

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

Monmouth County Vocational School District

Fall 2020

Updated Sept. 16, 2020

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Introduction

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

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

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

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

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

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

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

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

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

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THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

A. Conditions for Learning

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

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

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

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

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

The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to

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

Ten Critical Areas of Operation

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

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older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:

- (i) Chronic lung disease or asthma (moderate to severe);
- (ii) Serious heart conditions;
- (iii) Immunocompromised;
- (iv) Severe obesity (body mass index, or BMI, of 40 or higher);
- (v) Diabetes;
- (vi) Chronic kidney disease undergoing dialysis;
- (vii) Liver disease;
- (viii) Medically fragile students with Individualized Education Programs (IEPs);
- (ix) Students with complex disabilities with IEPs; or
- (x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

[See Appendix A – Critical Area of Operation #1 – General Health and Safety Guidelines]

b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan

- (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at 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

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each other), and/or having students sit on only one side of the table, spaced apart.

- (2) Face coverings are always required for students, visitors and staff unless it will inhibit the individual's health.
 - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (3) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (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).

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- (8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
 - (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

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

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

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

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) 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).

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

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

(1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:

- (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
- (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
- (c) Results must be documented when signs/symptoms of COVID-19 are observed.
- (d) Any screening policy/protocol must take into account students with disabilities and 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

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immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

- (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
 - (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
 - (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.

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- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (5) Students must wear face coverings at all times 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

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

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

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

- (1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
- (2) The Board’s Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
 - (a) A schedule for increased routine cleaning and disinfection.
 - (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.

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- (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 - (i) Classroom desks and chairs;
 - (ii) Lunchroom tables and chairs;
 - (iii) Door handles and push plates;
 - (iv) Handrails;
 - (v) Kitchens and bathrooms;
 - (vi) Light switches;
 - (vii) Handles on equipment (e.g. athletic equipment);
 - (viii) Buttons on vending machines and elevators;
 - (ix) Shared telephones;
 - (x) Shared desktops;
 - (xi) Shared computer keyboards and mice;
 - (xii) Drinking fountains; and
 - (xiii) School bus seats and windows.
- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

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

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

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

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

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

- (1) The Board's Plan regarding recess and physical education should include protocols to address the following:
 - (a) Stagger recess, if necessary.
 - (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
 - (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
 - (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
 - (e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
 - (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local

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parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).

(g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.

(i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.

(ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.

(2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

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

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

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

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

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

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

2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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b. Multi-Tiered Systems of Support (MTSS)

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

c. Wraparound Supports

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

Mental health supports; Family engagement, including adult education; Academic enrichment, expanded after-school learning time, and/or summer programming; and mentoring.

d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

e. Quality Child Care

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

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

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district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.

- d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
- e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

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

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

[See Appendix M – Pandemic Response Team]

3. Scheduling

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- a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
- b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
 - (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
 - (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
- c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
 - (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
 - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may

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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.
 - (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

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including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.

- c. The Board’s Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
 - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
 - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, 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

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(edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

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

[See Appendix O – Staffing]

- 5. In-Person and Hybrid Learning Environments: Roles and Responsibilities
 - a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.
 - b. Instructional staff should:
 - (1) Reinforce social distancing protocol with students and co-teacher or support staff.
 - (2) Limit group interactions to maintain safety.
 - (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
 - (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.

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- (8) Set clear expectations for remote and in-person students.
 - (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
 - (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
 - (11) Instruct and maintain good practice in digital citizenship for all students and staff.
 - (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
 - (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
 - (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
 - (15) Limiting on-line activities for pre-school students.
- c. Mentor teachers should:
- (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.

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

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

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

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

g. Substitutes

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

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

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- (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]

7. Athletics

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

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.

[See Appendix R for more CTE items.]

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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Appendices

Restart and Recovery Plan to Reopen Schools

Monmouth County Vocational School District

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Fall 2020

Appendix A

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

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

- a. Protocol for High Risk Staff Members
 - Will be ensured mechanisms to secure PPE prior to opening and maintenance of ongoing supplies, in accordance with their specific PPE needs pursuant to the requirements of their position/duties.
 - Will be provided considerations for the need for additional cleaning to ensure continuous disinfecting of classrooms and therapy rooms that the employee will utilize during the performance of their duties.
 - Will be provided considerations for the need for heightened monitoring and frequent hand washing and hand sanitizing.

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 (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

Accommodations will be made on an individual basis in conjunction with consultation from health care professionals, which may include the staff member's primary physician and the School district physician. Depending upon individual circumstances and particular diagnosis, a staff member may or may not have the ability to continue employment as a virtual distance learning instructor, or other remote employment title, in accordance with a staff member's employment duties/responsibilities.

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- Protocol for High Risk Students

Students identified as medically fragile students and/or students with complex disabilities will be provided the following:

- Mechanisms to secure PPE prior to opening and maintenance of ongoing supplies.
- Consideration of the need for additional cleaning staff to ensure continuous disinfecting of classrooms that service students with complex disabilities where multiple tools are used for communication, mobility and instruction (CC).
- Consideration of the need for heightened monitoring and frequent handwashing.
- Students have the ability to request for full-time remote learning.

Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including individuals with disabilities or serious underlying medical conditions, which may include:

Chronic lung disease or asthma (moderate to severe)

Serious heart conditions

Immunocompromised

Severe obesity (body mass index, or BMI, of 40 or higher)

Diabetes

Chronic kidney disease undergoing dialysis

Liver disease

Medically fragile students with Individualized Education Programs (IEPs)

Students with complex disabilities with Individualized Education Programs (IEPs)

Students who require accommodations in accordance with the Section

504 of the Rehabilitation Act of 1973 (504 Plan).

Outreach to the parents or guardians of all students identified as medically fragile and/or students with complex disabilities will be performed by the school nurse and guidance counselor to coordinate all aspects of the students medical care and treatment as well as development, and coordination, with other appropriate disciplines for the implementation of needed accommodations.

Accommodations will be made on an individual basis in conjunction with consultation/ orders from health care professionals, which will include the student's primary physician. Depending upon the individual circumstances and particular diagnosis, a student may have the option to attend remote learning for a length of time specified by their primary physician and /or a length of time requested by parent or guardian.

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Appendix B

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

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

- a. Social Distancing in Instructional and Non-Instructional Rooms
 - Larger rooms (i.e. auditorium, cafeteria, gym) may be used as classrooms to allow for social distancing.
 - In instructional rooms, desks will face the same direction (rather than facing each other) or students will sit on one side of the table, spaced apart.
 - Social distancing in the classroom; 6 feet apart &/or masks & includes 6 feet radius.
 - ½ student body will be present daily.
 - Two days in person instruction, three days remote learning.
 - Wednesday will be slated as the “cleaning day” for custodial staff & remote learning for all. This is subject to change depending on the school calendar.
 - All students must wear masks when moving around the classroom or in the hallways.
 - No shared objects unless items can be disinfected.
 - Allow minimum mixing between groups/cohorts (A & B Teams).
 - Windows can be opened when applicable for ventilation but due diligence must be undertaken to ensure student safety.
 - Air handlers (fresh air feeds) cannot be shut off, even in the winter.
 - Hand sanitizers in all classrooms; sanitizing stations will be strategically placed around the building.
 - Existing sinks must be fitted with soap and paper towels.

- b. Procedures for Hand Sanitizing/Washing
 - Hand sanitizers (at least 60% alcohol) will be in each classroom and hand-sanitizing stations with alcohol-based hand sanitizer will be at the entrances and exits of the buildings and near the lunchroom and restrooms.
 - Students should wash hands for at least 20 seconds at regular intervals, including before and after eating, after using the restroom and after blowing their nose/coughing/sneezing.

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Appendix C

Critical Area of Operation #3 – Transportation

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

- Student transportation will be provided by the student's home district.
- MOESC and/or the home district will be responsible for enforcing proper sanitizing and social distancing protocols.

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Appendix D

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

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

A. Location of Student and Staff Screening

- Location for student and staff health screenings will be performed in the front entry of the school.

B. Student Flow

- Physical guides such as tape/signage will help ensure that staff and students remain at least 6 feet apart in lines and at other times to create one-way routines in hallways.
- Release from classrooms will be staggered to minimize the number of students in the hallway at the same time.

C. Entry & Exit

- Arrival & drop off times will be staggered.
- Hand sanitizer will be provided near school entrances.
- Additional entry/exit points may need to be established to ensure a balance of social distancing and security protocols.
- Visitors
 - No visitors shall be permitted in the schools until pandemic restrictions are lifted.
 - The Principal may admit a visitor if he or she determines that it is necessary.
 - In all such cases, the visitor shall submit to the screening procedure and shall be required to wear a face covering while in the school building. The face covering shall be required in all cases. However, an accommodation may be made where the visitor can demonstrate that wearing a face covering is detrimental to the visitor's health. A child under two years of age shall not be required to wear a face covering.

D. Social Distancing in Entrances, Exits and Common Areas

- When physical barriers are not possible, the district will provide signs, tape marks, or other visual cues such as decals or colored tape on the floor, placed 6 feet apart, to show where to stand and in which direction to walk.
- If physical distancing cannot be maintained in line waiting to enter or exit, face coverings must be worn.
- Large congregations will be minimized during transitions, before/after school.
- May need to increase time or stagger transitions.
- Social distancing will be maintained in common areas & hallways.

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- Students will be cohorted to limit exposure and contact.

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Appendix E

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

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

I. Screening Procedures for Students

- a. Students and visitors shall be screened for entry into the school building.
- b. The school entry plan is as follows:
 - i. Designated staff will receive screening training.
 - ii. The following designated entrances will be used to admit students:
 - Each building will include designated entrances and exits in their individual building-level plan.
- c. At the designated entrances, the screeners must screen students for fever or signs of COVID-19 illness prior to being permitted to enter the school.
 - i. The following are the current symptoms of COVID-19, based on CDC guidance:
 1. A fever of 100.4° F or greater
 2. Cough
 3. Shortness of breath or difficulty breathing
 4. Chills
 5. Repeated shaking with chills
 6. Muscle pain
 7. Headache
 8. Sore throat
 9. New loss of taste or smell
 10. Fatigue
 11. Congestion or runny nose
 12. Nausea or vomiting
 13. Diarrhea
- d. Daily health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
- e. Results must be documented when signs/symptoms of COVID-19 are observed. These results are considered medical records and must be kept confidential according to the applicable laws.
- f. Isolate and remove any students, staff, or individuals if symptoms are related to COVID-19.
- g. Screening procedures shall take into account student with disabilities and accommodations that may be needed in the screening process for those students and staff.
- h. Parents/guardians and staff shall complete a daily questionnaire prior to arriving at the school building to confirm students and staff are free of COVID-19 symptoms. This daily questionnaire will also be used by the District to screen for a history of exposure to COVID-19.

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- i. Parents/guardians are encouraged to be on alert for signs of illness in their children and to keep them home when they are sick.
- j. Staff are required to self-screen prior to coming to work and not to attempt to enter the school building/District facility if they have any COVID-19 symptoms.

II. Screening Method for Students and Staff

- a. The staff/parents/guardians must take their/their child's temperature either before coming to school or upon arrival at school.
- b. Check the student's "Green Light/Red Light" survey results.
 - All students and staff will be screened for signs and symptoms of COVID-19 daily by using a "Traffic Light Survey" via Type Form.
 - This is an online survey that students, parents, faculty, and visitors will complete daily for COVID symptoms and contact tracing monitoring.
 - After the The Survey is completed it will provide one of two results: a "Green Light" which will then be used to gain access into school each morning during monitoring procedure.
 - If the student/employee/visitor answers yes to **COVID symptoms** (fever, cough, headache, chill, etc.) a "Red Light" will appear on their device. Anyone with a Red Light will be denied access to the building. The Nurse will evaluate all "Red Light" results and address the student/staff/visitor individually.
 - All "Red Light" codes will automatically be diverted to the Nurse and Principal via email for follow up and contact tracing protocols.
 - Visitors to the buildings will be given a device to complete the survey prior to being admitted into the facility.
 - All parents, students and faculty will have training on Monitoring Protocols and Type Form "Traffic Light " System.
 - Training will include, clear, detailed posters throughout the schools, website updates and tutorials
 - Online training will be provided by the manufacturer for students, parents and staff. Training will be recorded as PD for staff development.
 - Each building will have directions for using the Traffic Light system for faculty and staff.
 - Nurses/Principals will be Essential Contact Personnel for Survey Red lights and possible COVID symptoms.
 - A daily system analysis of all screened persons will be sent to the District office daily for record keeping and review.

III. Protocols for Symptomatic Students and Staff

- a. There shall be an adequate amount of personal protective equipment (PPE) available, accessible, and provided for use.
- b. The school principal or his or her designee shall establish an isolation space.
- c. Individuals exhibiting symptoms related to COVID-19 shall be immediately, safely, and respectfully taken to the designated isolation space by the school nurse and isolated from others.
- d. The school nurse will examine the individual and may refer them for testing and treatment.

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- e. Symptomatic staff and other individuals will be sent home and advised to follow CDC and Board of Health guidelines.
- f. Students should remain in isolation with continued supervision and care until they are released to an authorized adult.
- g. Individuals in isolation will have their symptoms continuously monitored by the school nurse.
- h. A student exhibiting symptoms of COVID-19 may be required to submit to a COVID-19 test.
- i. The school nurse will require the certification of a physician that the student is contagion free before readmitting a student to school.
- j. The school nurse attending the ill individual must wear a face covering and try to maintain social distancing within the care area.
- k. The current Communicable Disease Service guidance at <https://www.nj.gov/health/cd/> for illness reporting will be followed.
- l. Re-admittance to school shall be consistent with New Jersey Department of Health guidance and information for schools found at https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml and the New Jersey 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 found at https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf.
- m. Students and staff will be asked to leave or not come into school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19 set forth above, or as may be amended by the CDC, that is not otherwise explained.
- n. If a staff member becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, the staff member shall notify the building principal and the school nurse.
- o. The school nurse shall immediately notify the local health official, building principal, and the Superintendent of Schools of a confirmed case when a COVID-19 test is positive. The local health department shall conduct contact tracing. The school nurse and the building principal are the designated staff liaisons responsible for providing notifications and carrying out other components of the board's contact tracing policy.
- p. Contact tracing will be initiated including records of groups/cohorts, assigned staff, and daily attendance.

IV. Protocols for Face Coverings

- a. School staff and visitors are required to wear face coverings unless doing so would:
 - i. inhibit the individual's health;
 - ii. the individual is under the age of two;
 - iii. the individual is in extreme heat outdoors; or
 - iv. the individual is in water.
- b. Students and staff may wear surgical masks, cloth masks, but coverings like bandanas, towels or scarves are not allowed.
- c. The mask should be worn over the nose and mouth and be secured under the chin, fitting snugly against the sides of the face.

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- d. Wearing cloth masks does not replace the need to continue frequent hand washing, avoiding touching the face, and practicing social distancing, which are our best tools to help prevent the spread of illness.
- e. 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 will be denied.
- f. Students are required to wear face coverings unless doing so would:
 - i. inhibit the student's health;
 - ii. the student is under the age of two;
 - iii. the student is in extreme heat outdoors;
 - iv. the student is in water; or
 - v. the student's documented medical condition, or disability as reflected in an Individualized education Program (IEP), precludes the use of a face covering.
- g. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- h. Accommodations 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.
- i. According to the CDC, "the use of face coverings is particularly important in settings where people are close to each other or where social distancing is difficult to maintain." Therefore, a face covering is not required when the instructional staff member is providing virtual instruction from a classroom when no other people besides the instructional staff member are physically present in the classroom. Instructional staff must continue to wear a face covering when sharing a classroom with a colleague, traveling the hallways and visiting common spaces such as bathrooms, faculty offices, and the main office.

V. Protocols for When an Isolated or Quarantined Staff Member, Student May Return to School

- Students or employees who have tested positive must have medical clearance to return to school or to return to school or employment.
- Students or employees **who have symptoms of COVID-19 AND have tested positive** (by PCR, rapid molecular or antigen testing **OR have not been tested** (i.e. monitoring for symptoms at home) should stay home and away from others (isolate) until: At least 10 days after onset of symptoms **AND** they have no fever for at least 24 hours **AND** other symptoms have greatly improved (for example, symptoms of cough or shortness of breath have improved).
- Students or employees **who have no symptoms and have tested positive** should stay home and away from others until: 10 days have passed since the collection date of their positive COVID-19 diagnostic test **AND** they have not developed symptoms.
- Students and staff who **have symptoms and have tested negative** should stay home and away from others until: 24 hours after their fever has ended without the use of fever reducing medicines and their symptoms have greatly improved.
- Individuals who are considered **close contacts** should: self quarantine and monitor for symptoms for 14 days from the last date of exposure with the person, even if contact tested negative.

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- Refer to the most recent [DOH Guidance Home Isolation or Quarantine and when to return to work](#).
- If student or faculty member tests positive refer to most recent [NJ Residents with a Positive COVID-19 Test: Instructions & Next Steps](#).

Appendix F Critical Area of Operation #6 - Contact Tracing

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

The District includes in Appendix F the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.f. including, but not limited to:

Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice and is an integral function of local health departments to prevent the spread of infectious disease.

All procedures will adhere to applicable federal and state law and regulations regarding privacy and the confidentiality of records.

The school nurse and the building principal are the designated staff liaisons responsible for providing notifications and carrying out other components of the Board's contact tracing policy/protocols.

The District will collaborate with the local health department and engage our school nurses to educate the broader school community on the importance of contact tracing. All contact tracing will be conducted by the Monmouth County Health Department and affiliates in collaboration with our school nurse and district administration.

The District procedure for reporting a positive case of COVID-19 for anyone who has come in contact with or has themselves tested positive for COVID-19 will be as follows:

- Contact the school nurse and/or principal to report the situation.
- Make the Superintendent and Assistant Superintendent aware of the situation.
- District Administration will contact the NJDOE County Office and the Monmouth County Health Department and affiliates and consult with them for the next steps to take about informing the school and community.
- The school nurse and the school administrators will assist the Monmouth County Health Department and affiliates with their contact tracing procedures by providing any necessary information such as student/staff schedules, bus lists, seating charts, daily attendance, and other information as needed.
- Alert the head custodian if there was exposure within the school building and enable the district emergency cleaning process to ensure proper and effective sanitation of the school

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facility. The extent of cleaning/sanitization will be determined on the severity of the exposure and may be isolated to only certain locations in the buildings based on the risk of exposure. Whenever possible the classroom and work areas where the student or staff member was located should be closed off for at least 24 hours (if possible) prior to being cleaned and disinfected. In some events the District may have to engage in an emergency school closure to properly and thoroughly sanitize the facility as determined by the school Superintendent in collaboration with the Monmouth County Health Department and affiliates.

- If necessary, the school community will be alerted as determined appropriate by the Monmouth County Health Department.

Adequate information and training will be provided to District staff as necessary to enable staff to carry out responsibilities assigned to them under the Board's contract tracing policy/protocols.

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

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

Level 1	Level 2	Level 3
Enhanced Routine Cleaning & Disinfection (Base Cleaning)	Non-Routine Advanced Disinfecting (Additional cleaning scope)	Non-Routine Infection Control (Additional cleaning scope for confirmed positive COVID-19 case)
Routine cleaning with increased frequency	Advanced disinfectant performed by on-site janitorial staff with back pack sprayers Manual disinfecting wipe down of surfaces	

Schedule for increased cleaning in all buildings

- *Deep Cleaning Days:* On Wednesdays when the school shifts to remote learning, a deep cleaning of each section of the building will be done. This will include vacuuming or mopping, dusting the light fixtures, shelving, walls, windows and higher areas. It will also include cleaning and disinfecting every section of the building.
- *Evenings:* Every night the building will be cleaned and disinfected, to include classroom desks and chairs, handles on equipment, buttons on machines, computer keyboards, phones, touchscreens, vacuuming, and mopping. Teacher desks should be kept clear of personal objects. Teachers should store staplers, books, pens, equipment, teaching materials, etc., in drawers and cabinets at the end of the day, every day. Office occupants should wipe down their desks and office touch points every day, and not invite others into their offices. The day custodian can disinfect these rooms before the end of his/her shift. Where this is not possible, the evening custodian(s) will add these offices to their rotation.
- *During the School Day:* After the students and staff have entered the building, all entrance touch point surfaces will be sanitized. Student occupied classroom door handles and other corridor touch points will be wiped with disinfectant in-between class periods. Bathrooms will be sanitized once during his/her shift. This entails sanitizing all bathroom touch points, cleaning visible messes, and checking dispensers.

A. Checklist for cleaning classrooms, labs, bathrooms, touch points

- The day custodian will be cleaning frequently touched surfaces such as, door knobs, touch points, handrails, drinking fountains, light switches and restrooms during his/her shift. Lab equipment or shop equipment should be cleaned and sanitized after being used, and before it is put away in cabinets and drawers.

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- B. Hand Sanitizer Location and Procedure for Refilling and Maintaining
- Free standing sanitizers and wipe dispensers will be available in the hallways, receiving areas, classrooms, cafeteria, etc.
 - The day custodian is responsible for checking and restocking the hand sanitizer dispensers and the bathroom soap dispensers. Hand sanitizer and soap are kept with the custodial supplies. Hand sanitizer stations should be at all entrances, exits and easy to access in common areas.
- C. Explain the Process of Cleaning and Sanitizing
- Surfaces must be cleaned before being disinfected. This is a two step process. Cleaning with soap and water to remove dirt and germs, and then surfaces will be disinfected. EPA approved disinfectants will be used with appropriate tools. Custodians will be trained and the products will be used in accordance with product specifications. Custodians will wear all appropriate protective equipment.
- D. Water Fountains
- Traditional water fountains will be closed. Water bottle filling stations will remain available and will be cleaned and disinfected every night and throughout the school day.
- E. Disinfecting Wipes
- Disinfecting wipes will be ordered by the day custodian and provided to the faculty. Teachers should be responsible for wiping down their desk throughout the day, and the classroom door knobs and other common touch points in the classroom. Students should take a wipe on their way to their desk and wipe down their desk and seat.
- F. Restrooms
- High School students should be allowed to monitor their own social distancing when using the restroom. Allowing students to use the restroom during class will minimize the number of students using the restrooms between classes. We will reevaluate the situation by building if social distancing is not being followed.
- G. Procedure for Building Disinfection if a Case of COVID is Identified
- Depending on the circumstances, the whole school building or only the infected rooms will be closed for 24 hours, when necessary. Backpack sprayers will be used to coat surfaces with disinfectant after surfaces have been washed with soap and water. While cleaning and disinfecting, rooms will be vented where possible. All surfaces, including but not limited to, high volume touch points, desks, chairs, handles, switches and equipment will be treated.
- H. Maintaining Proper Ventilation and Circulation of Air
- The maintenance staff will closely monitor the HVAC systems for proper air flow, and will continue to replace the air filters once per month, which is an increase from the manufacturer's specifications. Also, where possible, we may upgrade to MERV 13 filters where appropriate. They remove smaller

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contaminants. Dampers will be adjusted to increase outside air into the building where possible.

- I. Custodial Training
 - Custodians have been trained under the direction of the Buildings & Grounds Supervisor using the Process for Cleaning for Healthy Schools System.
- J. Availability of Supplies
 - Each building has been outfitted with a Grab and Go sanitization kit for immediate response. Additional custodial supplies have been ordered; some have shipped and some are back-ordered. Backpack sanitizer sprayers have been purchased for quicker application of the disinfectant. Protective dividers for desktop/countertop dividers are being constructed by one of the general contractors hired by the district. These should be ready in August.
 - Portable sneeze guards have been purchased to be installed in the main office in front of the secretarial area.
- K. Signage and Distancing Markings
 - Signage acts as a constant reminder of best practices and is a key in implementing our reopening plan.
 - Signs will be posted in highly visible locations to promote everyday protective measures and describe how to stop the spread of germs.
 - Key messages include:
 - Maintain 6 feet physical distance
 - Do not enter if experiencing symptoms
 - Wear a face covering
 - Wash hands/sanitize frequently
 - One-way foot traffic
 - Directional signage
 - Each building Principal should be talking with their custodians about where signs and distance markings should be placed. Signs will be created/purchased along with tape/paint for distance markings.
- L. Effect of Student Schedule Changes on Cleaning Schedule
 - Reducing the number of students and/or staff in the building may build more time for cleaning. Depending on how it looks, some classrooms/offices may not be used every day.
- M. Holding Area/Isolation Room
 - When a student is identified with a temperature, the student will be asked to wait in an isolated area until he/she is released to their parent/guardian. The building Principal is working with the custodian(s) to prepare a holding area.
- N. Process for Students Entering the Building
 - In buildings without a vestibule, we may consider purchasing an awning with roll down sides to protect students from the weather. High speed temperature scanners are being considered to alleviate congestion at the entrance into the building.

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O. Lockers

- One option is to eliminate locker use to reduce unsupervised gathering areas. Many students do not use lockers and coat hooks and racks can be installed in the classroom. The other option is for students to put their things in their lockers and close the doors, leaving nothing on the floor. Personal items stored in lockers should be wiped down or washed often by the student.

Summary

Areas To Be Cleaned

Surfaces that aren't frequently touched should be cleaned, but don't necessarily need to be disinfected. These areas include light fixtures, shelving, walls, windows and other less frequently touched surfaces.

Areas To Be Disinfected

Frequently touched surfaces such as, classroom desks and chairs, handrails, handles on equipment, buttons on machines, computer keyboards and mice, drinking fountains, doorknobs, countertops, phones, keyboards, touchscreens, light switches, and toilets will need disinfection.

Equipment To Be Used

EPA- approved disinfectants will be used with appropriate cleaning tools. They will be used in accordance with product specifications. Cleaning staff will wear all appropriate protective equipment.

Implementation

Visibly dirty surfaces and objects will be cleaned with soap and water to remove dirt and germs. After cleaning, the surfaces will be disinfected. Cleaning and disinfecting will be focused on all frequently touched surfaces throughout the building using EPA registered chemicals. Custodial staff assigned cleaning areas will be divided into quadrants to accommodate an alternating floor care schedule. This will allow for more time during their shift to focus on disinfection.

For Occupied Building During School Day

After students and staff have entered the building, all entrance touch point surfaces will be sanitized. Student occupied classroom door handles and other corridor touch points will be wiped with disinfectant in between class periods. The day custodian will check and restock all hand sanitizer dispensers and bathroom soap dispensers. Bathrooms will be sanitized, (this entails sanitizing of all bathroom touch points, clean visible mess and check dispensers) once during shift preferably at mid-day.

For Consideration

Isolate offices such as Guidance, Principal and other singularly occupied offices, (these spaces can be maintained by the occupant by utilizing disinfecting wipes and moving trash to hall) This space can be thoroughly cleaned and disinfected once or twice per week by cleaning staff.

One option is to eliminate locker use to reduce unsupervised gathering areas. Many students do not use lockers and coat hooks and racks can be installed in the classroom. The other option is for students to put their things in their lockers and close the doors, leaving nothing on the floor.

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Personal items stored in lockers should be wiped down or washed often by the student. Students who share lockers should be considerate of the other person's things. Locker use will be addressed in each individual building's plan.

Reduce clutter. All equipment, tools, teaching materials and other items should be stored in desk drawers, cabinets and other storage spaces so that surfaces may be disinfected. All personal items should be removed from the building.

Evening Cleaning

Procedures

Each evening, the building will be cleaned and disinfected, to include classroom desks and chairs, handles on equipment, buttons on machines, computer keyboards, phones, touchscreens, vacuuming, and mopping. Teacher desks should be kept clear of personal objects. Teachers should store staplers, books, pens, equipment, teaching materials, etc., in drawers and cabinets at the end of the day, every day to ensure surface decontamination. One day each week, the building will be closed for deep cleaning and disinfection. This will entail washing of all surfaces with soap and water to remove contaminants before disinfecting surfaces as well as vacuuming, dusting and mopping. Office occupants should wipe down their desks and office touch points every day, and not invite others into their offices. In the event these offices were used by others for conferences, meetings, etc., the day custodian will disinfect these rooms before the end of his/her shift. Where this is not possible, the evening custodian(s) will add these offices to their rotation.

School Day Cleaning

Procedures

After the students and staff have entered the building, all entrance touch point surfaces will be sanitized. Student occupied classroom door handles and other corridor touch points will be wiped with disinfectant in-between class periods. Bathrooms will be sanitized once during his/her shift. This entails sanitizing all bathroom touch points, cleaning visible messes, and checking dispensers.

For Positive COVID

Response

In the event of a positive COVID identification, the building or affected rooms will be closed for 24 hours if possible. Backpack sprayers will be used to coat surfaces with disinfectant after surfaces have been washed with soap and water. While cleaning and disinfecting, rooms will be vented where possible. All surfaces including but not limited to, high volume touch points, desks, chairs, handles, switches and equipment will be treated.

Appendix H

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Critical Area of Operation #8 – Meals

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

The full-time programs will be providing lunch via staggered cohorts.

- Cohorts will be assigned to a 30 minute lunch period in common spaces (e.g., MPR).
- Students will maintain social distancing while eating.
- The common spaces will be supervised by staff members. Spaces will be cleaned between lunches.
- It is recommended that the food service provider offer limited options: pre-packaged items or a boxed lunch for students who choose to purchase lunch.
- Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, all non-disposable foodservice items will be handled with gloves and washed with dish soap and hot water.
- Students will distanced through the lunch line by marking cafeteria lines on the floor.
- Additional supervision will be provided to help ensure students are spaced out.
- Additional time may be built into the day’s schedule to provide additional time for hand washing before and after lunch.
- Students are required to wash hands before and after lunch.

If for any reason, the district has to pivot to solely a remote learning plan, students will access meals from via the service provided by their home school. The district has updated the website to include local food resources throughout the County. Counselors and administration will also include this information on the individual school’s website. The district will continue to have the Free and Reduced Lunch Application on the website for any family to access. MCVSD receives students from 33 school districts in Monmouth County, and MCVSD will reimburse local school districts who are providing meal services to those students.

Appendix I

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Critical Area of Operation #9 – Recess/Physical Education

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

- Each full-time program will decide if they have the capacity to run Fitness for students. Since the common space used for Fitness may be needed for additional classes and/or it may be difficult to social distance during physical education class, each program can choose to follow the Option 2 curriculum.
- If Fitness is not built into the schedule, students may record their physical activity hours and follow the Option 2 curriculum to ensure their 150 minute a week requirement. If Option 2 is followed, Fitness instructors will monitor logs and teach health courses.
- If traditional Fitness is offered, locker rooms should 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. If not feasible to close, stagger use and clean and disinfect between use.
- 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.
- Mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment) and do not allow sharing of equipment. If equipment must be shared, clean and disinfect between each use.
- Recess will be staggered and prioritized during lunch/activity period when social distancing can be maintained.

Full-time principals must decide if they will use Option 2 to meet the Physical Education requirement and report this to the Director of Curriculum by Aug. 10, 2020.

Appendix J

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

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

- All field trips will be cancelled.
- Gatherings, events, and extracurricular activities will be limited to those that can maintain proper social distancing.
- Administrators and teachers should coordinate with the Distance Learning Coordinator to identify opportunities to pursue virtual group events, gatherings, or meetings if possible.
- Programs will identify opportunities to pursue virtual activities & events, such as field trips, student assemblies, special performances, school-wide parent meetings, etc.
- Outdoor activities will be prioritized when social distancing can be maintained.

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Appendix K

Academic, Social, and Behavioral Supports

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

- The Director of Student Services’ SEL Plan can be viewed [here](#).
- [School Reentry Considerations: Supporting Student Social & Emotional Learning & Mental & Behavioral Health Amidst COVID](#)
- Evidence & Explanations- In order to create a positive learning environment where students, families, staff, and the community are re-engaged and reconnected Social and Emotional Learning (SEL) along with Student and Staff support, will be essential components in returning to school either in person, remotely, or hybrid. SEL is a process of developing student and adult social and emotional competencies and the Monmouth County Vocational School district will incorporate these competencies throughout all programs.
- Even within a school community, individual students and staff may continue to experience different stressors that could affect their personal sense of safety and ability to learn. Using existing structures with multi tiered systems of support will help leverage planning and delivery to address the varying mental health needs students will present with.
- The District Psychologist has created a repository of [SEL activities](#) for staff members and will collaborate with instructors to provide PD on SEL and trauma-informed practices.

Tier 1 Goals - Prevention & Universal Supports	Tier 1 Actions/Resources
<ul style="list-style-type: none"> •Ed specialists help teachers deliver SEL lessons •Psychoeducation on impact of trauma such as Covid-19 •Strengthen skills for emotion regulation •Promote help seeking behaviors •Promote positive habits (self-care strategies)•Decrease negative responses (fear, anxiety, etc.) •Communicate and foster connections: Explain reentry plans with parents, staff and community stakeholders 	<ul style="list-style-type: none"> •Develop on-going mechanisms for identifying at-risk students and referral processes •Provide PD: Identification and referral, trauma sensitive practices •Identify proactive measures to support transitions and prevent students from slipping through the cracks <p>Resources:</p> <ul style="list-style-type: none"> NCTSN Child Trauma Toolkit for Educators Implementation Guide to Resource Mapping

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<ul style="list-style-type: none"> •Provide Scripts/talking points for teachers and other staff to ensure consistent messaging •Resource Mapping: Goal setting and streamlining efforts for support systems •Utilize trauma sensitive and culturally responsive approaches •Continue suicide prevention and mental health awareness efforts 	
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Tier 2 Supports for Students Identified as At-Risk	Tier 2 Actions/Resources
<p>Survey staff regarding ongoing and new concerns</p> <ul style="list-style-type: none"> •Check-ins and monitoring •Schedule check-ins with parents and teachers •When possible communicate with outside providers •Inform and Collaborate with teachers •Continue to Provide Referrals for outside help as needed •Create or Update Student Safety Plans <ul style="list-style-type: none"> • Add to coping strategies that reflect needs during “stay at home order” and in school • Update “Go to people” and supports during the summer • Discuss, review and practice individual “Crisis Plans” • Monitoring 	<ul style="list-style-type: none"> •Assess for specific impact on students and families Family Success Centers •Address the problems that threaten the safety and stability of families •“One-stop” shops that provide wrap-around resources and supports for families •There is no cost to access services provided by Family Success Centers (FSCs) Kinship Navigator Program •Supports caregivers who have taken on the responsibility of caring for their relatives’ children. https://www.nj.gov/dcf/families/support/ofss.html <p>Resources for Families after Loss:</p> <ul style="list-style-type: none"> • Virtual Support Groups • Webinars and podcasts for parents and educators • Funerals in the Time of A Pandemic - Toolkit for Children and Families

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	<ul style="list-style-type: none"> Free Grief Counseling (now virtual) Imagine - A Center for Coping and Loss
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Tier 3 - Intensive Supports for Mental Health Issues	Tier 3 Actions/Resources
<ul style="list-style-type: none"> •Suicide Risk Assessments <ul style="list-style-type: none"> •Review and adjust assessment protocols with your team/administration •Create clear, written process: Refer to templates: checklists and flow-charts for assessment (in school and virtual) •Inform staff how to report when a student may be at risk for suicide <ul style="list-style-type: none"> •In school and during distance learning •Reach out to local crisis center(s) <ul style="list-style-type: none"> •Ask about current operations •Inform Parents how to access 	<p>Columbia Suicide Severity Rating Scale Free Online Training</p> <ul style="list-style-type: none"> • Link to CSSRS Training <p>CSSRS Forms for Schools</p> <ul style="list-style-type: none"> • Link to For Schools <p>Services for Families</p> <p>Mobile Response - conducting dispatches through a telehealth platform</p> <p>PerformCare - Many in-home providers are doing the same “still available to families that could benefit from services during this challenging time” 1-877-652-7624</p> <p>DCPP - Protocols and Contingency Plans in place for continuing services</p> <p>Tier 3 Interventions will be available for students with more intense behavioral needs. Students will receive individualized counseling with the School Psychologist, Student Assistance Coordinator, or the students School Counselor. Referrals to outside agencies may be necessary and resources will be provided.</p>

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Appendix L

Restart Committee

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

- This committee is composed of teachers, nurses, administrators, union reps, custodial staff, Board members, parents, etc.
- The committee was divided into sub-committees to help draft three learning plans, address building & facilities as well as social and behavioral supports. The subcommittees included the following:
 - Prescreening
 - Facilities
 - Remote Learning
 - Hybrid Learning
 - In-person Learning
 - Behavioral & Social Supports
 - Curriculum, Assessment & PD
- The [District Restart Committee](#) addressed their own set of concerns/questions, in addition to the following general questions:
 - How will this plan be communicated to all of our stakeholders?
 - What will we do to educate students whose parents choose not to send them to school?
 - What do we do about staff members that choose not to return due to fear or high-risk condition?
 - How will we train substitutes for the new normal?
 - What avenues can we set up to receive feedback from parents, students and staff?
 - How will we assess students to understand the gaps that may have developed due to remote learning?
 - If students choose Option 2 for Fitness, what will we do with Fitness instructors?
 - Where are students/staff eating lunch?
 - How do we ensure that we have enough staff to monitor and screen students upon entry and dismissal?
 - How will we run emergency drills and ensure social distancing?
 - In our shared time buildings, what room will serve as an isolation room?

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Appendix M

Pandemic Response Teams

This school district should include in Appendix M the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.2

- Each building has their own Pandemic Response Team that includes a cross section of administrators, teachers and staff, and parents. Each team should represent a cross-section of the school and district, including its gender and racial diversity. “If a school has an existing crisis response team, that team could serve as the Pandemic Response Team” (*The Road Back* 48).
- The staff lists below include teachers, school safety personnel, member of school safety team, custodial staff, nurse, guidance counselor and parents.
- Pandemic Response Teams will meet to discuss the following questions:
 - What is going well with our pandemic response?
 - What is not working with our pandemic response?
 - How do we make changes to problems we have encountered?
 - What types of communication should we be using with the community?
 - Who will be liaison to the district Pandemic Team?

Building Level Pandemic Response Teams

AAHS	Aberdeen	ALPS	Annex	BTHS
Admin: Mucciarone Counselor: Ambrosini Nurse: McLaughlin Staff: Baldaccini Garguilo Glass Irene Reilly Parent: PSFA President	Admin: Morris Nurse: Garvey Staff: Allocco Mitchell Callaghan Califano Gerling Kempker Anderson	Admin: Diver Nurse: McLaughlin Staff: Powers MacDonald Dutt Sauer Burke JnoBaptiste Mezey Rozzo Moran Jefferies Parent: Ben Cruz	Admin: Schaed Counselor: Jaspan Nurse: Cohen Staff: Law Street Franzo Munson Parent: TBD	Admin: Meehan Counselors: Brown & Mulaney Nurse: Fisher Staff: Siter, Evancho Parent: TBD

CC	CHS	CLASS	Culinary	Freehold
Admin: Kraemer, Certo Nurse: Franciosi Staff: Malloy Arnao	Admin: Gleason Nurse: Condon Counselors: Sambataro Gidos Staff:	Admin: Christopher Counselor: Kelley Nurse: Cohen	Admin: Soto Nurse (TBD) Counselor: Jaspen Staff: Lutza	Admin: Villane Counselor: Califano Nurse: Garvey Staff: Ingwer

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Roussel Chickoree Parent: TBD	Lane Britto Woolley Peterson Parent: TBD	Staff: Feiring Elfers Giebler Andrews Banka	Kerwin Lehmann Roselli	McMahon Spadavecchia Howie Obst
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Hazlet	HTHS	Keyport	MAST	Middletown
Admin: Morris Nurse: Garvey Staff: Taylor Castello Lennon Odegard Gerling Coy-Bush Kendrick Parent: TBD	Admin: Bals Counselors: Bufis & Sohayda Nurse: McCabe Custodian: Byrnes Staff: Hanas Darby Byrnes Parent: TBD	Admin: Morris Nurse: Garvey Staff: Williams Fennessey Quinn Shapiro Brenner Parent: TBD	Admin: Moore Nurse: McPeak Counselors: Kay & Oppito Staff: Haas Godkin Smith-Yeoman Parent: TBD	Admin: Diver Nurse: Garvey Staff: Marra Mazak O'Neil Antoniello Ruffalo Kausch Gerard Kempker Parent TBD

- Contact Tracing Liaisons
 - Anyone serving as a liaison (other than the nurse) will be required to complete a foundational training associated with contact tracing.

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Appendix N

Remote Plan Until October 5, 2020

Due to staffing shortages (nurses and teachers), MCVSD is unable to meet the guidelines related to Critical Area #5. We are working to hire agency nurses and long-term substitutes.

Teacher Expectations

- Teachers will submit their weekly lessons via Google to their building principal.
- Teachers are expected to travel to their building to teach remotely.
- All teachers are expected to have a Google classroom.
- Teachers will be expected to provide remote instruction from their classroom and/or shops so they can utilize district technology, resources, materials, etc. to demonstrate techniques, labs, to support our learning environment.

Schedule

On Monday, Tuesday, Thursday and Friday students in the Career Academies will follow their building schedule and report to their assigned Google classrooms during class hours. On Wednesday, the district will execute the following condensed remote schedule so teachers can hold office hours for students:

Period 1. 8:00-9:00
Period 2. 9:05-10:05
Period 3. 10:10-11:10
20-minute break
Period 4. 11:30-12:30
Lunch (for staff). 12:30-1:00
Office Hours. 1:00-2:00
PLC Time. 2:00-2:30

Shared Time students will continue to follow their schedules that have been provided for hybrid, but it will also be remote. Students required to attend vocational on A or B days will be required to log into their Google Classrooms during their assigned times. These times may differ for students since they will be required to attend remotely at their home schools and in some cases in-person at their home schools.

All instructional staff will be assigned office hours designed by building principals. Teachers can schedule live Google Meets for demonstration purposes, but sending district schedules may prevent students from attending live. Teachers are encouraged to record and send all students or post on the learning management system. Office hours should be utilized for any student needing individualized supports.

Attendance Monitoring Plan

- Teachers are recording attendance daily via daily “Do Nows”, emails, Google forms, Google Hangout. They are reporting lates and absences to the building secretary who is recording attendance in PowerSchool.

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- Students will be required to “sign in” via Google Form each morning before classes start, then will meet with their respective classes online.
- Teachers will report any absences to the building principal and building secretary.
- Secretaries report absences via PowerSchool.
- School counselors will follow up with students who are reported absent.
- To facilitate wellness check-ins, counselors and the nurse will work, in tandem, with their administrator to call students within their caseload.
- For period attendance each student needs to turn in a form of electronic confirmation to their teacher. This could be via email, in Google Classroom, Google form, in Google Hangouts. If the student does not turn in something or sign in to Google Classroom for each period, he/she is marked absent for that class. If a student amasses three absences from a class, there is a call home.
- Teachers have been directed to reach out to parents/guardians once a week in the event the student is not completing the weekly workload. If students are not submitting work, the teacher first reaches out to the family, then the counselor, and then the principal will follow up. Documentation logs are maintained.

Shared Time Programs

- All students, level I and II, must check in for attendance by 9:00am. At that time the daily expectations will be shared and/or posted.
- Teachers will report any absences on PowerSchool.
- Secretaries send attendance report calls home.
- School counselors will follow up with students and/or sending district counselors for those that are regularly absent.

Grading

The purpose of each learning task is to continue instruction and measure learning with the goal of having students meet course objectives. Remediation will be provided as needed.

- Teachers may create alternate formative and summative assessments to assess proficiency.
- The District will continue to follow Grading Policy #2624 (“Grading System”).

Full-Time Learning

- All teachers are expected to create a Google Classroom and invite their building administrator as a collaborator.
- Teachers may use any method of instructional delivery that works best for their student population. (i.e Turnitin.com, KhanAcademy, Google Hangouts, Videos, etc.)
- Staff will use their preferred method to communicate with students, share assignments, due dates and lessons for the time school is closed. Instructors may provide instructional videos, post assessments, and initiate discussions.
- Teachers will be available during their scheduled class time to answer questions and provide clarification about assignments.

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- Students can expect teacher acknowledgement to their questions and comments within the school day.

Share-Time Learning

- All teachers are expected to create a Google Classroom and invite their building administrator as a collaborator.
- Teachers may provide other appropriate hands-on learning activities such as project builds, demonstration of skills, etc.
- Students can expect a teacher's acknowledgement of their questions and comments within the school day.

Share-Time Virtual Platforms

Class	Platforms for Instruction
Advanced Manufacturing	Google Classroom
Allied Health / LPN	Google Classroom, Examview Testing, Cengage MindTap
Auto Technology	Cengage MindTap simulations, Ford On-Line Training
Carpentry	Google Classroom
Commercial Art	Google Classroom
Cosmetology	Milady (Online), MindTap, Google Classroom
Culinary	Google Classroom/Hangouts/email/ phone
Dental Assisting	Google Classroom
Diesel	Google Classroom
Electrical	Google Classroom
Health Occupations (CNA)	Cengage MindTap
HVAC	Cengage MindTap
Marine Trades	Google Classroom
Plumbing/Pipefitting	Google Classroom

Grading and Assessment Techniques

The purpose of each learning task is to continue instruction and measure learning with the goal of having students meet course objectives. Remediation will be provided as needed. Teachers may create alternate formative and summative assessments to assess proficiency.

When grading/assessing student work, it is important to note the priority is to assess in a manner that supports motivation, participation, and enhancement of in-person learning during a student's

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time in remote learning. The assessments or grading should not be punitive in any manner. Graded assignments can include but are not limited to:

- Reflection piece
- Discussion post
- Portfolio
- Self-assessment
- Virtual lab
- Reading response
- Journal entry
- Quiz
- Class participation
- Project
- Essay
- Video/Photo
- Action research project
- Presentation
- Submission of a demonstration or completed task

Structured Learning Experience

- Students will not be expected to report to SLE sites for the duration of the school closure.
- The SLE agreement will not apply during the school closure period, as the site will not be supervised by MCVSD SLE coordinators and mentors.
- The district will provide accommodations for hours (i.e CareerSafe modules, etc.) missed due to the school closure, as it relates to the graduation requirement.
- The SLE team for Share-time will create a Google Classroom to answer questions and address resume writing and interviewing skills.

Health Offices

- Nurses will be available for consultation via email during modified school hours with families/students (prevention methods, health plans, health assessments)
- Nurses will continue to check-in with students via email and/or phone who are recorded as absent to assess for mental health issues or Influenza/COVID19 Like Illness.

Guidance Departments

- School Counselors, School Psychologist, and the Student Assistance Coordinator will check-in with students in person, via email and/or phone. This will enable schools and support staff to stay connected with at-risk students and assist them with accessing community resources. Also, support staff will contact families directly impacted by COVID-19 to offer support and additional resources. MCVSD counselors may assist with contacting students for attendance and assignment completion. MCVSD counselors will update students with information pertaining to

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college admissions, career exploration, work habits, and standardized testing. Shared-time school counselors will maintain lines of communication with resident school district counselors and support staff to provide student assistance. School Counselors, School Psychologist, and the Student Assistance Coordinator will assist individual students and groups toward overcoming obstacles to their personal growth, wherever they may be encountered and toward achieving optimum development of their personal resources.

Parent Communication Guidelines

- As a reminder, please document all attempts at parental contact.
- All staff must continue logging all students who are not active in completing virtual assignments and report these students to guidance and the building principal.
- Email is acceptable provided you are receiving responses. If conversations are taking place then a phone call is not necessary. If a teacher sends an email to a parent/guardian and there is no response within 24 hours, a phone call must be made.
- There are 2 options for making phone calls to not expose your phone number.
 - You can dial *67 before the phone number which will block your number.
 - You can create a Google Voice number. This will assign you a different number, using your regular cell phone and you can turn it off to not receive calls outside of your “office hours.” You can access a cheat sheet for using Google Voice [here](#).
- To communicate with ELL families, teachers may use the **Talking Points app**. This app allows teachers to write a text message in English and the message is translated into one of 100 languages for families according to their native language. The family receives the message as a text on their phone without downloading the app.

Special Education & Related Services for Students with Disabilities

- Video conferencing for speech services is being provided through virtual meetings. Services being provided are adequate and meeting the students needs.
- MCVSD will provide services to full-time students on Saturday when school is back in session, if needed. Full time students may also receive compensatory services if unable to meet their needs remotely, when school reopens, or through extended school year.
- Counselors and support staff continue to check-in with students via email or phone. This has enabled schools to stay connected with at-risk students and assist them with accessing community resources.
- The MCVSD website is updated with community resources and MCVSD essential contact information.
- Any instructional videos have captioning to accommodate our Deaf and Hard of Hearing students.

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- I&RS/504 teams conduct annual reviews and work collaboratively via Google Doc and Hangout.
- [Continuity of learning resources for students with disabilities](#)
- District Psychologist & SAC share resources with staff weekly.
- District Psychologist created a repository of SEL activities for staff members.
- Distance Learning for ELs Needs Assessment

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Scheduling of Students For Hybrid Plan

This school district should include in Appendix N the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section B.3., including, but not limited to:

The District chose a two-day rotation. This hybrid model allows students to attend in-person and virtually. MCVSD will split the school population into two groups: Group A and Group B. Group A will attend school on Mondays and Tuesdays and Group B will attend on Thursdays and Fridays. On Wednesdays, all students and staff will be home engaged in virtual instruction. This schedule will allow for social distancing to create smaller classes.

Instructional Delivery	Monday	Tuesday	Wednesday	Thursday	Friday
In-Person Learning	A	A		B	B
Remote Learning	B	B	A & B	A	A

Shared Time Programs (Vocational and Career Center)

Schools will be open for in-person learning for the A-cohort on Monday and Tuesday, Wednesday being a remote learning day for all students, and in-person learning for the B-cohort on Thursday and Friday. Cohorts not present for in-person learning are expected to participate in remote learning activities on the days scheduled.

This is the tentative break down of buildings geographically to make transportation easier:

- **Monday and Tuesday:** Allentown, Colts Neck, Freehold Boro, Freehold Twp, Howell, Holmdel, Keyport, Manalapan, Matawan, Middletown (North and South), Henry Hudson
- **Wednesday:** Remote Learning
- **Thursday and Friday:** Asbury Park, Keansburg, Long Branch, Manasquan, Monmouth Regional, Neptune, Ocean, Raritan, Red Bank Regional, Rumson Fair Haven, Shore Regional, Wall

Shared Time Building Time Schedules 2020-2021 School Year

Aberdeen	AM	7:40 - 10:20
	PM	11:30 - 2:10
Asbury Park & all other Culinary locations	AM	7:40 - 10:20
	PM	11:05 – 1:45
Advanced Manufacturing (Class Academy)	AM	7:40-10:20
	PM	11:30-2:10

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Freehold	AM	7:40 - 10:20
	PM	11:30 - 2:10
Hazlet	AM	7:40 - 10:20
	PM	11:30 - 2:10
Keyport	AM	7:40 - 10:20
	PM	11:30 - 2:10
Middletown	AM	7:40 - 10:20
	PM	11:30 - 2:10
Neptune	AM	7:40 - 10:20
	PM	11:30 - 2:10
Career Center	E	7:30 - 10:20
	T	11:30 - 2:15

Career Academies (AAHS, ALPS, BTHS, CHS, CLASS Academy, HTHS, MAST)

Schools will be open for in-person learning for the A-cohort on Monday and Tuesday, Wednesday being a remote learning day for all students, and in-person learning for the B-cohort on Thursday and Friday. Cohorts not present for in-person learning are expected to participate in remote learning.

- We have not decided yet how these students will be divided amongst days. We are currently looking at scheduling to see what works for transportation and the schools.

Full Time Building Time Schedules 2020-2021 School Year

Academy of Allied Health & Science (AAHS)	7:35 - 2:25
Academy of Law and Public Safety (ALPS)	7:40 - 2:10
Biotechnology High School (BTHS)	7:30 - 2:15
CLASS Academy (CLASS)	7:40 - 2:00
Communications High School (CHS)	7:30 - 2:20
High Technology High School (HTHS)	7:35 - 2:20
Marine Academy of Science & Technology (MAST)	7:50 - 2:45

****Building specific cohort schedules will be added mid-August.***

MCVSD will follow a hybrid learning model. Hybrid learning combines face-to-face and online teaching into one cohesive experience. Approximately half of the class sessions are in person, while the other half of students are working online. Although that may sound like a cut-and-dry

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formula, a lot of planning is needed to ensure that hybrid works well, allowing its two formats to capitalize on each other's strengths.

The intent of the blended model is to allow students in person instruction while maintaining CDC guidelines for physical distancing through a reduced number of students in each building.

- Faculty will create weekly units of study and share with students.
- Face to face instruction should be for labs, application, hands on, questions.
- Faculty will have the option to provide a live feed of their classroom instruction via Google Meet or use a Flipped classroom model.

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Appendix O

Staffing

This school district should include in Appendix O the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Sections B.4., B.5., and B.6.

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.

Instructional Staff Should:

- Reinforce social distancing protocol with students and co-teacher or support staff.
- Limit group interactions to maintain safety.
- Support school building safety logistics (entering, exiting, restrooms, etc.).
- Become familiar with district online protocols and platforms.
- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress.
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- Instruct and maintain good practice in digital citizenship for all students and staff.

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

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

Educational Services Should:

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- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.
- Manage online platform for small groups of in-person students while teacher is remote.
- Assist with the development and implementation of adjusted schedules.
- Plan for the completion of course requests and scheduling.
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.
- Consider student grouping to maintain single classroom cohorts.

Support Staff Should:

- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.

Administrators Should:

- Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- Provide time for staff collaboration and planning (See Scheduling section).
- Prioritize practical science and practical CTE areas for on-site opportunities.
- Prioritize vulnerable student groups for face-to-face instruction.
- Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Hone collaboration, cooperation and relationship building skills using alternative methods to remain connected to virtual instruction.
- Define and provide examples of high-quality instruction given context and resources available.
- Assess teacher, student, and parent needs regularly.
- Ensure students and parents receive necessary supports to ensure access to instruction.
- Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (*N.J.A.C.*

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6A:9).

- Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when they return to school.
- Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their student's experience and learning while out of school.
- Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

Mentor Teachers Should:

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

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

Substitutes

- Substitutes will be cohorted and designated to a single school building to avoid too much movement between schools.
- Roles and responsibilities for substitute teachers in both virtual and hybrid settings will be established and communicated via a virtual training in August.

Alternate Route Program Hours/Protocols

According to Brookdale Community College, if the content is related to the 20 hours of clinical, candidates can complete the 10 hours of instruction virtually if they are teaching synchronous lessons. The 10 hours of preparation can be done virtually with a peer, mentor, supervisor, etc.

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If the candidate is only teaching asynchronous lessons, then they would have to complete their 10 instructional hours when they return to the classroom.

Appendix P

Athletics

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

*This is not applicable since MCVSD does not offer an athletics program.

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Appendix Q

Professional Development

Based on the feedback collected and the district's plan for the school year, professional development will focus on supporting teachers to enhance their virtual classroom, prioritize learning goals and outcomes and designing online assessments.

- Teachers will receive training on delivering synchronous instruction via Google Meet and designing a comprehensive Google Classroom. The district will offer a Google bootcamp in August and pay for staff members to become Google Certified
- Throughout the month of August and throughout the school year, teachers will receive foundational virtual learning knowledge using Google forms, EdPuzzle, Flipgrid, Nearpod, Peardeck, Gizmos, Jove, Padlet and Linkit.
- Teachers and administrators will also receive PD related to integrating instructional practices that support social-emotional learning.
- PD activities will be listed in MYLearningPlan for staff to register.
- Most workshops will be hosted via Google Meet.
- Comprehensive safety training for all staff. These safety training modules will be based on CDC guidance. Topics will range from handwashing and equipment disinfection to health screening and handling of positive cases.

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Appendix R

CTE & Work-Based Learning

Disinfecting Equipment & Workspaces

It may be impractical to disinfect all CTE equipment; therefore, it is recommended that CTE students wear disposable gloves, face masks, and aprons at all times when working with CTE equipment. Students should wipe tools before and after use.

Accelerating Completion of Credential Requirements

Programs will have to consider implementing a compressed curricula for CTE courses that focus on essential content. Career plans, secondary transition plans and IEP requirements for CTE students must be reviewed and addressed.

Modifying Work-Based Learning

The SLE Coordinator & building mentorship coordinators should contact employer partners to complete work-based learning hours or industry-mentored projects virtually. When virtual experiences are not practical, social distancing guidelines must be followed. Parent/caretaker must approve their child going out to a work-based site during the pandemic and complete an approval form.

Questions to Consider

- Has our local department of health, county government, state, provided any guidance, waivers or other changes to work based learning (WBL) requirements?
- What capacity for WBL do local businesses have? Do they need interns and apprentices? Do they have time to coordinate job shadows or similar experiences?
- How will we continue to align WBL training plans with desired learning outcomes?

In-person Questions

- Will we allow students to go to a worksite, or are all off-campus activities cancelled?
- Will our industry partners allow learners and/or teachers on the worksite? Are there essential businesses in which we could place learners?
- If learners can be on worksites, what social distancing is required? How will we address liability? How will educators monitor the safety of students in those placements, as well as the desired learning outcomes?
- How can we integrate SLE into the classroom through industry-driven projects or by transforming the classroom into a simulated business? Can industry partners/advisory board members to offer guidance, collaboration and evaluation in remote or socially distanced ways?

Remote Questions

- How can we use virtual platforms and other remote tools that connect learners and industry partners and help learners learn about work?
- Does our CTE program of study lend itself to virtual internships, apprenticeships or clinicals? Do we have industry partners who are in a position to support virtual interns or apprentices?
- How can we integrate SLE into the remote classroom through industry-driven projects or by transforming the remote classroom into a simulated business? Can industry partners

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- offer guidance, collaboration and evaluation remotely?
- How can we use simulations to enable students to practice employability skills in authentic workplace scenarios?
- Will any worksite placements be allowed for students even if campuses remain closed?

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Appendix S

Communication & Addressing the Digital Divide

Ongoing communication and engagement with families and students is crucial throughout the year. For that reason, MCVSD established a COVID-19 specific website to provide resources and address frequently asked questions. Via the website, MCVSD can proactively communicate any changes in learning modalities as well as communicate new positive cases or exposures and implications to stakeholders. MCVSD will continue to survey stakeholders and communicate important updates via a newsletter.

MCVSD 2020-2021 Return-To-School Resource Center

<https://bit.ly/MCVSDrts>

Addressing the Digital Divide

To assess the technology needs of our students related to connectivity and appropriate devices, district administration has surveyed families of new and current students throughout the summer of 2020 to collect data on any potential digital divide issues.

Families indicating that Internet access was not available will be provided with district-provided Internet service, either in the form of a hotspot, or coordination with the family for district-sponsored cable-based Internet service for the home.

Families indicating that a suitable device is not available to support remote learning will be provided with a district device for the student. Once the district has finalized the total number of hotspots and devices required by all of our families, an order will be placed with suitable state contract vendors to obtain the necessary access and device technology. As devices are shipped to us, the district technology department will work with building administration to deploy solutions to all appropriate families.

Follow-up with the families will continue throughout the school year to verify access to Internet service and suitable devices, in the event that family circumstances change. If new needs arise, then the district will follow the same process as above, to provide access and devices to those families in need.

Appendix T

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Request to Receive a Fulltime Remote Educational Program & Remote Learning Options for Families

Request to Receive a Fulltime Remote Educational Program

Students unable to attend MCVSD in person have the following 3 options.

1. **Homeschooling.** Homeschooling is the provision of an educational program to a school-aged child, typically in the student's home. Students that are homeschooled have either never been enrolled in a public or private school setting or have been de-enrolled by the parent/guardian to provide the educational program somewhere elsewhere than at school. The law does not require or authorize the local board of education to review and approve the curriculum or program of a child educated elsewhere than at school. When parent/guardian educate a child elsewhere than at school, they are responsible for the educational outcomes of the child. The local board of education is not required or authorized to monitor the outcomes of the child.
2. **Home Instruction due to a Medical Condition.** Home instruction is the provision of one-to-one or small group instruction in the student's place of residence or other appropriate setting due to a health condition, need for treatment, court order or exclusion from general education for disciplinary or safety reasons. Those requesting home instruction due to a medical condition need to complete the [MCVSD Home Instruction Packet](#) and approved by the MCVSD District Physician.
3. **All-Remote Learning** as outlined by the New Jersey Department of Education. All students are eligible for full time remote learning; eligibility cannot be conditioned on a family/guardian demonstrating a risk of illness or other selective criteria. Decisions regarding moving from an in-person experience to a hybrid experience or vice-a-versa will be predicated on available capacity for both classrooms and transportation. MCVSD requests a binding first quarter determination with four weeks advance knowledge of a requested change. Due to capacity limits on both the school buses (if needed) and in classrooms, options will be allowed based upon the availability of seats. Requests must be given at least four weeks notice so that we can attempt to meet families requests without deviating from guidelines set forth by the Centers for Disease Control and Prevention as well as the New Jersey Department of Education. Further, the decision parents make for the first quarter is binding as all of our scheduling ratios will be contingent upon those selections.

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Monmouth County Vocational School District Student Opt-Out Request

I do not wish for my student to attend in person classroom instruction beginning on September 8, 2020. My student will participate in online virtual instruction, adhering to daily contact and assignment expectations as set forth by the Monmouth County Vocational School District Board of Education. Please complete one form for each student and email to covid19questions@ctemc.org by August 7, 2020 (??).

Parent/Guardian First Name: _____

Parent/Guardian Last Name: _____

Parent/Guardian Email: _____

Parent/Guardian Contact Phone: _____

Student First Name: _____

Student Last Name: _____

Student MCVSD School Building/Program:

Student has adequate access to Internet/WiFi:
_____ YES _____ NO

Student has adequate access to a device for home virtual instruction:
_____ YES _____ NO

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This school district includes the locally developed protocols and Policy Guide 1648.02 addressing the anticipated minimum standards as required by the NJDOE Guidance titled “Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021”.

1648.02 REMOTE LEARNING OPTIONS FOR FAMILIES

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

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

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

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

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

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B. Procedures for Submitting Full-time Remote Learning Requests

1. A parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at least 10 working days before the student is eligible to commence full-time remote learning in accordance with B.2. below.
2. At any point during the school year, parents and caregivers may request their student transition from in-person learning to remote learning.
3. The written request for the student to receive full-time remote learning shall include:
 - a. The student's name, school, and grade;
 - b. The technology the student will be using to receive full-time remote learning, including the student's connectivity capabilities;
 - c. A request for any service or combination of services that would otherwise be delivered to the student on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education, and related services;
 - d. For students with disabilities, the school district staff will determine if an Individualized Education Plan (IEP) meeting or an amendment to a student's IEP is needed for full-time remote learning; and
 - e. Any additional information the Principal or designee requests to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs to the extent practicable.
 - (1) The documentation required by the school district to be provided in the parent's request for full-time remote learning shall not exclude any students from the school district's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning.
4. Upon receiving the written request, the Principal or designee may request additional information from the parent to assist the Principal or designee in providing the student the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs to the extent practicable.

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5. The Principal or designee will review the written request and upon satisfaction of the procedures outlined in this Policy, the Principal or designee will provide written approval of the parent’s request for full-time remote learning.
 - a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.
 6. The Principal’s written approval of the request shall be provided to the parent within 10 working days of receiving the parent’s written request.
 - a. The written approval will include the date the remote learning program will commence for the student in accordance with B.2. above.
- C. Scope and Expectations of Full-Time Remote Learning
1. The scope and expectations of the school district’s full-time remote learning program will include, but not be limited to, the following:
 - a. The length of the school day pursuant to N.J.A.C. 6A:32-8.3 and compliance with the Board’s Attendance Policy and Regulation 5200; the provisions of the district’s remote learning program outlined in the school district’s Plan; and any other Board policies and regulations that govern the delivery of services to, and district expectations of, students participating in the remote learning program and their families;
 - b. The technology and the connectivity options to be used and/or provided to the student during remote learning; and
 - c. Any additional information the Principal or designee determines is needed to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs (i.e. students participating in a hybrid model), to the extent practicable in Career Technical Education (CTE) and related courses.
 - (1) This includes, for example, access to standards-based instruction of the same quality and rigor as afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational

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technology, and the provision of special education and related services to the greatest extent possible.

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

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

1. A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, by submitting a written request to the Principal of the building the student will attend. This request must be submitted at least 10 working days before the end of a marking period.
2. A student is only eligible to transition from full-time remote learning to in-person services commencing at the beginning of a marking period.
3. The written request from the parent for the student to transition from full-time remote learning to in-person services shall include:
 - a. The student's name, school, and grade;
 - b. The in-person program may only commence for a student transitioning from full-time remote learning to in-person services in accordance with D.2. above; and
 - c. Any additional information the Principal or designee determines would be important on the student's transition from full-time remote learning to in-person services.
4. A student previously approved for remote learning wanting to transition into the school district's in-person program must spend at least one marking period in remote learning before being eligible to transition into the school district's in-person program.
 - a. This will allow parents to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction for the student.
5. The Principal or designee will review the request for compliance with this Policy, and upon satisfaction of the procedures in this Policy, will provide the parent of the student a written approval of the student entering the school district's in-person program.
 - a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in

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writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.

6. Upon approval of the student’s transition from full-time remote learning to in-person services, the school district will provide specific student and academic services to better assist parents anticipate their student’s learning needs and help educators maintain continuity of services.

E. Reporting

1. To evaluate full-time remote learning, and to continue providing meaningful guidance for school districts, it will be important for the New Jersey Department to Education (NJDOE) to understand the extent and nature of demand for full-time remote learning around the State.
 - a. The school district will be expected to report to the NJDOE data regarding participation in full-time remote learning. Data will include the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

F. Procedures for Communicating District Policy with Families

1. The school district will have clear and frequent communication with parents, in their home language, to help ensure this important flexibility is as readily accessible as possible. Communication must include, at a minimum, information regarding:
 - a. Summaries of, and opportunities to review, the school district’s full-time remote learning Policy/Plan;
 - b. Procedures for submitting full-time remote learning requests in accordance with B. above;
 - c. Scope and expectations of full-time remote learning in accordance with C. above;
 - d. The transition from full-time remote learning to in-person services and vice-versa in accordance with B. and D. above; and
 - e. The school district’s procedures for ongoing communication with families and for addressing families’ questions or concerns.

G. Home or Out-of-School Instruction

1. No provision of this Policy supersedes the district’s requirements to provide home or out-of-school instruction for the reasons outlined in

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N.J.S.A. 18A, N.J.A.C. 6A, or any applicable Board policy unless determined otherwise by the Superintendent or designee.

Continuity of Learning Remote Plan During Hybrid

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In the event of a planned distance learning term, students and teachers will continue to engage with the curriculum through online activities. Lessons will be aligned to current curricular goals and assignments will measure student learning.

Teacher Expectations

- Teachers will submit their Education Continuity Plans weekly to their building principal.
- Teachers will be present at the start of their first block of instruction to take attendance.
- Teachers are expected to be available for their students
- For full-time programs, instruction will be equal to or greater than 4 hours per day, 20 hours of instruction per week. For shared-time programs, instruction will be equal to 2 hours of instruction per day, 10 hours of instruction per week.
- If teachers would like to teach from their classroom, they may do so as long as the Governor hasn't issued a "Stay at Home" order. Teachers may choose to live stream or record their instruction. (*If a teacher does choose to come into his/her classroom, they must not engage in any co-teaching lessons and must follow the proper safety protocols.)
- Any classrooms used will be cleaned and sanitized.
- Teachers may borrow materials/resources from their classrooms to create robust lessons from home.

Schedule

Full-time programs would follow the schedule below:

Period 1. 8:00-9:00
Period 2. 9:05-10:05
Period 3. 10:10-11:10
20-minute break
Period 4. 11:30-12:30
Lunch (for staff). 12:30-1:00
Office Hours. 1:00-2:00
PLC Time. 2:00-2:30

Shared Time

All instructional staff will be assigned office hours designed by building principals. Teachers can schedule live Google Meets for demonstration purposes, but sending district schedules may prevent students from attending live. Teachers are encouraged to record and send all students or post on the learning management system. Office hours should be utilized for any student needing individualized supports.

- Students are required to have two hours of instructional time. Daily assignments are required, due by 11:59pm.
- Long term assignments or projects are encouraged, and teachers will communicate due dates accordingly.
- Teachers create office hours by building, level I and II students can attend any office hours, morning or afternoon.

Attendance Monitoring Plan

- Teachers are recording attendance daily via daily "Do Nows", emails, Google forms, Google Hangout. They are reporting lates and absences to the building secretary who is recording attendance in PowerSchool.

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- Students will be required to “sign in” via Google Form each morning before classes start, then will meet with their respective classes online.
- Teachers will report any absences to the building principal and building secretary.
- Secretaries report absences via PowerSchool.
- School counselors will follow up with students who are reported absent.
- To facilitate wellness check-ins, counselors and the nurse will work, in tandem, with their administrator to call students within their caseload.
- For period attendance each student needs to turn in a form of electronic confirmation to their teacher. This could be via email, in Google Classroom, Google form, in Google Hangouts. If the student does not turn in something or sign in to Google Classroom for each period, he/she is marked absent for that class. If a student amasses three absences from a class, there is a call home.
- Teachers have been directed to reach out to parents/guardians once a week in the event the student is not completing the weekly workload. If students are not submitting work, the teacher first reaches out to the family, then the counselor, and then the principal will follow up. Documentation logs are maintained.

Shared Time Programs

- All students, level I and II, must check in for attendance by 9:00am. At that time the daily expectations will be shared and/or posted.
- Teachers will report any absences on PowerSchool.
- Secretaries send attendance report calls home.
- School counselors will follow up with students and/or sending district counselors for those that are regularly absent.

Grading

The purpose of each learning task is to continue instruction and measure learning with the goal of having students meet course objectives. Remediation will be provided as needed.

- Teachers may create alternate formative and summative assessments to assess proficiency.
- The District will continue to follow Grading Policy #2624 (“Grading System”).

Full-Time Learning

- All teachers are expected to create a Google Classroom and invite their building administrator as a collaborator.
- Teachers may use any method of instructional delivery that works best for their student population. (i.e Turnitin.com, KhanAcademy, Google Hangouts, Videos, etc.)
- Staff will use their preferred method to communicate with students, share assignments, due dates and lessons for the time school is closed. Instructors may provide instructional videos, post assessments, and initiate discussions.
- Teachers will be available during their scheduled class time to answer questions and provide clarification about assignments.

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- Students can expect teacher acknowledgement to their questions and comments within the school day.

Share-Time Learning

- All teachers are expected to create a Google Classroom and invite their building administrator as a collaborator.
- Teachers may provide other appropriate hands-on learning activities such as project builds, demonstration of skills, etc.
- Students can expect a teacher’s acknowledgement of their questions and comments within the school day.

Share-Time Virtual Platforms

Class	Platforms for Instruction
Advanced Manufacturing	Google Classroom
Allied Health / LPN	Google Classroom, Examview Testing, Cengage MindTap
Auto Technology	Cengage MindTap simulations, Ford On-Line Training
Carpentry	Google Classroom
Commercial Art	Google Classroom
Cosmetology	Milady (Online), MindTap, Google Classroom
Culinary	Google Classroom/Hangouts/email/ phone
Dental Assisting	Google Classroom
Diesel	Google Classroom
Electrical	Google Classroom
Health Occupations (CNA)	Cengage MindTap
HVAC	Cengage MindTap
Marine Trades	Google Classroom
Plumbing/Pipefitting	Google Classroom

Grading and Assessment Techniques

The purpose of each learning task is to continue instruction and measure learning with the goal of having students meet course objectives. Remediation will be provided as needed. Teachers may create alternate formative and summative assessments to assess proficiency.

When grading/assessing student work, it is important to note the priority is to assess in a manner that supports motivation, participation, and enhancement of in-person learning during a student’s

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time in remote learning. The assessments or grading should not be punitive in any manner. Graded assignments can include but are not limited to:

- Reflection piece
- Discussion post
- Portfolio
- Self-assessment
- Virtual lab
- Reading response
- Journal entry
- Quiz
- Class participation
- Project
- Essay
- Video/Photo
- Action research project
- Presentation
- Submission of a demonstration or completed task

Structured Learning Experience

- Students will not be expected to report to SLE sites for the duration of the school closure.
- The SLE agreement will not apply during the school closure period, as the site will not be supervised by MCVSD SLE coordinators and mentors.
- The district will provide accommodations for hours (i.e CareerSafe modules, etc.) missed due to the school closure, as it relates to the graduation requirement.
- The SLE team for Share-time will create a Google Classroom to answer questions and address resume writing and interviewing skills.

Health Offices

- Nurses will be available for consultation via email during modified school hours with families/students (prevention methods, health plans, health assessments)
- Nurses will continue to check-in with students via email and/or phone who are recorded as absent to assess for mental health issues or Influenza/COVID19 Like Illness.

Guidance Departments

- School Counselors, School Psychologist, and the Student Assistance Coordinator will check-in with students in person, via email and/or phone. This will enable schools and support staff to stay connected with at-risk students and assist them with accessing community resources. Also, support staff will contact families directly impacted by COVID-19 to offer support and additional resources. MCVSD counselors may assist with contacting students for attendance and assignment completion. MCVSD counselors will update students with information pertaining to

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college admissions, career exploration, work habits, and standardized testing. Shared-time school counselors will maintain lines of communication with resident school district counselors and support staff to provide student assistance. School Counselors, School Psychologist, and the Student Assistance Coordinator will assist individual students and groups toward overcoming obstacles to their personal growth, wherever they may be encountered and toward achieving optimum development of their personal resources.

Parent Communication Guidelines

- As a reminder, please document all attempts at parental contact.
- All staff must continue logging all students who are not active in completing virtual assignments and report these students to guidance and the building principal.
- Email is acceptable provided you are receiving responses. If conversations are taking place then a phone call is not necessary. If a teacher sends an email to a parent/guardian and there is no response within 24 hours, a phone call must be made.
- There are 2 options for making phone calls to not expose your phone number.
 - You can dial *67 before the phone number which will block your number.
 - You can create a Google Voice number. This will assign you a different number, using your regular cell phone and you can turn it off to not receive calls outside of your “office hours.” You can access a cheat sheet for using Google Voice [here](#).
- To communicate with ELL families, teachers may use the **Talking Points app**. This app allows teachers to write a text message in English and the message is translated into one of 100 languages for families according to their native language. The family receives the message as a text on their phone without downloading the app.

Special Education & Related Services for Students with Disabilities

- Video conferencing for speech services is being provided through virtual meetings. Services being provided are adequate and meeting the students needs.
- MCVSD will provide services to full-time students on Saturday when school is back in session, if needed. Full time students may also receive compensatory services if unable to meet their needs remotely, when school reopens, or through extended school year.
- Counselors and support staff continue to check-in with students via email or phone. This has enabled schools to stay connected with at-risk students and assist them with accessing community resources.
- The MCVSD website is updated with community resources and MCVSD essential contact information.
- Any instructional videos have captioning to accommodate our Deaf and Hard of Hearing students.

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- I&RS/504 teams conduct annual reviews and work collaboratively via Google Doc and Hangout.
- [Continuity of learning resources for students with disabilities](#)
- District Psychologist & SAC share resources with staff weekly.
- District Psychologist created a repository of SEL activities for staff members.
- Distance Learning for ELs Needs Assessment

Adult Education

- The Licensed Practical Nursing program will offer online/remote learning to adult students continuing to follow the Board approved curriculum, industry standards and NJ State Board of Nursing standards. The LPN students will continue to participate in discussions that will be held virtually through online platforms such as Google Hangouts. They will continue to complete various assessments through our online testing software, and complete various research assignments and projects.
- Adult cosmetology students will follow a similar plan to the high school cosmetology virtual learning plan. The students will complete various hands-on assignments and take pictures/video of their projects and send in to their instructors. Students will take assessments online, participate in online discussions, participate in Google Hangouts with their instructors.
- Part-time adult programs will offer either an online option or an extended school year once we reopen.

Appendix U

Face Mask Protocol

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- Students must wear a face covering that covers both the nose and mouth and fits snugly against the sides of a person's face with little or no gaps at all times to ensure their own safety and the safety of other students and staff.
- The district will issue one mask to all students/employees.
- Students must wear the face covering at all times when on school grounds or district-provided transportation, unless the student is involved in an approved activity when a face covering would not be appropriate (i.e. eating, drinking, physical education class)
- If a student or staff member qualifies for an exemption from wearing a mask, proper documentation (ie. doctor's note, etc.) must be provided to verify the need. In such instances, a less restrictive option will be sought (if possible).
- All face coverings must comply with the district's dress code requirements. This means that face coverings cannot have inappropriate images or messages (drugs, violence, profanity, etc.). There are no restrictions on patterns or colors.
- In accordance with policy #5511 Dress & Grooming, students not conforming to the dress code shall be disciplined by the building administrator, in accordance with other Board policies.

District staff, students, and visitors are required to wear face coverings except under the following circumstances:

- a. When doing so would inhibit the individual's health.
- b. When a student is in extreme heat outdoors.
- c. If a student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of a face covering.
- d. When a student is eating or drinking.
- e. The student is engaged in high intensity aerobic or anaerobic activities.
- f. During gym classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart.
- g. When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task (for example, students operating machinery in which face coverings may get caught).

Types of Face Coverings

- Types of face coverings can include a paper or disposable mask, a cloth mask, or a religious face covering.
- A face covering must cover the nose and mouth completely. The covering should not be overly tight or restrictive and should feel comfortable to wear.
- A face covering is not a substitute for social distancing, but is especially important in situations when maintaining at least a 6-foot distance from other individuals who are not members of the same household is not possible.

When a Face Covering can be Temporarily Removed

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- While eating or drinking
- When participating in indoor physical exercise—such as in a gym or fitness center—where the level of exertion makes wearing a face covering difficult, as long as social distancing can be maintained at all times.

Students who do not follow the protocols for masks will be subject to disciplinary action under MCVSD Regulation 5600 - STUDENT DISCIPLINE/CODE OF CONDUCT.

CHART OF USEFUL LINKS

Conditions for Learning		
Section	Title	Link
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-

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	Response and the President’s Plan for Opening American Up Again	Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
Section	Title	Link
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf

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

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Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	Title	Link
Reopening	MCVSD Reopening Guide to Parents	https://docs.google.com/document/d/1PnasXgF6AtdUjKx50wQBoB9hX4hiWChwSGP86yrPaPI/edit?usp=sharing
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGM_SWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Section	Title	Link

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Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bsol/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml
Section	Title	Link

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Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
Career and Technical Education	Distance Learning Resources for CTE	https://www.acteonline.org/professional-development/opportunities/distance-learning-resources/
Career and Technical Education	COVID Resources & Law Updates for CTE Programs	https://ctepolicywatch.acteonline.org/2020/03/running-thread-covid-19-resources-laws-updates-for-cte-programs.html