

# RESTART & RECOVERY PLAN

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

*Neptune City School District*

**Board of Education**

**Fall 2020**

# RESTART & RECOVERY PLAN

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## **Introduction**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Ten Critical Areas of Operation

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

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- (e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
  - (i) Chronic lung disease or asthma (moderate to severe);
  - (ii) Serious heart conditions;
  - (iii) Immunocompromised;
  - (iv) Severe obesity (body mass index, or BMI, of 40 or higher);
  - (v) Diabetes;
  - (vi) Chronic kidney disease undergoing dialysis;
  - (vii) Liver disease;
  - (viii) Medically fragile students with Individualized Education Programs (IEPs);
  - (ix) Students with complex disabilities with IEPs; or
  - (x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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

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

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least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

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

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- (b) At entrances and exits of buildings.
- (c) Near lunchrooms and toilets.
- (d) Children ages five and younger should be supervised when using hand sanitizer.
- (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

(8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.

- (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

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

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

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

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

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

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

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

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

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

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

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- (c) The individual is in water.
- (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
- (e) The student is under the age of two and could risk suffocation.

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

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

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

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

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

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

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

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

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

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

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

- (1) The Board’s Plan regarding recess and physical education should include protocols to address the following:

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

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

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

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

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

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

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

## 2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

“Leader in Me” social emotional learning program in every classroom and in every grade level.

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

Many options are provided and include, but are not limited to, I&RS, Wilson Reading, in class support, co-teaching, and self-contained options.

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

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Being Developed by School Officials

Currently Being Utilized

If and whenever the IEP calls for wraparound services, the school district provides it.

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

School district utilizes Maschio's Food Services, Inc. who will be providing breakfast and lunch in reopen, remote, and hybrid through a "grab and go" plan. In summary, each day just prior to student dismissal, students will receive their lunch and breakfast for the next day. For students whose parents have opted for remote, a weekly opportunity for pick up of breakfasts and lunches for the week will be provided as well.

e. Quality Child Care

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

School district utilizes the Champions Program who will be providing aftercare in reopen, remote, and hybrid pending sufficient enrollment to do so. Now that the Neptune Township

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School District will be starting remote, our parents may opt for the no cost option of older siblings over the Champions program.

[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 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.

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- 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;
  - (5) Subject Area Chairperson/Director;
  - (6) School Nurse;
  - (7) Teachers representing each grade band served by the school district and school;

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- (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

- 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

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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 include remote students completing independent work

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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.

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- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.
- c. The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
  - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
  - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, 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

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

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

[See Appendix O – Staffing]

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

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

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- (5) Continue to maintain logs of mentoring contact.
  - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
  - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
  - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
  - (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
  - (3) Prioritize vulnerable student groups for face-to-face instruction.
  - (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.

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- (9) Ensure students and parents receive necessary supports to ensure access to instruction.
- (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
- (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- (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.

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- e. Educational services staff members should:
  - (1) Lead small group instruction in a virtual environment.
  - (2) Facilitate the virtual component of synchronous online interactions.
  - (3) Manage online platform for small groups of in-person students while teacher is remote.
  - (4) Assist with the development and implementation of adjusted schedules.
  - (5) Plan for the completion of course requests and scheduling (secondary school).
  - (6) Assist teachers with providing updates to students and families.
  - (7) Support embedding of SEL into lessons.
  - (8) Lead small group instruction to ensure social distancing.
  - (9) Consider student grouping to maintain single classroom cohorts.
  - (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.

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- (5) Provide real-time support during virtual sessions.
- (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- (8) Lead small group instruction in a virtual environment.
- (9) Facilitate the virtual component of synchronous online interactions.
- (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

- (1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
- (2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- (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.

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- (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
  - (3) To the extent possible, provide district one-to-one instructional devices and connectivity.
  - (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
- b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:
- (1) Train student teachers to use technology platforms.
  - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
  - (3) Survey assistant teachers to determine technology needs/access (Pre-school).
  - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need 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.

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- (6) Facilitate one-to-one student support.
  - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
  - (8) Provide technical assistance and guidance to students and parents.
  - (9) Develop online material or assignments.
  - (10) Pre-record direct-instruction videos.
  - (11) Facilitate student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on 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.

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- (5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

## 7. Athletics

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

[See Appendix P – Athletics]

## 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,

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and budget transfers that current statute does not authorize at the start of the school year.

c. School Funding

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

(1) Purchasing

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

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

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

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students with disabilities, English language learners (ELL), homeless youth, and low-income students.

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

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

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

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

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

## 2. Technology and Connectivity

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

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

## 3. Curriculum, Instruction, and Assessment

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

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appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

## (2) Instruction

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

## (3) Assessment

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

#### 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:

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- (1) Presented prior to the beginning of the year;
  - (2) Presented throughout the school year;
  - (3) Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
  - (4) Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and
  - (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.
- d. Mentoring and Induction
- (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
  - (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
  - (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
  - (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
  - (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.

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

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e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

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## Appendices

### Restart and Recovery Plan to Reopen Schools

*Neptune City School District*  
Board of Education

**Fall 2020**

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## Appendix A

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

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

a. Protocol for High Risk Staff Members

In addition to the provisions of Section A.1.a. being addressed, school district protocols have included:

- The appointment of a new school nurse to fill the vacancy of the sole school nurse position in the school district who comes directly from hospital emergency setting dealing with COVID-19.
- The new school nurse is connecting with her colleagues across Monmouth County, the school district physician, and the Monmouth County Department of Health, and the New Jersey Department of Education in the development of procedures and protocols. (See example in Appendix E.)
- The Restart Committee has developed, in collaboration with the collective bargaining unit, and implemented a comprehensive staff survey.
- The Chief School Administrator, Principal, in his role of human resources, has held an individual meet and greet with each staff member to review survey results and to work on appropriate accommodations for medical compromised staff members.
- ***\*As of this submission, all staff members are returning to work for reopening including medically compromised staff members with appropriate accommodations.***
- A final staff survey is being planned for just before the first day with students.

b. Protocol for High Risk Students

In addition to the provisions of Section A.1.a. being addressed, school district protocols have included:

- Multiple parent/guardian surveys have been implemented throughout the summer to identify high risk students. While waiting for the new school nurse to start, the Chief School Administrator, Principal has followed up on students of concern and now the new school nurse is appropriately taking over the responsibility.

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## Digital Divide

- Parents/guardians have been provided the formal opportunity as per the Governor's order to opt for remote instruction even though the school district plans to reopen for students on September 8, 2020. Further, parents/guardians have been informed their choice of remote may not be changed before the start of the second marking period.
- Chromebooks will be provided to all students in grades 2-8, in person and remote, and these devices are in place with a new devices for back up on order. Remote students signed out their Chromebooks on September 4, 2020. In person students will receive their Chromebooks on September 8, 2020.
- Android tablets will be provided to all students in grades PreK-1, in person and remote, delivery expected any day with a temporary back up plan in place. Parents/guardians were updated on this information September 1, 2020.
- Teachers have Chromebooks currently issued with updated new devices on order.
- ***\*With 100% of the staff returning, and having the technology in place to accomplish the following, our hybrid consideration has been updated for teachers to be teaching in person and remote students simultaneous and synchronous so remote students will be receiving the same instructional day as the in person students.***
- ***\*To follow up on a parent/guardian survey in reference to broadband connection to the Internet at home, the Board of Education has authorized Administration to provide a 2020-2021 school year Internet connection in the home of any child who does not have Internet access.***

# RESTART & RECOVERY PLAN

## 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

In addition to the provisions of Section A.1.b. being addressed, school district protocols have included:

#### Arrival

- Staff will be in homerooms and at duty stations by 8:15 AM.
- Students will be expected to arrive with a face mask on, line up for entry on the distanced ground markers outside the following entrances:
  - Grades PreK-3 - Door #14 (Kindergarten entrance)
  - Grades 4-8 - Door #3 (Grades 4 and 5 entrance)
  - The Chief School Administrator and School Resource Officer will be outside to greet and guide the students and parents.
- Upon entering the building, students and staff will walk through a non-invasive, ADA compliant temperature scanner that will pick up temperature from the student wrist as the student passes through. If the scanner senses a temperature of concern, the student will be guided by an adult to a room where the school nurse will immediately assess the student and contact the parent as appropriate.
- Students will proceed to homerooms.

#### Classrooms

- Face masks:
  - Face masks for all staff
  - Face masks for all students in grades PreK-8
  - PreK-1 teachers and paraprofessionals are prepared to continually reinforce with the early childhood students.
- Social distancing in priority order in classes of 15 students or less:
  - First priority - Distancing students by six feet
  - Second priority - Desks in rows in the same direction
  - Third priority - Clear partitions
  - ***\*The school district has just updated this consideration to purchase clear partitions for every student desk and teacher desk in the school district as an added measure to maintain health and safety.***

# RESTART & RECOVERY PLAN

- Students will remain in homerooms as much as possible for instruction:
  - Special areas instruction will be included in schedule and delivered virtually to students in their homerooms
  - Support services will be included in schedule.
- Students will have outside learning opportunities, weather permitting, maintaining distancing by six feet.
- Lunch and breakfast for the next morning will be provided “grab and go” prior to early dismissal

## Dismissal

- Staff will be in homerooms and at duty stations by 12:40 PM.
- Upon exiting the building, students will once again walk through the non-invasive, ADA compliant temperature scanner that will pick up temperature from the student wrist as the student passes through. If the scanner senses a temperature of concern, the student will be guided by an adult to a room where the school nurse will immediately assess the student and contact the parent as appropriate.
- Students will be expected to exit with a face mask on, utilizing the distanced ground markers outside the following entrances:
  - Grades PreK-3 - Door #14 (Kindergarten entrance)
  - Grades 4-8 - Door #3 (Grades 4 and 5 entrance)
  - The Chief School Administrator and School Resource Officer will be outside to greet and guide the students and parents.

## b. Procedures for Hand Sanitizing/Washing

In addition to the provisions of Section A.1.b. being addressed, school district protocols have included:

## Throughout the day

- Maintain wearing of face masks
- Distance students by six feet
- Avoid close group learning activities
- Schedule routine hand washings
- Additional temperature checks as needed
- Cleaning and sanitizing as per state guidelines:
  - No bulletin boards or area rugs to provide sterile classrooms for cleaning and sanitizing until further notice
  - No use of lockers, students must have everything they need in their backpacks until further notice
- No visitors in the school beyond essential workers required for health, safety, and welfare of students and staff until further notice
- No before school, after school, or evening activities until further notice

# RESTART & RECOVERY PLAN

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- Fall season athletics have been canceled by Monmouth County Athletic League. Winter season athletics are being proactively planned with no current decision.
- After care program will follow the guidelines of this plan

## Ongoing

- There may very well be students and staff members who will have challenges with this reopen consideration and those challenges will require work through and accommodations.

# RESTART & RECOVERY PLAN

## Appendix C

### Critical Area of Operation #3 – Transportation

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

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

*\*This is not a current critical need of this “walking” school district with no buses:*

- *Students either walk, ride their bikes, or are dropped off by their parents.*
- *The Fall athletic season has been canceled by the Monmouth County Athletic League and the Winter athletic season is being proactively planned with no current decision.*
- *There are no before school or after school activities currently planned.*
- *There are no field trips currently planned.*

# RESTART & RECOVERY PLAN

## Appendix D

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

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

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

In addition to the provisions of Section A.1.d. being addressed, school district protocols have included:

#### Arrival

- Staff will be in homerooms and at duty stations by 8:15 AM.
- Students will be expected to arrive with a face mask on, line up for entry on the distanced ground markers outside the following entrances:
  - Grades PreK-3 - Door #14 (Kindergarten entrance)
  - Grades 4-8 - Door #3 (Grades 4 and 5 entrance)
  - The Chief School Administrator and School Resource Officer will be outside to greet and guide the students and parents.
- Upon entering the building, students and staff will walk through a non-invasive temperature scanner that will pick up temperature from the student wrist as the student passes through. If the scanner senses a temperature of concern, the student will be guided by an adult to a room where the school nurse will immediately assess the student and contact the parent as appropriate.
- Students will proceed to homerooms.

#### Throughout the day

- Additional temperature checks as needed

#### Dismissal

- Staff will be in homerooms and at duty stations by 12:40 PM.
- Upon exiting the building, students will once again walk through the non-invasive, ADA compliant temperature scanner that will pick up temperature from the student wrist as the student passes through. If the scanner senses a temperature of concern, the student will be guided by an adult to a room where the school nurse will immediately assess the student and contact the parent as appropriate.

# RESTART & RECOVERY PLAN

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- Students will be expected to exit with a face mask on, utilizing the distanced ground markers outside the following entrances:
  - Grades PreK-3 - Door #14 (Kindergarten entrance)
  - Grades 4-8 - Door #3 (Grades 4 and 5 entrance)
  - The Chief School Administrator and School Resource Officer will be outside to greet and guide the students and parents.

# RESTART & RECOVERY PLAN

## Appendix E

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

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

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

In addition to the provisions of Section A.1.e. being addressed, school district protocols have included as prepared by the new School Nurse and her Monmouth County colleagues:

**\*This document may be subject to change due to any new information from NJDOH, NJDOE, and the guidance of our school physician.**

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:

#### [Guardian Pre-Screening](#)

It is vitally important that every precaution is taken to support the safe return of our students to in-person learning. Accordingly, in addition to the health and safety measures being taken by the district within our school building, parents and staff have a specific role to play in ensuring that anyone physically attending the school building are not exhibiting symptoms of COVID-19.

- Guardians are expected to check students and staff expected to check themselves for symptoms on a daily basis prior to arrival at the school building each day.
- Staff and Guardians must submit a digital health and symptoms questionnaire pre-screening tool prior to student arrival each day.

If any staff or student is showing signs or symptoms of COVID-19, please stay home.

#### [Building Entry Health Screenings](#)

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- A temperature screening of all students entering the building will be done through a non-invasive, ADA compliant temperature scanner that will pick up temperature from the wrist as student passes through. The back up plan will be a handheld infrared thermometer by a staff member trained to use it.
  - If the student's temperature reads 100.4 or greater, the student will be sent for further screening.
  - The student will be provided an environment to cool down and have temperature rechecked. If the student remains febrile, they will be sent to an isolation room for exclusion.
- A visual inspection of all individuals entering the building by a staff member trained in COVID-19 symptom identification.
  - If a student is observed exhibiting COVID-19 symptoms, the student will be sent for further screening by the school nurse at which time protocol for sick child will be followed. (see below)
- Health checks will be conducted safely and respectfully.
- All staff will be trained in COVID-19 symptom identification to be able to effectively monitor students throughout the school day.

## Protocols for Symptomatic Students and Staff

- Any student or staff exhibiting symptoms of COVID-19 will be directed to an established isolation area until they can be assessed and picked up from school.

## Protocol for exclusion of ill child or adult in school

There is a long list of signs and symptoms that are associated with COVID-19 including:

**High-risk symptoms for COVID (those that are common and relatively specific for COVID) include:**

- fever
- cough
- shortness of breath/increased work of breathing
- loss of sense of taste or smell

**Low-risk symptoms for COVID (those that more common and alone do not necessarily indicate COVID19) include:**

- sore throat
- nasal congestion/nasal discharge
- nausea/vomiting/diarrhea
- myalgias (muscle aches)
- headache
- fatigue

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The School District will follow [NJDOH COVID-19 Regional Matrix Chart](#) which will indicate 3 risk levels (low, moderate, or high) and will be updated weekly by the NJDOH. Our school and district falls into Central East (Middlesex, Monmouth, Ocean, and Union).

Nursing response and school response to illnesses with students and staff, will be based on the Matrix chart, and what level of risk our school is ranked at.

If our District is considered LOW risk on the Matrix Chart the following applies:

- **Any child or adult with one high-risk or two low-risk criteria** (any one of the first group or any two of the second group of symptoms) should be considered to have a “COVID-like illness” and be isolated until he or she can leave the building. He or she should have a mask on at all times and anyone entering the isolation room should wear full personal protective equipment (PPE).
- **Any child or adult with only one low-risk symptom** is considered less likely to have COVID and should be sent home. These individuals will be able to return after 24 hours if they are feeling better, fever free for 24 hours, no medication used to treat symptoms, and no further symptoms develop (following [General Guidelines for the Control of Outbreaks in School and Child Care Settings- School Exclusion List](#)).
- Any sibling of a child identified as having a COVID-like illness will be required to leave the school as well, and isolate at home until it is determined if the ill child has COVID.
- Any child or adult (including all family members) with a known or possible COVID contact and with any one symptom in the high- or low-risk category should be seen by a physician and should have a COVID test if possible; however, when testing is not easily available, it is reasonable to assume an ill individual with a known contact has COVID and notify the Health Department.
- Parents should notify the Health Department immediately if someone in their household (adults and school age children) has a positive test. Ill teachers or staff should do the same. The school should also notify the Health Department of confirmed COVID infection. The numbers to call are:  
The Monmouth County Regional Health Commission [\(732\) 493-9520](#)  
Monmouth County Health Department [\(732\) 431-7456](#)

If our District is considered MODERATE risk on the Matrix Chart the following applies:

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- **Any child or adult with one high-risk or one low-risk criteria** should be considered to have a “COVID-like illness” and be isolated until he or she can leave the building. He or she should have a mask on at all times and anyone entering the isolation room should wear full personal protective equipment (PPE).

If our District is considered HIGH risk on the Matrix Chart the following applies:

- The district will implement full remote learning.

## Protocol for reentry of ill child or adult in school

If our District is considered LOW risk on the Matrix Chart the following applies:

- **Any child or adult excluded with one high-risk or two low-risk criteria need to have the following to return to school:**
  - a. MD note specifying non-COVID diagnosis related to symptoms excluded for with clearance to return to school on a specific date following district protocol (ie, fever-free 24 hours without the use of fever reducing medication) OR,
  - b. Negative COVID test, OR
  - c. Stay home for 10 days from onset of symptoms and must be fever-free 24 hours without the use of fever reducing medication.
- **Any child or adult with only one low-risk symptom needs to have the following to return to school**
  - No MD note necessary.
  - These individuals will be able to return after 24 hours if they are feeling better, fever free for 24 hours, no medication used to treat symptoms, and no further symptoms develop.
- If a sibling of a child identified as having a COVID-like illness was required to leave the school and isolate at home, this student will follow the same reentry as their sibling to return to school.

If our District is considered MODERATE risk on the Matrix Chart the following applies:

- **Any child or adult with any COVID-19 symptom needs to have the following to return to school**
  - MD note specifying non-COVID diagnosis related to symptoms excluded for with clearance to return to school on a specific date following district protocol (ie, fever-free 24 hours without the use of fever reducing medication) OR,
  - Negative COVID test, OR

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- Stay home for 10 days from onset of symptoms and must be fever-free 24 hours without the use of fever reducing medication.

\*Written explanation for reentry must be provided from a medical doctor and must include diagnosis and return to school date. “Clear to return to school” will not be accepted.

## [PHYSICIAN REENTRY CLEARANCE FORM](#)

Any staff or student tested COVID positive or identified as a close contact will follow the [Timeframe for Self-Isolation/Quarantine Based on Testing Result](#) as directed by the Health Department.

## [Face Coverings \(Masks\)](#)

We have a collective responsibility to one another to uphold and adhere to these requirements. How we handle this and prepare our children will determine how they handle it. We ask that all parents and guardians partner with us and begin, if you haven't already, normalizing the wearing of face coverings for extended periods of time.

- Students and staff must wear a face covering (mask) at all times inside the building (unless doing so would inhibit health).
- Families will need to provide their child with a face covering - the District will only issue temporary (disposable) face covering in an emergency.
- Staff must wear a face covering (mask) at all times.
- Staff will also be issued face shields but will be option to wear.
- Emergency mask removal areas in a socially distanced location outside of each classroom that allows for social distancing will be identified as a temporary mask removal area.
- Masks breaks as needed small group or full group outdoors - will fluctuate as needed.
- Child-friendly infographic visuals on how to properly wear a mask will be posted throughout the school as a reminder for our students.
- Staff will consistently reinforce the importance of wearing a face covering and social distancing.
- **If a student has a medical condition or disability that deems them unable to wear a mask**, guardians will be responsible to contact their medical physician for a detailed written explanation of factors precluding wearing a mask. This written statement from the physician must be submitted to the School Nurse, at which time she will have our Chief Medical Officer review for approval. Students unable to wear a mask may be given other barriers (ie. desk shield) to prevent potential spread of illness.

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If a particular student presents an issue with the requirement and expectations, the teacher and administration will work with the family to rectify it. If the student continues to refuse to follow the requirement, a team meeting will be held to discuss options.

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## Appendix F

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

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

In addition to the provisions of Section A.1.f. being addressed, school district protocols have included as prepared by the new School Nurse and her Monmouth County colleagues:

The school district will work cooperatively with the Monmouth County Health Department in reporting and identifying close contacts of an individual associated with the school who has tested positive for COVID19.

This will include:

- Records of groups/cohorts
- Assigned staff
- Daily attendance

Any staff or student tested COVID positive or identified as a close contact will follow the [Timeframe for Self-Isolation/Quarantine Based on Testing Result](#) as directed by the Health Department.

Unless otherwise directed by the Health Department, a close contact is defined as being within six feet for a period of at least 15 minutes. School Administrators, the school nurse, counselors, and any other staff deemed appropriate by the Superintendent will be provided information regarding the role of contact tracing conducted by State, county, and local officials. This information shall include the resources for contact tracing included in Appendix B of the NJDOE Guidance.

[Contact Tracing Infographic](#)

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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.

In addition to the provisions of Section A.1.g. being addressed, school district protocols have included:

- The school district will adhere to the Monmouth County Department of Health guidelines on cleaning and disinfecting during our restart process, and also if any specific requirements arise.
- The school district utilizes EPA approved products and will be routinely cleaning and disinfecting any surfaces that are frequently touched (listed below).
- The disinfectants utilized have demonstrated effectiveness against viruses similar to SARS-CoV-2 (COVID-19).
- Areas of cleaning and disinfecting include, but are not limited to:
  - Classroom desks and chairs
  - Classroom hand sanitizer dispenser
  - Doors, handles, handicapped accessible push plates
  - Light switches
  - Handrails
  - Shared computers, keyboards, mice
  - Buttons on staff vending machines
  - Shared telephones
  - Science lab countertops
  - Playground equipment
  - Kitchens and bathrooms:
    - Sink fixtures
    - Toilets/urinals
    - Paper towel dispenser
    - Toilet paper dispenser
    - Soap dispenser
- The school district has also removed all area rugs from classrooms for more complete cleaning and more room to social distance desks.
- The school district will have one custodian at the start of the school day joined by another custodian at 10:00 AM. That overlap will ensure cleaning and disinfecting throughout the school day, and some after school.

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- The additional two custodians will arrive as students depart to continue more intense daily cleaning and sanitizing to prepare for school opening the following day.
- Throughout the day, the school district be cleaning and disinfecting the most touched and used common areas: hall walls, railings, door handles, door crash bars, playground equipment. There will also be a main focus in the early childhood areas of PreK, kindergarten, and grade 1 classrooms in addition to any emergent cleanings as they arise.
- After dismissal, cleaning and disinfecting will be done in the entire building, broken down into three designated sections, by the three evening custodians. This will include all common areas, all classrooms, all offices, and all bathrooms used by students and staff.
- In preparation for the first day of school on September 8, 2020, every classroom, office, and entry/exit point in the building has been set up with the following:
  - Latex and non-latex gloves
  - Soap and disposable hand towels for frequent hand washing
  - Hand sanitizer, pumped by adult, for in between hand washings
  - Supply of back up masks
  - Supply of assorted personal protection equipment
  - Entry/exit points in the building also have a supply of handheld, digital, forehead scanning thermometers

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## Appendix H

### Critical Area of Operation #8 – Meals

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

In addition to the provisions of Section A.1.h. being addressed, school district protocols have included:

- Maschio’s Food Services, Inc. is the contracted food provider for the school district and the contractor handles all students included those who receive free and reduced.
- The Chief School Administrator, Principal, School Business Administrator, and Confidential Secretary met with the contractor develop and format the following meals plan:
  - All parents will continue to access meals payment provisions online and in the school district.
  - In the reopen plan, the school district has prepared a shared Google Doc for each homeroom teacher to identify students’ meal choices during homeroom. The Google Doc will be shared with the main office and contractor’s on site manager for efficient daily planning and food preparation.
  - Breakfast and lunch options will be offered to all students including those who receive free and reduced.
  - Just prior to 12:40 PM dismissal, students will receive their packaged “grab and go” lunches and their breakfasts for the next morning.
  - Parents/guardians who have opted for their students to have remote learning will be provided with a weekly opportunity to pick up breakfasts and lunches for the week prepared by the contractor.
  - If the school district needs to pivot to remote, all parents/guardians, including those with students who receive free and reduced, will still have the weekly opportunity to pick up breakfasts and lunches for the week prepared by the contractor.
  - If the school district needs to pivot to hybrid, as hybrid will be some combination of reopen and remote, all meal options above will be provided as well

#### Cafeteria

- *\*There is no utilization of the cafeteria currently planned.*

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- When lunch for students returns to the cafeteria, there will be two lunch periods to effectively reduce the number of students in the cafeteria at any one time. For each of the two lunch periods, the following protocols will be employed:
  - Hand washing prior to going to the cafeteria
  - Hand washing and hand sanitizing as needed while in the cafeteria
  - Students stagger seated six feet apart from each other in the cafeteria
  - Pre-prepared lunch choices selected by the students during homeroom brought to the students as opposed to cafeteria style lines that could impact six feet distancing
  - Extra adult duty supervision during lunch periods
- Cafeteria will be cleaned and sanitized after first lunch, second lunch, and any utilization of the cafeteria

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## Appendix I

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

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

In addition to the provisions of Section A.1.i. being addressed, school district protocols have included:

- Physical education is one of the special area subjects provided to the students for at least full period each week.
- As there is only one physical education teacher in the school district, and in concern for that teacher's health and safety seeing so many students each week, physical education instruction will be delivered virtually into the classroom with the homeroom teacher present during reopen, delivered virtually into the home during remote, and a combination of the two virtual deliveries in hybrid.
- During reopen, physical education will be held outside, weather permitting with the following protocols:
  - Individual classes of 15 or less students will have physical education class with the physical education teacher and homeroom teacher to assist in maintaining six feet distancing between students.
  - Green color, six foot distanced circles have been painted on the concrete of the playground to assist the physical education teacher in distancing the students during lesson activities.
  - Cones, markers, flags, and assorted other equipment will be utilized for lesson activities on the fields.
  - Hand washing and hand sanitizing for students will be mandatory following any outside activity.
  - Equipment utilized will be cleaned and sanitized after student use.
- ***\*There is no utilization of the gymnasium currently planned but the school district is working on preparing the gymnasium floor for six feet distancing. When that time comes, the school district will ensure the same protocols of hand washing, hand sanitizing, and cleaning/sanitizing of the gymnasium and equipment.***
- In reference to recess, as the student day is 8:40 AM - 12:40 PM in the Restart Plan, there will be four hours of instruction and 20 minutes of recess five days a week.

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## Appendix J

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

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

*\*This is not a current critical need of this school district as there are no current plans for field trips, extra-curricular activities, or use of facilities outside of school hours with the exception of the Champions after care program. When these considerations return as an option for utilization, the following protocols will be followed:*

- Desired locations out of the school districts will first need to meet all of the guidelines of the New Jersey Department of Education and the New Jersey Department of Health before they recommended by the Chief School Administrator for Board of Education approval.
- As the school district does not have its own buses, selected bus contractors will need to comply with every consideration in Critical Area of Operation #3 - Transportation, Section A.1.c.
- Adults supervising the out of school district and/or after hours endeavors will be appropriately train in maintaining the protocols of this this Restart Plan, including, but not limited to, six feet of distancing, wearing a mask at all times, frequent hand washing, frequent hand sanitizing, and temperature checks as needed.
- Adults supervising the out of school district and/or after hours endeavors will be administered all necessary supplies to assist in maintaining the protocols of this Restart Plan.
- The Chief School Administrator will be working to ensure a School Nurse is included in the adult supervision staff for out of school district endeavors.

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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.

In addition to the provisions of Section A.2.a. through A.2.e. being addressed, school district protocols have included:

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

“Leader in Me” social emotional learning program in every classroom and in every grade level.

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

Many options are provided and include, but are not limited to, I&RS, Wilson Reading, in class support, co-teaching, and self-contained options.

c. Wraparound Supports

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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

If and whenever the IEP calls for wraparound services, the school district provides it.

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

School district utilizes Maschio's Food Services, Inc. who will be providing breakfast and lunch in reopen, remote, and hybrid through a "grab and go" plan. In summary, each day just prior to student dismissal, students will receive their lunch and breakfast for the next day. For students whose parents have opted for remote, a weekly opportunity for pick up of breakfasts and lunches for the week will be provided as well.

e. Quality Child Care

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

# RESTART & RECOVERY PLAN

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School district utilizes the Champions Program who will be providing aftercare in reopen, remote, and hybrid pending sufficient enrollment to do so. Now that the Neptune Township School District will be starting remote, our parents may opt for the no cost option of older siblings over the Champions program.

# RESTART & RECOVERY PLAN

## 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.

#### Restart Committee Members

- Dr. Raymond J. Boccuti - Chief School Administrator, Principal
- Tracy Brand - Secretary
- Lisa Emmons - Interim Supervisor of Special Services
- Dr. Ralph P. Ferrie - Interim Chief School Administrator, Principal
- Kevin Folk - Custodian
- Yvonne Hellwig - Interim School Business Administrator, Board Secretary
- Keith Larson - Technology Coordinator
- Antonio Lopez - Board of Education Member
- Christina Mordaunt - Board of Education Member, Parent
- Lonjete Nias - Supervisor of Special Services
- Bethany O'Brien - Grades 5-8 Special Education Teacher
- Barbara Reynolds - Grade 5 Teacher
- Nancy Salamone - PreK Teacher
- Marissa Smith - Board of Education Vice President, Parent
- Cathleen Williams - Speech/Language Specialist, NCEA President
- Stephen White - Physical Education Teacher
- Tracy Whitt - Middle School Social Studies Teacher
- *\*Casey Dowling - School Nurse added upon appointment*

#### Restart Committee Meetings

- May 12, 2020 - 1:00 PM
- May 26, 2020 - 1:00 PM
- June 9, 2020 - 2:00 PM
- July 15, 2020 - 9:00 AM
- July 21, 2020 - 8:30 AM
- July 28, 2020 - 8:30 AM
- August 18, 2020 - 8:30 AM

# RESTART & RECOVERY PLAN

## 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.

*\*Due to the size of the PreK-8 school district, the comprehensive Restart Committee will also serve as the Pandemic Response Team as the same group of stakeholders who developed the plan has also been utilized to develop the protocols of the plan and will be ideal to oversee the plan.*

#### Pandemic Response Team Members

- Dr. Raymond J. Boccuti - Chief School Administrator, Principal
- Tracy Brand - Secretary
- Lisa Emmons - Interim Supervisor of Special Services
- Dr. Ralph P. Ferrie - Interim Chief School Administrator, Principal
- Kevin Folk - Custodian
- Yvonne Hellwig - Interim School Business Administrator, Board Secretary
- Keith Larson - Technology Coordinator
- Antonio Lopez - Board of Education Member
- Christina Mordaunt - Board of Education Member, Parent
- Lonjete Nias - Supervisor of Special Services
- Bethany O'Brien - Grades 5-8 Special Education Teacher
- Barbara Reynolds - Grade 5 Teacher
- Nancy Salamone - PreK Teacher
- Marissa Smith - Board of Education Vice President, Parent
- Cathleen Williams - Speech/Language Specialist, NCEA President
- Stephen White - Physical Education Teacher
- Tracy Whitt - Middle School Social Studies Teacher
- *\*Casey Dowling - School Nurse added upon appointment*

# RESTART & RECOVERY PLAN

## Appendix N

### Scheduling of Students

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:

- a. School Day
- b. Educational Program

***\*Until there is a COVID-19 vaccine and return to a full school day, the following information will pertain to the reopen, remote, and hybrid considerations of the Restart Plan.***

In addition to the provisions of Section B.3. being addressed, school district protocols have included:

#### Schedule

- 5 days a week as follows:
  - 8:15 AM - Student arrival
  - 8:20 AM - 12:40 PM - Homeroom and instructional day
  - 12:40 PM - “Grab and go” lunch and breakfast for next day for student dismissal
  - 2:15 - 3:00 PM - Staff remote “office hours,” remote instruction, and other student needs

#### Educational Program

- 5 days a week as follows:
  - Four core subjects of language arts, mathematics, science, and social studies each day
  - One core special area of subject each day of either art, music, physical education, or Spanish. As there is only one special area teacher for each special area subject in the school district, and in concern for that teachers’ health and safety seeing so many students each week, special area instruction will be delivered virtually into the classroom with the homeroom teacher present during reopen, delivered virtually into the home during remote, and a combination of the two virtual deliveries in hybrid.
  - Recess 20 minutes each day
  - Social emotional learning program, Leader in Me, at least once each week in every classroom

# RESTART & RECOVERY PLAN

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- All in house special education and support services maintained as required by Individualized Education Plans (IEPs)
- All outsourced special education and support services maintained as required by Individualized Education Plans (IEPs)
- One to one Chromebooks for students in grades 2 - 8
- One to one Android tablets for students in grades PreK - 1

## Grading

- Normal grading expectations will be maintained, but the quantity and rigor of assignments will be carefully aligned to actual instructional time and realistic expectations of students in the afternoon and evening working alone and/or other challenges working from home.

# RESTART & RECOVERY PLAN

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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 addition to the provisions of Section B.4, B.5, and B.6. being addressed, school district protocols have included:

***\*As of this submission, all staff members are returning to work for reopening including medically compromised staff members with appropriate accommodations.***

# RESTART & RECOVERY PLAN

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## Appendix P

### Athletics

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

In addition to the provisions of Section B.7. being addressed, school district protocols have included:

*\*Fall season athletics have been canceled by Monmouth County Athletic League.  
Winter season athletics are being proactively planned with no current decision.*

# RESTART & RECOVERY PLAN

## CHART OF USEFUL LINKS

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

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

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

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

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