



EATONTOWN PUBLIC SCHOOLS  
BOARD OF EDUCATION

RESTART AND RECOVERY PLAN  
TO REOPEN SCHOOLS

FALL 2020

CREATED: AUGUST 6, 2020

# RESTART & RECOVERY PLAN



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# RESTART & RECOVERY PLAN

## Introduction

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

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

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

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

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

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



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

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

The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by Executive Order of the Governor of New Jersey and are subject to change. This plan will be updated as data, information, and guidance change during these unprecedented as well as challenging times.

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

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

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

### A. Conditions for Learning

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

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

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

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

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

The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions also are



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

## Ten Critical Areas of Operation

- a. Critical Area of Operation #1 - General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan
  - (1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:
    - (a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
    - (b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.
    - (c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.
    - (d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.
    - (e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:



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

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

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

- (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.



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- (2) Face coverings will be required for students, staff, and visitors unless it will inhibit the individual's health.
  - (a) Enforcing the use of face coverings may be challenging for young children or individuals with disabilities.
- (3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings will still be required for both students and staff.
- (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).
  - (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,



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water, and alcohol-based hand sanitizers (at least 60% alcohol).

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

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

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

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

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

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

- (1) The Board's Plan should establish the process and location for student and staff health screenings.
- (2) If physical distancing (six feet apart) cannot be maintained for individuals in line waiting to enter or exit a building, face coverings shall be worn while in the line.



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- (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.
- (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

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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.
  - (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



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## Precautions and Home Isolation for Persons Diagnosed with COVID-19.

- (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (5) Students are required to wear face coverings unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be challenging for young children or individuals with disabilities.
  - (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
- (6) Exceptions to requirements for face coverings shall be as follows:
  - (a) Doing so would inhibit the individual's health.
  - (b) The individual is in extreme heat outdoors.
  - (c) The individual is in water.
  - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
  - (e) The student is under the age of two and could risk suffocation.
- (7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

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

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



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- (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
- (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
  - (i) Classroom desks and chairs;
  - (ii) Lunchroom tables and chairs;
  - (iii) Door handles and push plates;
  - (iv) Handrails;
  - (v) Kitchens and bathrooms;
  - (vi) Light switches;
  - (vii) Handles on equipment (e.g. athletic equipment);
  - (viii) Buttons on vending machines and elevators;
  - (ix) Shared telephones;
  - (x) Shared desktops;
  - (xi) Shared computer keyboards and mice;
  - (xii) Drinking fountains; and
  - (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).



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

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

(1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board’s Plan, if applicable:

- (a) Stagger times to allow for social distancing and clean and disinfect between groups.
- (b) Discontinue family style, self-service, and buffet.
- (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
- (d) Space students at least six feet apart.
- (e) Require individuals must wash their hands after removing their gloves or after directly handling used food service items.

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

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

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

- (a) Stagger recess, if necessary.
- (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.



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- (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 each use.
  - (ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
- (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.
- (3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

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

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



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- (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 also must 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

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

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

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

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Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The district understands that Social and Emotional Learning is a critical component of building a healthy academic and social environment. The district will utilize Responsive Classroom, Second Step, CASEL resources, and other resources to enhance the curriculum in this area. In addition, the district uses the YMCA School-Based Counseling Program.

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

Intervention begins in the classroom with the classroom teacher. Additionally, other supports are available for intervention including Basic Skills Interventionists, a Reading Specialist, ESL Services, and well as technology-based programs.

c. Wraparound Supports

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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Wrap-Around Supports are offered through the YMCA School-Based Counseling Program as well as through the VNA, Visiting Nurse Association Program.

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

The district participates in the Federal Food Service Program. Breakfast and lunch meals will be provided to students during in-person instructional days as well as remote learning days.

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

The Eatontown Community Center provides both a Before- and After-Care program for students. The district is researching other supports in this area as well.

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



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## B. Leadership and Planning

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

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

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

### 1. Establishing a Restart Committee

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

[See Appendix L – Restart Committee]



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



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

[See Appendix M – Pandemic Response Team]

### 3. Scheduling

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



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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 while students in classroom receive instruction. School officials may:
- (1) Provide teachers common planning time.
  - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
    - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.



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

[See Appendix N – Scheduling of Students]

## 4. Staffing

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



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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 non-tenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
  - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
  - (3) Certification
    - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.
    - (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]



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



# RESTART & RECOVERY PLAN

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



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



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- (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
  - (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
  - (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
  - (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
  - (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
  - (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
  - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.
  - (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.



# RESTART & RECOVERY PLAN

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



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(10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

(1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.

(2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.

(3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.

(4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

(1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.

(2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).

(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:



# RESTART & RECOVERY PLAN

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



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

[See Appendix O – Staffing]

## 7. Athletics

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

[See Appendix P – Athletics]



# RESTART & RECOVERY PLAN

## C. Policy and Funding

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

### 1. School Funding

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

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

- b. School District Budgets

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

- c. School Funding

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

- (1) Purchasing



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

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

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

(3) Costs and Contracting

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

D. Continuity of Learning

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

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



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Guidance under the Continuity of Learning section to reference while developing their Plan for the reopening of schools.

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



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

## 2. Technology and Connectivity

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

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devices and/or connectivity to students that need them.

### 3. Curriculum, Instruction, and Assessment

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



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- (b) In crafting an instructional plan, the school district should consider the following:
  - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
  - (ii) Design for student engagement and foster student ownership of learning.
  - (iii) Develop students' meta-cognition.
  - (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
  - (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
  - (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.
  
- (3) Assessment
  - (a) For the purposed of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
  - (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.



# RESTART & RECOVERY PLAN

- (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
- (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
  - (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

## 4. Professional Learning

- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
- b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.
- c. Professional learning opportunities should be:
  - (1) Presented prior to the beginning of the year;
  - (2) Presented throughout the school year;
  - (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



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- (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.

d. Mentoring and Induction

- (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
- (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
- (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
- (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
- (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

e. Evaluation

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

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## APPENDICES



### EATONTOWN PUBLIC SCHOOLS BOARD OF EDUCATION

### RESTART AND RECOVERY PLAN TO REOPEN SCHOOLS

FALL 2020

CREATED: AUGUST 6, 2020



# RESTART & RECOVERY PLAN

## 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

The district will work to protect and support staff members who are at higher risk for severe illness due to COVID-19. The CDC has identified certain risk factors for these individuals including:

- Older adults aged 65 or older
- Individuals with disabilities
- Chronic lung disease or asthma (moderate to severe)
- Serious heart conditions
- Immunocompromised
- Severe obesity (body mass index, or BMI, of 40 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease

Staff members who believe they are high risk based upon the factors above should obtain medical documentation and guidance from their physician. This documentation should be forwarded to the Superintendent of Schools for review. A district form is currently being developed to provide further guidance for staff in this area. Plans will be developed on a case-by-case basis. The district will try to provide reasonable accommodations when possible including options for telework or virtual teaching.

b. Protocol for High Risk Students

The district will work to support high risk students who are at a higher risk for severe illness due to COVID-19. The CDC has identified certain risk factors for students identified above under Protocol for High Risk Staff Members in addition to the following:

- Medically fragile students with Individualized Education Plans (IEPs)
- Student with complex disabilities with Individualized Education Plans (IEPs)
- Students who require accommodations under a plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

Parents or caregivers who believe their child is high risk for one of the factors listed above should provide documentation and guidance to the school principal. The school principal and nurse will review the information and try to provide reasonable accommodations for the child. Reasonable accommodations may include, but not limited to, a remote or virtual learning path.



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## Appendix B

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

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

a. Social Distancing in Instructional and Non-Instructional Rooms

Classrooms as well as other non-instructional spaces will be set up with the six feet social distancing requirement as a guideline. Desks or other type furniture will be set up in rows facing the same direction. When instructional techniques require staff and students to interact in spaces less than six feet of distance, desktop barriers may be used. All staff and students will be required to wear face coverings regardless of whether six feet of social distancing can be maintained. Face covering breaks will be offered to students outside the school when appropriate. The use of shared objects or equipment will be limited and cleaned between uses.

Each district school and building has a centralized HVAC system. The HVAC system provides heat and air conditioning to the offices and classrooms. The HVAC system has filters and brings fresh air from the outside into the buildings. Most classrooms and instructional spaces have exterior windows as well.

b. Procedures for Hand Washing/Sanitizing

Most classrooms are equipped with a sink that provides soap for students and staff to wash their hands periodically throughout the school day. In addition, each classroom and bathroom area has hand sanitizer stations as well. Hand washing/sanitizing will be encouraged periodically throughout the day including before eating, after using the bathroom, and after blowing one's nose/coughing/sneezing. Students and staff will be encouraged to wash their hands for at least 20 seconds. Hand sanitizer also will be available if hand washing is not possible using an alcohol-based hand sanitizer at least 60% alcohol. Signage will be posted around the buildings reminding students and staff about the importance of proper hand washing.



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## Appendix C

### Critical Area of Operation #3 – Transportation

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

a. Student Transportation

Student transportation needs to be managed differently due to the COVID-19 environment. The Transportation Department is implementing the following steps to safeguard student and staff safety and wellbeing:

- The district distributed a survey to parents and caregivers to obtain an accurate count of how many students will use buses during the school year in July 2020.
- Bus occupancy will be limited to 32 students unless more students need to be transported.
- All students as well as the bus driver and/or bus aide will be required to wear face coverings on the school bus.
- Bus drop-off and pick-up will occur in the bus lanes at each school.
- Students will be loaded onto the buses in the morning in a pattern where the first stop is seated in the back of the bus and the last stop is seated at the front of the bus. The reverse order will occur in the afternoons.
- Siblings/family members will be allowed to sit together.
- Students will be given assigned seats on the bus.
- Buses will be disinfected after every bus run.
- Drivers and Bus Aides will have cleaning supplies on the buses.

b. Social Distancing on School Buses

- The Transportation Coordinator will try and limit bus occupancy to no more than 32 students.
- All students and staff will be required to wear face coverings on the school bus.
- Students will be loaded onto the buses in the morning in a pattern where the first bus stop is seated at the back of the bus and the last bus stop seated at the front of the bus. The reverse order will occur in the afternoons.
- All students will be given assigned seats.
- Students should wear face coverings at the bus stops as well particularly when social distancing is not possible.

If a parent or guardian has any transportation related questions, please contact Mrs. Cindy Carretta at [ccarretta@eatontown.org](mailto:ccarretta@eatontown.org).



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## Appendix D

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

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

- a. Location of Student and Staff Screening  
Students and staff will be screened daily using the Genesis Tool for Daily Self-Monitoring of COVID-19 Symptoms. Homeroom teachers and the school nurse also will screen students each morning by observing for COVID-19 symptoms.
- b. Social Distancing in Entrances, Exits, and Common Areas  
Each school will disseminate a plan specific to the school establishing guidelines and procedures for social distancing in entrances, exits, and common areas. This school plan will be communicated to the school community prior to the first day of school. Considerations will include:
  - Students and parents will be required to wear face coverings during arrival and departure times.
  - Minimize interaction of students between drop-off and entrance to school facilities.
  - Establish separate entrances and exits to school facilities where possible.
  - Require visitors and parents/guardians to use their own pen for signing in and out.
  - Create visual dividers for hallways.
  - Maintain social distancing in hallways or common areas.
  - Minimize the number of non-essential interactions between students and staff during the school day.
  - Create student cohorts to limit exposure and contact.
  - Limit commingling between classes or other district-set groups of students.
  - Minimize large group gatherings.
  - Create a system that allows for physical distancing.
  - Provide hand sanitizer at school entrances.
  - Put signage around school buildings to provide hygiene advice and reminders.
  - Increase frequency of cleaning all surfaces, including walls.
  - Limit the number of students in the hallway at the same time by staggering release from classrooms.
  - Consider a schedule that limits access, if at all, to lockers to keep traffic in the hallways within social distancing protocols.



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## Appendix E

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

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

a. Screening Procedures for Students and Staff

Students and staff will be screened daily using the Genesis Tool for Self-Monitoring of COVID-19 Symptoms. On each school day, parents or caregivers will need to complete the Genesis tool before students arrive to school each morning. If a Genesis survey is not completed by the parent or caregiver, the school nurse will screen the student in the morning. School staff also will be informed of the symptoms of COVID-19 as well. If a student is suspected of having COVID-19 symptoms, the staff member will discreetly ask the student to see the school nurse.

The symptoms of COVID-19 may include:

- A fever of 100° F or greater
- Cough
- Shortness of breath or difficult breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore Throat
- New loss of taste or smell
- Fatigue
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

b. Protocols for Symptomatic Students and Staff

If a student or staff member is experiencing COVID-19 symptoms while in school, the individual will immediately visit the school nurse. If the school nurse is not available, the symptomatic student or staff member will be taken to the principal's office. The student or staff member will be isolated respectfully from others and referred for a COVID-19 test.

Other considerations in this process include:

- Each school will have a designated isolation space.
- If the individual is positive for COVID-19, the Superintendent must be notified immediately. Local health officials, staff, and families will be notified while maintaining confidentiality.



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- The district will follow current CDC guidance for illness reporting.
  - School officials will assist the local health department and Monmouth County Health Department with contact tracing.
  - Re-admittance procedures will be consistent with Department of Health and CDC guidelines.
- c. Protocols for Face Coverings
- All students and staff will be required to wear face coverings inside the school including the bus ride to and from school. As per CDC guidelines, face coverings should be made of cloth, cover both the nose and mouth, and fit against the side of the face snugly. Masks that cover the nose and mouth are acceptable as well. Exceptions to this policy are:
    - Doing so would inhibit the individual's health.
    - The individual is in extreme heat outdoors.
    - The individual is in water.
    - A student's documented medical condition, or disability as reflected in an IEP precludes the use of face covering.
    - The student is under the age of two and could risk suffocation.
- d. Self-Quarantine Protocols
- The State has issued a travel advisory that all individuals entering New Jersey from states with a significant spread of COVID-19 should quarantine for 14-days after leaving that state.
  - Under the 14-day quarantine travel advisory announced by the Governors of New Jersey, New York and Connecticut, individuals traveling to or returning to New Jersey from states with increasing rates of COVID-19 are advised to self-quarantine for 14 days. This includes travel by train, bus, car, plane and any other method of transportation.
  - The 14-day quarantine travel advisory applies to travel from certain states identified as those that have a positive COVID-19 test rate higher than 10 per 100,000 residents *or* have a 10% or higher positivity rate over a seven-day rolling average ("impacted states.")
  - As of Tuesday, August 4, there are currently 35 states and U.S. jurisdictions that meet the criteria stated above.
  - <https://covid19.nj.gov/faqs/nj-information/travel-information/which-states-are-on-the-travel-advisory-list-are-there-travel-restrictions-to-or-from-new-jersey#direct-link>



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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.

The district will work closely with local and county health department officials to support contact tracing. As per guidance from the Monmouth County Health Department, school officials will support and assist in this process but not take the lead. All school and district administrators, school safety specialists, school nurses, school counselors, and any other staff deemed appropriate by the Superintendent will be provided information regarding the rules of contact tracing in keeping school communities safe from the spread of contagious disease. The school officials listed above will review the CDC guidelines on contact tracing before school begins.

Contact tracing procedures will be initiated upon confirmation of a confirmed case of COVID-19 within the school community.

The school nurse shall consult with the local and county health department in the development, review, and revision of the district contact tracing policy and procedures. The school nurse and building principal are designated staff liaisons responsible for providing notifications and carrying out other components of the district's contact tracing policy.

The school nurse in consultation with the building principal shall establish measures for a system of open communication that allows staff, students, and families to self-report symptoms and/or suspected exposures.

A staff member shall immediately notify the principal and the school nurse when he/she observes symptoms consistent with COVID-19 or becomes aware that an individual who has spent time in a district facility tests positive for COVID-19. The school nurse in consultation with the school principal shall immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality when the COVID-19 test is positive. The Superintendent of Schools must be immediately notified as well.



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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.

The custodial staff has been trained in the proper way to use the approved cleaning and disinfecting products. All products purchased by the district are approved by the EPA for use against the virus that causes COVID-19. These products will be used to clean and disinfect surfaces and objects that are frequently touched, for example doorknobs, light switches, classroom sinks, and countertops. Other surfaces that will be cleaned and disinfected include:

- Classroom desks and chairs
- Lunchroom tables and benches
- Playground equipment
- Shared equipment
- Face shields
- Plexiglass barriers
- Walls

Bioesque disinfectant will be available in each classroom, instructional area, copy room, and office for staff to use to wipe down any items that they wish to disinfect. This product also will be used for any accidental spillage that needs to be cleaned prior to a custodian's arrival on scene. Bioesque is an EPA-approved disinfectant and requires no PPE to use.

In order to provide social distancing in the public bathrooms, the schools will limit the number of students who can enter the restrooms. There will be designated restroom signage throughout each building. The custodial staff will clean and sanitize restrooms daily. The custodial team also will be disinfecting the bathrooms by using the electrostatic sprayers on an hourly basis and following the protocols outlined by the EPA.

Water fountains will be shut down. Water filling stations will be monitored and if needed will also be shut down. Students and staff will be encouraged to bring their own water bottles.

Hand sanitizer will be made available at the main entrance of each building, classrooms, office areas, and throughout the hallways.

A routine schedule for cleaning and disinfecting of furniture and equipment has been developed.



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The district will ensure adequate supplies are on hand to support cleaning and disinfecting practices.

To ensure the proper cleaning and disinfecting procedures are followed the district's custodial team, areas will be randomly inspected and tested for the presence of adenosine triphosphate (ATP) using a testing kit and protocol.

The district's plan follows the guidance from the ASHRAE, CDC, EPA, IAQ for Schools, and all NJ State Agencies. The plan will be modified as guidance is updated ensuring the district's cleaning protocol remains compliant.

If a person has been confirmed as COVID-19 positive:

- The building will be thoroughly cleaned and sanitized.
- The areas where the affected person was in contact with will be closed and 24 hours later will be cleaned and sanitized.
- Windows and outside doors will be opened to increase air circulation.
- Affected areas must pass the ATP test prior to reopening.



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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.

If the cafeterias are in use, school districts must stagger eating times to allow for social distancing and disinfecting of the area between groups. Additionally, districts must discontinue family-style, self-service, and buffet-style dining and maintain social distancing. Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food service items.

**Food Service and Distribution** – School meals are critical to student health and well-being, especially for free and reduced lunch students, and the NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of New Jersey’s approximate 1.4 million students during all phases of school reopening. The Department is working with the Departments of Agriculture and Health to ensure that school district concerns related to food service are addressed as more guidance is made available.

All students will be offered breakfast and lunch every day school is in session. The breakfast and lunch meals will comply with state mandates. A variety of Grab and Go breakfast and lunch meals will be offered which will be served to students during arrival and/or dismissal.

A variety of Grab and Go lunches will be provided to students in the following manner and will be shelf stable as well as made available for students to take home in a box/bag containing multiple meals:

- Monday and Tuesday (A-L) students: Breakfast and Lunch will be served, breakfast upon arrival and lunch during dismissal, in a Grab and Go style. Tuesday (A-L) students will take home enough breakfast and lunch meals for three days (Wednesday, Thursday, Friday).
- Thursday and Friday (M-Z) students: Breakfast and Lunch will be served, breakfast upon arrival and lunch during dismissal, in a Grab and Go style. Friday (M-Z) students will take home enough breakfast and lunch meals for three days (Monday, Tuesday, Wednesday).

Lunch and Breakfast meals will be available for all students. Students will continue to utilize their School Café account to record their meals distributed. Keypads will no longer be used. The students will be able to scan their district issued card to record the transaction. Students are accustomed to supplying their pin for their food account, therefore they will still be able to communicate their student pin to order a meal should they not have their card readily available.



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The meals will be packaged in a brown bag or a box with handles for portability. Since all students utilize the School Café account for their meal purchases, confidentiality will not be compromised for students eligible for free/reduced meals.

## Breakfast procedures:

- Students enter the cafeteria wearing a face covering in a single file line while maintaining social distancing guidelines to get their food and check out. Students will be provided guidance on where to sit and stay socially distant. Eating outside the building at the picnic tables also will also be encouraged if appropriate.
- Cleaning will take place on a daily basis in all areas following CDC/EPA and NJ State Agency guidance.
- There will be a cashier wearing a face covering to process all food purchases.
- Food Servers and preparers will receive proper training and instructions on cleaning procedures to be in compliance with NJ DOE guidelines.
- Students exiting the cafeteria will follow the flow of traffic as indicated throughout the school.

## Lunch procedures:

- Student lunch times will be staggered during dismissal in small groups by bus riders, walkers, and parent pick-up.
- Students enter the cafeteria and follow flow of traffic indicated, maintaining social distancing procedures. Once students pick-up their meal(s), they will proceed to their indicated exits for bus dismissal, parent pick-up, or walking students. There will be directions posted to guide the students towards the proper exit and their appropriate means of dismissal.
- When the district transitions to full days, lunch service times will be staggered by grade level. Students will be socially distanced in the cafeteria. Any overflow will be absorbed using classrooms or other larger spaces in the school supervised by a staff member.

Detailed instructions on the changes in the meal plan will be distributed prior to the start of school.

The meals offered will be shelf stable or eligible for re-heat in ovens/microwaves at home.

Special consideration will be made for students who are displaced. In this situation, breakfast/lunch meals offered will not need oven re-heating due to the fact that students may be living in a temporary living arrangement.

Vending machines will not be available in the cafeteria to avoid crowding and restrictions of traffic flow. Vending machines also will not be available after school.

If any parent or guardian has any questions regarding food service, please contact Mrs. Lori Youngclaus at [lyoungclaus@eatontown.org](mailto:lyoungclaus@eatontown.org).



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## Appendix I

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

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

Recess procedures will be developed for each school based upon the unique needs of each building. Each school will develop recess procedures that adhere to the following guidelines:

- Plans will reflect the 6 feet social distancing guidelines.
- Cones, flags, tape, or other markers will be used to create boundaries between groups or classes to avoid cohort mixing.
- Wash hands immediately after outdoor recess.
- Limit the sharing of equipment. Equipment should be cleaned and disinfected after each use.

Physical Education classes will be conducted outside whenever possible. Six feet of social distancing will be required at all times. When Physical Education classes cannot be held outside, social distancing and face coverings will be required. Using the All-Purpose Rooms or Gym, social distancing should not be a concern. All Physical Education activities should be created to eliminate the sharing of any equipment. If sharing of equipment cannot be avoided, the equipment must be disinfected after each use.

Students will be encouraged to wear comfortable clothing and appropriate footwear on physical education days. There will be no changing or use of the locker rooms.



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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.

Field trips will not be planned or scheduled until further notice.

Extra-curricular activities will be delayed until later in the school year. The focus of the educational plan will be to provide an instructional environment that maintains student and staff safety as the top priority. As the school schedule and plan develop, extra-curricular activities may resume using Zoom, Google Meet, or other virtual platforms.

Use of facilities outside of school hours will be curtailed until further notice. The night cleaning crew will be used earlier in the day in order to support school activities as well as the increased cleaning and disinfecting protocols required at this time.



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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.

#### SEL and School Culture & Climate

Social-Emotional Learning is an educational priority and will be implemented in classroom instruction and routines. Staff will receive professional development in supporting the social-emotional health of students. Responsive Classroom and Second Step will be utilized in both a hybrid and remote learning environment. Students will be provided counseling services from the School Counselors. Students who need additional support will be referred to the YMCA School-Based Counseling Program. Staff will continue to work on making the curriculum and instruction more culturally relevant and responsive. During these challenging times, creating a positive and supportive school and classroom climate are paramount.

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

Eatontown Public Schools believes in providing the highest quality of education for every student. The district recognizes that all students learn differently and is committed to helping all students succeed. Students will benefit from a multi-tiered instructional framework titled Response to Intervention (RtI). This three-tiered approach will help the district staff to meet the academic and behavioral needs of our students. Each tier provides additional support and intervention beyond the core curriculum instruction. Students will be monitored to ensure they meet grade level expectations and will be placed in one of the following tiers:

Tier 1--- Students receive instruction inside the classroom setting. Classroom teachers use differentiated instruction to meet the students' needs. There may be one or more than one teacher in the classroom.

Tier 2--- Students receive targeted skill instruction using services and interventions in a small group setting in addition to the classroom instruction. Students will receive support from Basic Skills teachers (see below). Students are monitored to assess student growth.

Tier 3--- Students who are not making adequate progress in Tier 2 or students who need more intensive intervention will receive instruction in a 1 to 1 or small group with no more than three students in the setting. Students are monitored to assess growth. Students will receive support with the Reading Specialist or Basic Skills Teachers (see below).



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The following criteria will be used to determine which tier the student may be placed:

- Classroom teacher observation
- Daily work/test grades
- i-Ready benchmark results
- Universal screeners

**Basic Skills:** Interventionists will meet with students in smaller groups through virtual instruction. Students currently in basic skills will remain during the months of September and October. After benchmark testing is administered, student performance will be reviewed and interventions determined. During September and October, Basic Skills Teachers will work on review skills with students. Later, they will use data from benchmarks to determine what skills to work on with students.

**Reading Specialists:** The Reading Specialists will work with K-2 students through either small groups while in school or through remote learning. During September and October, students who are currently working with Reading Specialists will remain. After benchmark testing is administered, student performance will be reviewed and interventions determined.

**ESL:** ESL instruction will be provided either through virtual instruction or in small groups during in-person instruction. All students currently in the program will remain in the program. ESL Teachers will evaluate students in September and October and administer the WIDA model test to students who may be able to exit/enter the program.

**Quality Child Care:** The Eatontown Community Center provides both a Before- and After-Care program for students. The district is researching other supports in this area as well.

**Family Engagement:** The district is committed to communicating all elements of the reopening plan to students, parents, guardians, staff, and community members. The plan is available to all stakeholders via the district website at [www.eatontown.org](http://www.eatontown.org) and will be updated throughout the school year as necessary. The plan, as well as surveys that have been distributed, can be translated into other languages via the Google Translate feature available on the district website. The district has created videos on how to access this feature and has distributed this information through Talking Points as well as through the district website. Eatontown Public Schools will continue to use existing communication channels and methods which include internal and external emails, Twitter, Facebook, the district website, district app, Talking Points app (for our non-English speaking parents), Remind App, and Swift911 to share information about reopening, health and safety information, academic plans, school schedules, and parent information nights.

Staff continues to create videos for families on topics such as how to log into Google Classroom, how to join a Zoom meeting, how to upload pictures, and other troubleshooting information. The district also is creating documents focusing on virtual learning, online



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programs and how to access them, and how to set up an area in the home for virtual learning.

Utilizing Title I funding, the district is planning Family Engagement Nights which will include content specific health, safety, and wellness topics including online resources as well as math and ELA forums. These family nights will be held virtually. Parents will be informed about these events through all communication channels described above.

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## Appendix L

### Restart Committee

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

Eatontown Public Schools Restart Committee Members:

Superintendent	Scott T. McCue
Meadowbrook School	Jennifer Bechtle
Woodmere School	Denise Blair
Margaret L. Vetter School	Shannon Ardise
Memorial Middle School	Christine Gallucci
Special Services	Letitia Guenther
Basic Skills	Rosemary Caliendo
Special Education	Samantha Gigante
Special Area	Erin Deligny
School Nurse	Denise Caiazza
School Counselor	Tamara Guzman
Paraprofessional	JoAnn Vega
Transportation	Cindy Carretta
Buildings & Grounds	Kenneth Dioguardi
Technology	Michael Brown
Business Office	Lori Youngclaus
Special Services	Debbie Nappi
EEA President	Emily Bilotti
EAA President	Tara Micciulla
Board of Education	Bob English
Parent	Jackie Severinsen
Parent	Carrie Krueger

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## Appendix M

### Pandemic Response Teams

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

#### Memorial Middle School Pandemic Response Team Members:

Principal	Jay Medlin
School Nurse	Lucy Craig
School Counselor	Tamara Guzman
Director of Elementary and Secondary Education	Tara Micciulla
Custodian	Wendy Cepeda
7 <sup>th</sup> Grade Social Studies Teacher	Anthony Gaetano
8 <sup>th</sup> Grade Social Studies Teacher	Janis Mottershead
ELA Resource Teacher	Robin Caroppolo
ELA Resource Teacher	Joanna Sisk
Math Resource Teacher	Marisa Massarotti
Science Resource Teacher	Linda McNelis
Learning Disability Teacher/Consultant	Vicki Jordan
Parent	Liz Colacci

#### Margaret L. Vetter School Pandemic Response Team Members:

Principal	Kevin Iozzi
School Nurse	Denise Caiazza
School Counselor	Tamara Guzman
Director of Elementary and Secondary Education	Tara Micciulla
Custodian	Yves Martial
Teacher in Charge	Shannon Ardise
5 <sup>th</sup> Grade Math Teacher	Sal Costanzo
6 <sup>th</sup> Grade ELA Teacher	Sarah Kuipers
Basic Skills Teacher	Christine Santonello
Special Education Teacher	Danna Valenti
Child Study Team Member	Kristen Carter
Parent	Kristin Hampton

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## Woodmere School Pandemic Response Team Members:

Principal	Kristoffer Brogna
School Nurse	Mary Ellen Branin
School Counselor	Katelyn Milazzo
Director of Elementary and Secondary Education	Tara Micciulla
Custodian	Sauven Jean
3 <sup>rd</sup> Grade Teacher	Danielle Feintuch
4 <sup>th</sup> Grade Teacher	Maureen Gaynor
Special Education	Kerry Corregano
Preschool Teacher	Kimberly Morgan
Child Study Team Member	Kristen Carter
Parent	Isadora Bussem

## Meadowbrook School Pandemic Response Team Members:

Principal	Tiffany Boufford
School Nurse	Gina Nastro
School Counselor	Katelyn Milazzo
Director of Elementary and Secondary Education	Tara Micciulla
Custodian	James Ferguson
Kindergarten Teacher	Jessica Kuras
First Grade Teacher	Doreen Sisolak
Second Grade Teacher	Brenda Miller
Special Education	Lillian Occhipinti
Special Area Teacher	Stephanie D'Agnese
ESL Teacher	Brooke Mindnich
Paraprofessional	Anne Feinberg
Technology Teacher	Michael Boxer
Child Study Team Member	Nicole Faas
Parent	Katherine Ganz



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## 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

Due to the influence and impact of the COVID-19 virus on the educational system, the district has planned for in-person, hybrid, and all virtual/remote instruction. In developing this plan, there were a few core guiding principles:

- Health, safety, and wellness of students and staff is a top priority.
- Maintain continuity of learning.
- Facilitate equity and ease of access to communications and resources.
- Flexibility to accommodate the needs of all learners.
- Incorporate educators, students, parents, and school boards in the analysis and planning cycle.

The district will be following a hybrid A/B Day schedule to facilitate both in-person and remote/virtual learning. Students will be scheduled by the building principal on either an A or B day based upon the first letter of the students last name: A-L on A Day and M-Z on B Day. The daily schedule will reflect a one-session or half day schedule for students. Wednesdays will be a virtual or remote learning day for all students. Parents who select the virtual/remote only option will be expected to abide by this choice for the entire marking period.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
A Day	A Day	Virtual/Remote Learning Day	B Day	B Day

### ONE-SESSION DAY SCHEDULE

<u>School</u>	<u>Grades</u>	<u>Open</u>	<u>Close</u>
<b>Memorial School</b>	7-8	7:50 a.m.	12:15 p.m.
<b>Margaret L. Vetter School</b>	5-6	7:50 a.m.	12:10 p.m.
<b>Woodmere School</b>	3-4, Preschool	8:30 a.m.	12:50 p.m.
<b>Meadowbrook School</b>	K-2	8:30 a.m.	12:50 p.m.



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## FULL DAY SCHEDULE

<u>School</u>	<u>Grades</u>	<u>Open</u>	<u>Close</u>
Memorial School	7-8	7:50 a.m.	2:19 p.m.
Margaret L. Vetter School	5-6	7:50 a.m.	2:18 p.m.
Woodmere School	3-4, Preschool	8:30 a.m.	2:58 p.m.
Meadowbrook School	K-2	8:30 a.m.	2:58 p.m.

Staff are scheduled to work a regular contractual schedule. Start and end times will remain consistent. Once instruction is completed in the morning, staff will have opportunities in the afternoon for a duty-free lunch, remote/virtual learning check-in time, and time for planning on a certain day(s). The afternoon schedule is still being refined at this time.

### b. Educational Program

Curriculum: Teachers and certified staff will present the district's curriculum to students through a combination of in-person and virtual/remote instruction. Students who participate in the hybrid A/B Day schedule will have in-person instruction two days per week and virtual/remote instruction three days per week. Students who opt for fully remote/virtual learning will receive virtual/remote instruction five days per week. Students who require specialized programs may attend in-person four days per week. Students will follow a school schedule designed by the school principal for both in-person and virtual/remote learning. Virtual/remote instruction will consist of both synchronous and asynchronous learning activities. To accommodate students who may have difficulty following a school schedule from home every day, live instruction will be recorded and posted online for review at a later time.

Technology-based programs for students and staff will be posted on the district website at [www.eatontown.org](http://www.eatontown.org).

Common lesson plans will be developed by grade level teams. Students will be expected to participate in lessons, complete assignments, and submit assessments on a daily basis during designated school days.

Evaluation and assessment procedures will follow the district's grading policy. Students will earn grades each marking period. Assignments and grades will be posted in Genesis Gradebook.



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The district also will administer Benchmark Tests in ELA and Math to support student learning and growth. A schedule will be created and published for the school community through the Director of Education's Office in the future.

Teachers will continue to deliver instruction of the district's curriculum through a combination of in-person and virtual/remote instruction. Students on virtual/remote instruction will follow the school schedule with a combination of synchronous and asynchronous instruction being provided. Teachers will teach mini-lessons to all students and remote students will be able to watch instruction at home. All live instruction will be recorded and posted on Google Classroom for viewing at a later time as well.

The district will provide a list of technology programs for staff to utilize. The district has purchased Teacher Pay Teachers School Access (Coaches, ELL, and Reading Specialists), Ed-Puzzle, Reading A-Z/Raz Kids (Grades K-4), and Brain Pop/Brain Pop Jr.

The teaching staff will craft common lesson plans by grade level. Teachers will create lessons in Rubicon Atlas correlating to the Curriculum Units and Standards. Lesson plans templates will be available in Rubicon Atlas.

**Benchmark Testing:** We will administer Benchmark Assessments to all students throughout the school year. This data will help staff to learn the specific academic needs of the students.

- i-Ready (Math and ELA) can be administered virtually/remotely. First test will be given October 5 through 16.
- Reading (Grades K-6) Fountas and Pinnell--- can be administered one on one with students virtually/remotely (Wilson decodable texts or Reading A-Z).
- Reading (Grades 1-3) --- NJTSS Standards Based Spelling Test. Staff training will be required.
- Math (Grades 1-8) --- MC3 Math Assessments. Google doc--- can be administered virtually or in person.

Other educational programs will be available to students including Special Area Classes (Music, Art, Physical Education, Spanish, Library, and Technology), Basic Skills services, ESL services, Gifted and Talented services, and enrichment opportunities.

**Special Services:** Eatontown Public Schools will continue to meet all requirements set forth by the Individuals with Disabilities Act (IDEA). All classified students will be placed within the appropriate classroom based upon their IEPs (i.e., ICR, Pull-out Resource, LLD, or Speech). Each student will be provided instruction for four hours per day, four days per week, remotely as well as in-class. When learning remotely, students will engage in learning through various means/platforms



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including Google Classroom, Google Meet, Zoom, and Skype as appropriate. Additional educational support will be made available, per student need, by the classroom teacher.

Documentation of IEP mandated services will be noted by each individual service provider on a weekly basis. Student progress will be noted in Genesis in the form of participation grades, assignment/project completion, and test/quiz grades. Progress on the attainment of IEP goals and objectives will be noted within each IEP. All accommodations and modifications will be implemented by the classroom teacher and are noted in the curriculum as well as in teacher lesson plans.

IEP meetings will be conducted via phone, on virtual platforms, or in-person with parental consent.

**Technology:** The district has worked consistently to create a technological foundation that provides equal access to all technology to all staff and students. This ongoing work sets the procedures and protocols needed to eliminate any downtime to ensure success in a hybrid learning environment. While the district has provided all students in Grades 2 through Grade 8 with their own device for the past 6 years, in preparation for the hybrid learning environment, the district has purchased devices to bring our remaining grade levels (Preschool through Grade 1) to a one to one, computer to student ratio. ALL students in Eatontown Public Schools will now have their own device. Each device is assigned to a specific student and is to be used ONLY by the assigned student. Devices are never shared. All students in the district will be bringing their assigned devices back and forth from home to school to allow for equal technology accessibility both at school and in the home.

Students have access to a variety of software to use on their assigned computers. Our online learning environment is facilitated through the Google Suite for Education. Students can use the Google Suite to produce word processing documents, spreadsheets, and presentations via Google slides. Students may receive their lessons and class materials and communicate virtually with their class and teacher via Google Classroom. Online textbook programs including Benchmark Universe, Think Central, My HRW, and educational programs such as i-Ready, Stemsopes, IXL and Mystery Science are accessible to all staff and students. These resources are very important tools in supplementing and complementing curriculum content virtually.

All student devices are set up to automatically VPN into the district's next generation firewalls when used outside of the school network. When devices connect to the district's next generation firewalls via VPN the devices are protected exactly as they are when used on the district network. This ensures that all devices when used from home are kept safe from malware attacks, viruses, and



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inappropriate content. Devices also will be preinstalled with an antivirus software that ties into our next generation firewall to extend the power of the next generation firewall to the endpoints themselves and maintain a safe virtual environment for our students.

Students have access to a district assigned and monitored email account that can be used to contact their teacher with any questions as well as provide assigned work. Students can keep track of their current grades and schedules via the Genesis Student Portal. The district utilizes Clever to simplify the login process to all student software and websites.

The district has set the goal to make sure all students in the district will have internet access at home. We have conducted surveys in March and July 2020 and are making calls to home to obtain a list of students who do not currently have internet access at home. The district will be working with both Comcast and T-Mobile to provide internet access to these students when needed.

All teachers in the district have their own district assigned laptop. They have access to all of the tools the students do including the Google Suite for Education, Google Classroom, online textbooks, and other educational software. Similar to the student devices, staff laptops come preinstalled with the next generation firewall's antivirus software and automatically VPN when they are outside of the district's network to ensure they are always protected and kept safe. Staff also have access to the student monitoring software GoGuardian to keep students on task and provide remote support. In order for teachers to maintain live and interactive communication with their students remotely, they have access to Zoom and Google Meet and can set up sessions for students to remotely take part in in-person classes remotely.

Teachers have SMART Panels installed in their classrooms. SMART panels are interactive/touch 65" monitors that act as the main presentation point for the classroom. Teachers can mirror and remotely control their computer from the SMART panel. The teacher has the option to start a Zoom session on their computer and share their desktop screen with the Zoom or Google Meet session in order for both the students in the classroom (via the SMART panel) and students at home (via the Zoom/Google Meet session) to see exactly the same thing. Teachers also are offered tools to create and edit videos of either themselves, using their computer's integrated camera, or of their desktop screen, that can be uploaded to Google Classroom for students to watch and refer back to at any time.

The district has two Technology Specialists/Teachers and each Technology Specialist is assigned to two of the district's four schools. These Technology Specialists have a set schedule that equally splits their time between their assigned two schools. The Technology Specialists teach technology classes, work with the teachers to implement technology into their lessons, provide training and act as the



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first line of support for all technology related issues for both staff and students. The district Network Technician and Technology Coordinator maintain all back end technology, network security, device repairs, staff and student accounts, and act as a second line of support for all staff and student technology related issues. Remote tools such as Chrome Remote Desktop and System Center Configuration Manager are used to help troubleshoot staff and student technology related issues from home. The district maintains a set of loaner staff and student devices in the event a student or staff device is broken a loaner can be provided as soon as possible to keep downtime down to a minimum. The district maintains support contracts on all devices so when damaged, the devices can be sent out for repair as soon as they are collected.

## Important Contacts:

If any parents or guardians have any special education program questions, please contact Mrs. Debra Nappi, Special Services Supervisor, at [dnappi@eatontown.org](mailto:dnappi@eatontown.org).

If any parents or guardians have any questions regarding ESL or Basic Skills services, please contact Mrs. Tara Micciulla, Director of Education, at [tmicciulla@eatontown.org](mailto:tmicciulla@eatontown.org).

If any parents have any questions regarding the school schedule, please contact the school principal.

Memorial School- [jmedlin@eatontown.org](mailto:jmedlin@eatontown.org)

Vetter School- [kiozzi@eatontown.org](mailto:kiozzi@eatontown.org)

Woodmere School- [kbrogna@eatontown.org](mailto:kbrogna@eatontown.org)

Meadowbrook School- [tboufford@eatontown.org](mailto:tboufford@eatontown.org)

If any parent has any technology related questions, please contact Mr. Michael Brown, Technology Coordinator, at [mcbrown@eatontown.org](mailto:mcbrown@eatontown.org).



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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 order to support a high quality educational program in a hybrid model, a collaborative team approach is required. Administrators, teachers, certified staff, support staff, and Board of Education members need to work together during these challenging times in support of student safety and learning. In particular, principals and teachers have the most impact in supporting student learning. Parents also are needed to help create a quality learning environment during these challenging times.

The district will make staffing and scheduling decisions in order to create the most effective and efficient hybrid model possible. Student and staff safety is paramount, followed by student learning.

District staff will be supported professionally in this process through mentoring programs, educator evaluation systems, as well as through professional development opportunities. Four professional development days are built into the school year. In September, before school opens, three full days of professional development will be provided to staff addressing topics such as health, safety, new COVID-19 procedures, enhancing remote/virtual instruction, teacher evaluation, and SEL initiatives. Another professional development day for staff is scheduled in February.

In addition, the district will support a New Teacher Orientation Day as well as a Substitute Orientation Day with an eye towards prepping new teachers and substitute teachers for a new way to approach education in the days ahead.

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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.

Fall sports have been cancelled at the middle school level. As other sports seasons approach, the district will follow CDC, NJDOE, and NJSIAA guidelines for safely operating sports programs in the future.

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## CHART OF USEFUL LINKS

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



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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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Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	<a href="https://frac.org/programs/national-school-lunch-program/benefits-school-lunch">https://frac.org/programs/national-school-lunch-program/benefits-school-lunch</a>
Quality Child Care	Child Care Resource and Referral Agencies	<a href="https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx">https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx</a>
	Division of Early Childhood Education	<a href="https://www.nj.gov/education/ece/hs/agencies.htm">https://www.nj.gov/education/ece/hs/agencies.htm</a>
<b>Leadership and Planning</b>		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	<a href="https://www.nj.gov/education/covid19/sped/guidance.shtml">https://www.nj.gov/education/covid19/sped/guidance.shtml</a>
Staffing	Mentoring Guidance for COVID-19 Closures	<a href="https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml</a>
	Educator Evaluation During Extended School Closure as a Result of COVID-19	<a href="https://www.nj.gov/education/covid19/teacherresources/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>		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	<a href="https://www.nj.gov/education/covid19/boardops/caresact.shtml">https://www.nj.gov/education/covid19/boardops/caresact.shtml</a>
	NJDOE EWEG	<a href="https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx">https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx</a>
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	<a href="https://njemgrants.org/site/rpasubmission.cfm">https://njemgrants.org/site/rpasubmission.cfm</a>



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Section	Title	Link
Purchasing	New Jersey School Directory	<a href="https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission">https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission</a>
	NJSTART	<a href="https://www.njstart.gov/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>