2 allows the pods from Phase 1 to be combined into a pod of 25-30 student-athletes. Student-athletes will be permitted to share sports equipment within their newly formed pod only. Limiting the sharing of equipment to pods will, as in Phase 1, help to control the spread of COVID-19. It is imperative that all sports equipment be cleaned and disinfected in accordance with applicable guidelines.

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

- No Additions – Follow Phase One Guidelines

### **1) Screening**

- No Additions – Follow Phase One Guidelines

### **2) Workouts**

- Phase 2 allows for increased team activities as it pertains to skills and drills development and permits schools to use indoor facilities if approved by the school district.
- Workouts shall be no more than one hundred twenty (120) minutes in duration and shall include a ten (10) minute warm-up, and a ten (10) minute cool down.
- Phase 2 will last two (2) weeks from the date of the first workout.
- Only one workout per day is permitted during Phase 2
- There must be a minimum of 2 practices for every 7 days totaling 4 practices
- The maximum number of practices is 6 for every 7 days totaling 12 practices
- There must be one (1) day of rest per every seven (7) days.
- For indoor workouts, care should be taken to provide good air circulation.

### **3) Weight Room Guidelines**

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- Resistance training should be limited to body weight, sub-maximal lifts and use of resistance bands.
- Maximum lifts should be limited, and power cages should be used for squats and bench presses.
- If six feet away, spotters may be at end of each bar.
- Weight room touch points must be cleaned both before and after use by teams and specific equipment cleaned after each athlete use.
- Appropriate clothing should be worn in the weight room to minimize sweat transmission to surfaces.
- Any exposed foam or porous surfaces should be adequately covered.

## 4) Face Coverings

- No Additions – Follow Phase One Guidelines

## 5) Pods

- The pods from phase 1 can be combined into a pod of 25-30 student-athletes.
- All movements must be tracked to ensure all student-athletes in a given pod are in the same Phase.

### a) **For outdoor workouts:**

- More than one pod of student-athletes can be in a single area, provided there is twelve (12) to eighteen (18) feet between each pod.

### b) **For indoor workouts:**

- The total number of pods permitted will be determined by the size of the area and by calculating the maximum number of student-athletes and coaches that can maintain 6 feet of social distancing at all times.

### c) **For indoor workouts in the weight room:**

- The maximum number of student-athletes in a weight training pod is 10.
- The total number of pods permitted will be determined by the size of the area and by calculating the maximum number of student-athletes and coaches that can maintain six (6) feet of social distancing at all times.
- Pods must stay together throughout the entirety of Phase 2.
- Consider using marks on the floor to maintain social distancing for all indoor workouts.
- Social distancing of at least six (6) feet shall be maintained between student-athletes and staff at all times, including within the pods.

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## **6) Sports Equipment**

- Balls may be used throughout Phase 2 as part of the workouts.
- Balls can be dribbled, passed, caught, thrown, punted, handed off etc. within their pods only.
- All other equipment, like sticks, rackets, bats, etc. may be used if they are the student-athletes personal equipment and should not be shared.
- During Phase 2, no helmets or shoulder pads are permitted.

## **7) Locker Rooms/Restrooms**

- No Additions – Follow Phase One Guidelines

## **8) Hygiene**

- No Additions – Follow Phase One Guidelines

## **9) Forms**

- No Additions – Follow Phase One Guidelines

## **Procedures for Phase 3**

Phase 3 will be the final phase of the summer recess period, which will conclude on August 28th. Once the previous phase (Phase 2) has been successfully completed and provided there has not been a significant change in health conditions indicating otherwise, progression to Phase 3 is medically appropriate.

Phase 3 allows for modified non-contact practices with increased team activities as it pertains to skills and drills development. In this Phase, student-athletes may engage in more rigorous and intense workouts, while also maintaining social distancing to the fullest extent possible. During this phase, schools may continue to use indoor facilities if approved by the school district.

Phase 3 will allow a maximum of 50 student-athletes to participate in workouts together and will continue to permit the sharing of sports equipment between and among student-athletes within the new pod. Larger groups of student-athletes are permitted during this phase because student-athletes have worked out together in successive weeks without a confirmed case of COVID-19. As in Phase 2, it is imperative that all sports equipment be cleaned and disinfected in accordance with applicable guidelines.

## **1) Screening**

- No Additions – Follow Phase Two Guidelines

## **2) Positive COVID-19 Procedure**

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- No Additions – Follow Phase Two Guidelines

## **3) Workouts**

- Phase 3 allows for modified practices (no contact) with increased team activities as it pertains to skills and drills development.
- Phase 3 permits schools to use indoor facilities if approved by the school district.
- Workouts shall be no more than one hundred fifty (150) minutes in duration and shall include a ten (10) minute warm-up and a ten (10) minute cool down.
- Phase 3 will last up to August 28th.
- Only one workout per day is permitted during Phase 3.
- There must be a minimum of 2 practices for every 7 days totaling 4 practices.
- The maximum number of practices is 6 for every 7 days totaling 12 practices.
- There must be one (1) day of rest per every seven (7) days.
- For indoor workouts, care should be taken to provide good air circulation.

## **4) Weight Room Guidelines.**

- Resistance training should be limited to body weight, sub-maximal lifts, and use of resistance bands.
- Maximum lifts should be limited, and power cages should be used for squats and bench presses.
- Weight room touch points must be cleaned both before and after use by teams and specific equipment cleaned after each athlete's use.
- Appropriate clothing should be worn in the weight room to minimize sweat transmission to surfaces.
- Any exposed foam or porous surfaces should be adequately covered.

## **5) Face Coverings**

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- No Additions – Follow Phase Two Guidelines

## **6) Pods**

- The pods from phase 2 can be combined into a pod of 50 student-athletes.
- For outdoor workouts:
  - All student-athletes and coaches must maintain 6 feet separation when possible. If not face coverings should be on.
  - For indoor workouts: a. The total number of student-athletes permitted will be determined by the size of the area and by calculating the maximum number of student-athletes and coaches that can maintain 6 feet of social distancing at all times.
- For indoor workouts in the weight room:
  - The total number of student-athletes permitted will be determined by the size of the area and by calculating the maximum number of student-athletes and coaches that can maintain 6 feet of social distancing at all times.
  - Consider using marks on the floor to maintain social distancing for all indoor workouts.

## **7) Sports Equipment**

- Balls may be used throughout Phase 3 as part of the workouts.
- Balls can be dribbled, passed, caught, thrown, punted, handed off, etc.
- If handoffs are part of a drill, at a minimum, the person handing off the ball must be wearing a face covering
- All other equipment, like sticks, rackets, bats, etc. may be used if they are the student-athletes personal equipment and should not be shared.
- Football helmets may be worn during Phase 3, but mouth guards are prohibited.
- All sports equipment and touch points (e.g., balls, benches, agility cones, ladders, clipboards, etc.) must be cleaned and disinfected between users and after each workout with EPA approved cleaners and disinfectants against COVID-19.

## **8) Locker Rooms/Restrooms**

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- No Additions – Follow Phase Two Guidelines

## **9) Hygiene**

- No Additions – Follow Phase Two Guidelines

## **10) Forms**

- No Additions – Follow Phase Two Guidelines

### **After Completion of Phase Three**

- August 29<sup>th</sup> through September 13<sup>th</sup> the NJSIAA has directed all of its member schools to shut down athletic activities.
- September 14<sup>th</sup> is the start of practices for fall sports in New Jersey. The Medical Advisory Task Force guidelines are only applicable to the summer recess period (also known as Phase One and Phase Two). Once regular season practices commence on September 14<sup>th</sup>, all practices will be run in accordance with local school district policies.
- The official regular season start date for Soccer, Volleyball, Cheer and Cross Country is October 1<sup>st</sup>. The official start date for football is October 2<sup>nd</sup>.

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## Appendix Q

### Remote Learning Options for Families

All students are eligible for full-time remote learning. Eligibility for full-time remote learning is not conditioned on a parent demonstrating a risk of illness or other selective criteria. There is also unconditional eligibility for full-time remote learning includes students with disabilities who attend in-district schools or receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).

Requests for full-time remote learning may include any service or combination of services that would otherwise be delivered to students on an in-person schedule, which may be a hybrid schedule, such as instruction, behavioral and support services, special education, and related services.

A parent may request some services be delivered entirely remotely, while other services follow the same schedule they otherwise would.

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

A parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at least 3 weeks before the student is eligible to commence full-time remote learning. A parent will follow the same procedure to return to in-person learning.

The Remote-Only program will be conducted in a similar fashion to the Hybrid in-person model. Students will receive direct instruction via Google Meets or Zoom following a set daily schedule. The curriculum that is delivered will be the same, but the delivery, assignments, and assessments may be different than the students that are attending the hybrid model because there will be no "in person" experiences. Students may be instructed by district teachers that may also be teaching exclusively from home. The classes that they are enrolled in may have students who are also "remote-only" and who may attend other district schools. For students who select the all

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virtual option, they must stay in this option for an entire marking period. Students can rejoin the hybrid or in person model for the following marking period. To do so, parents will follow the procedures outlined above.

## 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%2Fschools-day-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%2Fschools-day-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/po">https://www.cdc.gov/handwashing/po</a>

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Critical Area of Operation #5	Communicable Disease Service	<a href="https://www.nj.gov/health/cd/">https://www.nj.gov/health/cd/</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
	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>

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	Coronavirus Resources for Mentoring	<a href="https://nationalmentoringresourcecenter.org/">https://nationalmentoringresourcecenter.org/</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
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>
<b>Leadership and Planning</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
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/eevaluation.shtml">https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml</a>
	Performance Assessment Requirement for Certification COVID-19 Guidance	<a href="https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.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://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf">http://d31hzhk6di2h5.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>
<b>Policy and Funding</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
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.mtbgms.org/NJDOEGM">https://njdoe.mtbgms.org/NJDOEGM</a>

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FEMA – Public Assistance	Request for Public Assistance (RPA) Process	<a href="https://njemgrants.org/site/rpasubmission.cfm">https://njemgrants.org/site/rpasubmission.cfm</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
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/bs/">https://www.njstart.gov/bs/</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>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
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.s">https://www.nj.gov/education/covid19/teacherresources/teacherresources.s</a>

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	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>
<b>Section</b>	<b>Title</b>	<b>Link</b>
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>