

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

Red Bank Regional High School

August 5, 2020

RESTART & RECOVERY PLAN

TABLE OF CONTENTS

	<u>Page #</u>
Introduction	4
A. Conditions for Learning	6
1. Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning	6
a. Critical Area of Operation #1 General Health and Safety Guidelines	7
b. Critical Area of Operation #2 Classrooms, Testing, and Therapy Rooms	8
c. Critical Area of Operation #3 Transportation	10
d. Critical Area of Operation #4 Student Flow, Entry, Exit, and Common Areas	11
e. Critical Area of Operation #5 Screening, PPE, and Response to Students and Staff Presenting Symptoms	11
f. Critical Area of Operation #6 Contact Tracing	14
g. Critical Area of Operation #7 Facilities Cleaning Practices	14
h. Critical Area of Operation #8 Meals	16
i. Critical Area of Operation #9 Recess/Physical Education	16
j. Critical Area of Operation #10 Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours	18
2. Academic, Social, and Behavioral Supports	18

RESTART & RECOVERY PLAN

	<u>Page #</u>
a. Social Emotional Learning (SEL) and School Climate and Culture	19
b. Multi-Tiered Systems of Supports (MTSS)	19
c. Wraparound Supports	19
d. Food Service and Distribution	20
e. Quality Child Care	20
B. Leadership and Planning	21
1. Establishing a Restart Committee	21
2. Pandemic Response Teams	22
3. Scheduling	23
4. Staffing	25
5. In-Person and Hybrid Learning Environments: Roles and Responsibilities	27
6. Educator Roles Related to School Technology Needs	32
7. Athletics	35
C. Policy and Funding	36
1. School Funding	36
D. Continuity of Learning	38
1. Ensuring Delivery of Special Education and Related Services to Students with Disabilities	38
2. Technology and Connectivity	39
3. Curriculum, Instruction, and Assessments	40
4. Professional Learning	43
5. Career and Technical Education (CTE)	44
<u>Appendices</u>	45

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.

RESTART & RECOVERY PLAN

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.

RESTART & RECOVERY PLAN

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.

RESTART & RECOVERY PLAN

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

Ten Critical Areas of Operation

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

RESTART & RECOVERY PLAN

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

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

- b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan
 - (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at

RESTART & RECOVERY PLAN

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

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

RESTART & RECOVERY PLAN

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

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

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

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

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

RESTART & RECOVERY PLAN

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

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

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

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

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

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

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

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

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

f. Critical Area of Operation #6 – Contact Tracing

(1) The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.

(2) School officials should engage the expertise of their school nurses on the importance of contact tracing.

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

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

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

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

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

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

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

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

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

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

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

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

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

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

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

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

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

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

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

2. Academic, Social, and Behavioral Supports

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

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

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

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

RESTART & RECOVERY PLAN

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

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

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

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

b. Multi-Tiered Systems of Support (MTSS)

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

c. Wraparound Supports

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

d. Food Service and Distribution

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

e. Quality Child Care

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

RESTART & RECOVERY PLAN

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

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

RESTART & RECOVERY PLAN

- e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

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

RESTART & RECOVERY PLAN

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

[See Appendix M – Pandemic Response Team]

3. Scheduling

- a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

- (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
 - (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
- (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
- (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
- (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See Appendix N – Scheduling of Students]

4. Staffing

- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA),

RESTART & RECOVERY PLAN

and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.

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

RESTART & RECOVERY PLAN

COVID-19 state of emergency and related limitations.

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

[See Appendix O – Staffing]

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

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

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

- f. Support staff/paraprofessionals may:
 - (1) Lead small group instruction to ensure social distancing.
 - (2) Consider student grouping to maintain single classroom cohorts.
 - (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
 - (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.

RESTART & RECOVERY PLAN

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

g. Substitutes

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

- a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:
 - (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

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

1. School Funding

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

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

- b. School District Budgets

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

- c. School Funding

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

RESTART & RECOVERY PLAN

(1) Purchasing

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

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

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

(3) Costs and Contracting

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

RESTART & RECOVERY PLAN

D. Continuity of Learning

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

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

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

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

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

RESTART & RECOVERY PLAN

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

2. Technology and Connectivity

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

RESTART & RECOVERY PLAN

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

3. Curriculum, Instruction, and Assessment

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

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

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

(3) Assessment

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

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

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

- e. Evaluation

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

- 5. Career and Technical Education (CTE)

- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
- b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
- c. Guiding Principles
 - (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
 - (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.

RESTART & RECOVERY PLAN

d. Quality CTE Programs

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

e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

RESTART & RECOVERY PLAN

APPENDICES - INDEX

		<u>Page #</u>
Appendix A	Critical Area of Operation #1 General Health and Safety Guidelines	46
Appendix B	Critical Area of Operation #2 Classrooms, Testing, and Therapy Rooms	47
Appendix C	Critical Area of Operation #3 – Transportation	48
Appendix D	Critical Area of Operation #4 Student Flow, Entry, Exit, and Common Areas	49
Appendix E	Critical Area of Operation #5 - Screening, PPE, and Response to Students and Staff Presenting Symptoms	51
Appendix F	Critical Area of Operation #6 - Contact Tracing	52
Appendix G	Critical Area of Operation #7 - Facilities Cleaning Practices	53
Appendix H	Critical Area of Operation #8 – Meals	57
Appendix I	Critical Area of Operation #9 –Physical Education	59
Appendix J	Critical Area of Operation #10 - Field Trips, Extra Curricular Activities, and Use of Facilities Outside of School Hours	60
Appendix K	Academic, Social, and Behavioral Supports	61
Appendix L	Restart Committee	63
Appendix M	Pandemic Response Teams	64
Appendix N	Scheduling of Students	65
Appendix O	Staffing	67
Appendix P	Athletics	68

RESTART & RECOVERY PLAN

Appendix A

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

The 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:

The conditions for learning addresses students' and educators' basic physical safety needs, social and emotional needs, and environmental factors. This includes a policy for screening students and employees for symptoms of COVID-19 and history of exposure, maintaining appropriate social distancing in the classrooms and school buses, and adopting appropriate cleaning and disinfecting procedures.

All school staff, students and visitors are required to wear face masks unless doing so would inhibit the individual's health or the individual is under two years of age. Students will be required to wear face masks unless they have medical accommodation. If a student cannot wear a face covering due to medical reasons then the guardian must provide the school with a doctor's note. Students utilizing district transportation will be required to use a face covering.

The district will adhere to all guidelines from the Center for Disease Control (CDC), the state of New Jersey and the Local and County Health Department. Reasonable accommodations for staff and students at high risk for severe illness will be provided following a proper assessment and submission of a doctor's certification. The district will continuously promote social distancing, frequent hand washing, and the use of face masks. These requirements will be reviewed during staff and student training.

RESTART & RECOVERY PLAN

Appendix B

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

The 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:

Classrooms - Students and staff will be required to wear face masks across environments. Students will be reminded upon entry and exit of the classroom to use hand sanitizer or wash their hands.

District classrooms will be arranged with all students' desks facing the same direction. All classrooms will be equipped with hand sanitizing stations, disinfecting wipes and hand soap when sinks are present.

Students will be encouraged not to share items. If sharing of certain equipment is unavoidable for instruction such as pianos, STEM and engineering machinery, all students will be required to sanitize equipment after use. Additional hand sanitizers will be available in these types of environments.

Certain spaces of the school will be closed such as the locker rooms and the fitness center.

All HVAC/Air handlers will be set to the required intake of outdoor air.

To reduce the number of students in classrooms, students will be broken down into two cohorts that will participate in a hybrid in-person virtual schedule to limit the number of students in the school building at any given time. These cohorts of students will remain consistent to minimize contact throughout the student body.

Testing - All school-wide testing will be aligned with health and safety guidelines in place at the time of the test date. Testing schedules will be altered and extended if possible to make sure accommodation of social distancing. All classroom precautions previously mentioned will be in place and rosters will be maintained in case the need for contact tracing arises.

Child Study Team Testing and Therapy Rooms - All students will wear face masks across environments. In cases in which face masks would compromise validity, both student and evaluator will utilize adjustable clear face shields and plexiglass dividers so that masks can be temporarily removed for evaluations requiring mouths to be visible. Gloves and sanitizer will also be provided to staff and students for use as needed. Staff will sanitize any necessary materials (i.e. manipulatives for testing or therapy).

Partitions for areas where related services for students such as speech therapy will be considered, such as plexiglass, if face masks are not practical. Other areas of the school may also be identified for additional partitions such as the nurses office, etc.

RESTART & RECOVERY PLAN

Appendix C

Critical Area of Operation #3 – Transportation

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

Face masks on buses will be required. Students that are not able to wear face masks will be identified for accommodation. Working with the private bus contractors and the Monmouth/Ocean Educational Services Commission, the district will ensure that social distancing is maintained on buses if possible. Drivers will remind all students to social distance as much as possible. Reduced schedules for in person instruction will help decrease daily bus loads.

The district will consider parent opt-outs for transportation services for the year as well as parent transportation contracts for Special Education Out of District Placements if necessary.

The district contracts all transportation. The contractors will sanitize the front and back of all seats between runs. The district will work with all contractors and MOESC (coordinated transportation) to make sure all contractors develop a schedule and properly clean and disinfect vehicles throughout the school day.

Signage will be displayed on the bus that face covering is required to board the vehicle. Students will not be allowed to board the bus without a face covering. Students will be reminded by all drivers that they must social distance while boarding and exiting the buses.

Unless a student has been identified as requiring medical accommodation for wearing a mask, any student without a mask will not be allowed to board the bus to or from school.

Parents must request any medical accommodation for mask wearing prior to school and must submit a doctor's note supporting the accommodation.

RESTART & RECOVERY PLAN

Appendix D

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

The 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:

All Staff and Students are required to wear face masks for entry to the school buildings. Students and staff will be required to complete a screening survey each day.

Students will enter the front entrance through the middle and left doorways and immediately proceed through one of three temperature screening checkpoints. These screening checkpoints will be monitored by school personnel. The screening checkpoints will be located inside the building approximately six feet from the interior doors. This will allow students to be inside the building waiting to pass through the checkpoint. If any student has a temperature of 100.4 or higher, they will be taken to a holding room in the nurse's office where a nurse will give another temperature check. The nurse will then follow the safety procedures if there is a temperature of 100.4 or higher. There are eight separate holding rooms in the nurse's office. If there are more rooms needed we will use the office space across the hallway.

Staff will enter the front entrance through the right doorways and immediately proceed through the temperature screening checkpoint for staff only. These screening checkpoints will be monitored by school personnel. If any staff member has a temperature of 100.4, or more, they will be taken to a holding room in the nurse's office where a nurse will give another temperature check. The nurse will then follow the safety procedures if there is a temperature of 100.4 or more. There are eight separate holding rooms in the nurse's office. If there are more rooms needed we will use the office space across the hallway.

Visitors, substitutes, related service providers, test administrators, or any other service provider will be required to wear a face mask to enter any school building. All must use the front entrance to the high school. If a visitor does not have a face mask, they will be denied access to any school building. Visitors will be required to fill out a screening survey prior to entrance or temperature check. If a visitor's survey results are not acceptable or their temperature is 100.4 or more, entrance to any building will be denied.

Construction contractors and workers that are working on the District's referendum projects must report to the Construction Manager's office to fill out a survey and have a temperature check. Any maintenance contractors or workers that have been scheduled by the district will report to the maintenance entrance to fill out a survey and be

RESTART & RECOVERY PLAN

administered a temperature check. All contractors will be required to wear a face mask regardless of working in the building or outdoors. Any contractor not wearing a face mask, providing unacceptable survey answers or having a temperature of 100.4 or more will not be allowed to work on sight and will be made to leave the premises.

This will be required for all contractors, service providers, etc. that will be working on the property regardless of working inside or outside of the buildings.

Arrows and decals will be on the floor to show direction and location of social distancing in the entrance/exit. There will be signage on the front doors for directions where staff and students are to enter. Students and staff may exit any exterior door (other than the doors where construction is located).

Common areas will have tables and chairs that are socially distant. These areas will be monitored by staff.

Per Fire Code, all exterior doors must be available for emergency exit. All doors hardware will be sanitized throughout the day.

RESTART & RECOVERY PLAN

Appendix E

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

The 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:

Student and staff arrival at school will be controlled to allow for proper screening for elevated core body temperatures and other COVID-19 symptoms.

Upon arrival all students, staff and visitors will be required to wear face masks to enter the school building unless they have a documented medical accommodation. Any individual refusing to wear a face covering that does not have a need for accommodation will not be allowed to enter the school.

Designated arrival entrances will be equipped with temperature control devices/kiosks. If any staff member or student presents with a temperature of 100.4 or more, they will be screened again for temperature with a non-contact thermometer. If they still register a 100.4 or higher temperature, they will be sent to a designated area for additional health screening. All staff, students and visitors will be required to answer a daily screening survey. Any individual with symptoms will not be allowed to enter the building. Any students will be isolated from others and sent to the nurse's isolation area.

Any visitor with a temperature of 100.4 or higher will not be allowed in the building.

Isolation rooms will be designated for all students presenting symptoms. All occasions where someone presents with COVID-19 symptoms will be documented.

In the event a staff member, student or visitor is found to have a positive of COVID-19, appropriate cleaning measures will take place throughout the building.

Nursing Plan - Screening Protocols

Protocol will be followed when a student or staff member exhibits symptoms of Covid 19, including safe and respectful supervised isolation and medical evaluation, until picked up by an authorized adult. Results will be documented. Screening policies will be taken into account for students with disabilities and will consider accommodations that may be needed.

School officials will follow current Communicable Disease Service guidelines and will notify local health officials, staff and families of a confirmed case while maintaining confidentiality.

School officials will encourage parents to be alert for signs of illness in their children and to keep them home when they are sick.

RESTART & RECOVERY PLAN

Appendix F

Critical Area of Operation #6 - Contact Tracing

The 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 fully inform the school community about the importance of contact tracing to help identify those who may have come in contact with an individual who is positive for COVID-19. The district will assist contact tracers from the Monmouth County Regional Health Division # 1 when investigating contacts made within the school.

A district liaison will be identified to assist the administration in gathering information and ensure privacy and adherence to FERPA.

RESTART & RECOVERY PLAN

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

The 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 District will work closely with its contracted cleaning service provider to ensure cleaning and sanitizing is completed as scheduled. This schedule will include more stringent and frequent procedures. A daily check of list will be developed and must be followed. Lists must be submitted to the Supervisor of Building and Grounds daily to ensure all proper protocol was followed. Additional cleaning and sanitizing will be completed when students and staff are not in school including weekends.

Within the school and classrooms, use for shared objects will be minimized. Hand washing will be done frequently and hand sanitizing stations will be set up. All classrooms will be equipped with sanitizing wipes, hand sanitizer and soap in classrooms where sinks are present.

The district will inspect all HVAC units to ensure proper operation prior to school opening and will ensure that all systems are working properly and taking in the designed amount of fresh air. The district will replace filters on all air handlers more frequently.

The district will provide all necessary PPE and sanitizing supplies to the nurses office and the custodial services company will clean the area frequently. Protocols will be in place to also ensure the nurses office and isolation areas are fully disinfected if an individual presents with COVID-19 symptoms.

Reopening Facilities Cleaning and Disinfection Plan

Schedule for increased cleaning in all buildings

All staff will take part in cleaning and sanitizing throughout the day. Hand sanitizer, disinfectant/alcohol wipes, and other sanitizing products will be available in all classrooms and office areas. Staff will be encouraged to utilize these items to wipe down surfaces as they use them as well as interior door handles. Students will wipe their desk areas before exiting the classroom. Students will be reminded to use hand sanitizer as they enter and exit the rooms.

Staff will be instructed to remove items off of desks and tables. All office supplies, equipment, tools, teaching materials and other items should be stored in desk drawers, cabinets and other storage spaces so that surfaces may be disinfected. All personal items should be removed from the building.

RESTART & RECOVERY PLAN

During the School Day: After the students and staff have entered the building, all entrance touch point surfaces and temperature scanning devices will be sanitized. Student occupied classroom door handles and other corridor touch points will be wiped with disinfectant throughout the day. Bathrooms will be sanitized throughout the day when not in use. This entails sanitizing all bathroom touch points, cleaning visible messes, and checking all dispensers.

In the Evening: Every night the building will be cleaned and disinfected, to include classroom desks and chairs, handles on equipment, buttons on machines, computer keyboards, phones, touchscreens, etc. Teacher and student desks and tables should be kept clear to enable proper sanitization. All staff will store staplers, books, pens, equipment, teaching materials, etc. in drawers and cabinets at the end of the day, every day. Shop equipment, engineering equipment, musical equipment (such as pianos) and laptops should be cleaned and sanitized after being used. Small wears such as lab supplies etc. should be wiped down before it is put away in cabinets and drawers.

Office occupants should wipe down their desks and office touch points every day, and not invite others into their offices. The day custodian can disinfect these rooms before the end of their shift if the occupant has left for the day. Where this is not possible, the evening custodian(s) will add these offices to their rotation. All staff will wipe down any equipment they use after each use such as copiers, printers, postage machines, etc.

Sanitization and cleaning will take place in rooms after the occupants have left for the day.

Checklist for cleaning classrooms, labs, bathrooms, touch points

A checklist will be developed and be required to be followed ensuring all sanitization and cleaning happens throughout the day. The custodial shift manager will ensure all cleaning and sanitizing duties have been completed and sign off on the check lists daily. The Facilities Manager will monitor the building for cleaning and sanitizing and review the check lists daily.

Hand sanitizer location and procedure for refilling and maintaining

Custodians will be responsible for checking and restocking hand sanitizer dispensers and the bathroom and classroom soap dispensers. Hand sanitizer and soap are kept with the custodial supplies. Hand sanitizer stations will be located in every classroom, general office spaces and main entrances, as well as common areas.

Water fountains and water bottle fillers

Traditional water fountains will be closed. Water bottle filling stations will remain available and will be cleaned and disinfected every night and throughout the school day. Students and staff will be encouraged to bring their own personal water bottles and refill them throughout the day as needed.

RESTART & RECOVERY PLAN

Food Service Lines: All food service areas will be wiped down after breakfast and lunch is offered. Cashless payment will be encouraged. Parents will be encouraged to fund their student's meal accounts to lessen the need for cash payment. Students will either swipe their ID card or give the cashier their account number.

Cafeteria:

The cafeteria will be utilized for students eating breakfast. Social distance will be maintained. Custodial crew will fully clean and sanitize all areas of the cafeteria after students have gone to class.

Lunch will be provided as "grab and go only". Meals served will not be intended to be consumed in the building and taken home.

In the event of a change in daily educational requirements that allows for relaxation of current directives and the schedule allows for in person consumption of meals, the custodians will fully clean and sanitize after each meal period. The district will implement new meal period schedules to allow for full cleaning and any other directive required to be followed.

Disinfecting spray

Disinfecting wipes and/or spray will be provided to the faculty. Teachers should be responsible for wiping down their desk throughout the day, and the interior classroom door knobs and other common touch points in the classroom. Students should wipe down their desk, seat and other touch items they used prior to the end of each class.

Restrooms

Students will be reminded to use social distancing techniques when using the restrooms. Staff members may be utilized to limit and monitor access to restrooms. If social distancing is not being followed, additional procedures may be necessary. Custodial staff will clean and sanitize all restrooms throughout the day while unoccupied. All toilets, sinks and touch points will be cleaned frequently.

Maintaining proper ventilation and circulation of air

The maintenance staff will closely monitor the HVAC systems for proper all flow, and will increase the replacement of air filters to once per month. This is more than the manufacturer's specifications. Dampers will be adjusted to increase outside air flow into the building whenever possible.

Has the custodial staff been trained?

Custodians have been trained under the direction of the Buildings & Grounds Supervisor and the contracted vendor management team.

RESTART & RECOVERY PLAN

Availability of supplies

The district has ordered sanitizing and cleaning supplies and will order additional stock as they are available and necessary. Some orders have shipped and some are back-ordered. Sanitizer sprayers have been purchased for more timely application of the disinfectant. Plexiglas desktop/countertop dividers are being built and ordered, but the district is waiting for confirmation on availability and shipping dates. Areas are being identified that would require these items.

Signage and Distancing markings

The district has ordered signage and tape/paint for distance markings and reminders to socially distance. The Maintenance Supervisor will work with building administration to identify key areas of installation

Creating a holding area for students who come in with a temperature

When a student is identified with a temperature of 100.4 or above, the student will be asked to wait in an isolated area until he/she can be picked up. The Nurse's office has areas that will be vacant for such occasions.

Students waiting to have their temperature scanned

High speed temperature scanners have been ordered and will be placed at the front entrance to the building. All staff, students and visitors will be required to enter the building from the front entrance. Any visitors arriving with a fever will not be allowed to enter the facilities. Scanners will be wiped down after all arrivals and throughout the day. They will also be wiped down if an individual arrives presenting a fever. Sanitation supplies will be readily available.

Fitness Center and Locker Rooms

These areas will be closed and consideration for use will only be given and decided by the Administration. If opening these areas are required and approved by administration, custodial staff will sanitize throughout the day. Hand sanitizer and wipes/sprays will be available. Staff and students will be required to wipe down all equipment and weights, etc after each use..

Procedure for building disinfecting if a case of COVID is identified

In the event a positive COVID-19 case is discovered, appropriate steps will be taken to ensure the entire building is cleaned and sanitized.

RESTART & RECOVERY PLAN

Appendix H

Critical Area of Operation #8 – Meals

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

The district is committed to providing breakfast and lunch on a daily basis to students. Family-style, self-service, and buffet-style dining will not be offered while social distancing is mandated. Students will be provided with additional meals on a grab and go basis at dismissal for the amount of school days they will be virtual until the next day they are scheduled to be present. This will ensure that all students have access to two meals per day. The district will ensure all Department of Agriculture protocols are followed.

The district will work closely with the contracted food service provider to ensure all serving protocols are adhered to such as additional precautionary serving procedures, menu items that are designed for pre-packaging and non contact serving. The district currently has sneeze guards and will identify any additional barriers/partitions that will be needed for distancing food service. All food service workers will be screened daily for COVID-19 symptoms prior to entering the building and will be dismissed immediately if presenting symptoms. Proper protocol will be followed for reporting.

All food containers will be disposable. The cafeteria will be designated for breakfast. The tables will be marked for proper social distancing. Hand sanitizer will be made available in food service and eating areas. It will also be available in all bathrooms. Bathroom doors will be propped open if possible reducing the number of touch surfaces. All surfaces, tables and chairs will be sanitized and cleaned after breakfast service.

No Food shall be consumed in classrooms

The cafeteria will be utilized for students eating breakfast. Social distance will be maintained. Custodial crew will fully clean and sanitize all areas of the cafeteria after students have gone to class.

Lunch will be provided as “grab and go only”. Meals served will not be intended to be consumed in the building and taken home.

Students will be dismissed in phases to accommodate social distancing and less traffic flow. Students who wish to purchase lunch will proceed to the commons area and cafeteria where there will be stations to get the boxed lunch as well as breakfast and lunch for the days they will not be in school. Signage will be on floors, doors and walls to remind of social distancing. Students will flow through the line, proceed to the cashier

RESTART & RECOVERY PLAN

to either scan their ID or provide either student number to track meals purchased. Cashless payment will be encouraged. Parents will be encouraged to fund their student's meal accounts to lessen the need for cash payment. Students will either swipe their ID card or give the cashier their account number.

A barrier will be placed between food service staff/cashier and students.

Vending machines and reach in drink refrigerators will not be in use. Water fountains will be closed, however, bottle fillers on the water fountains will be available for student and staff use. These dispensers will be sanitized throughout the day.

In the event of a change in daily educational requirements that allows for relaxation of current directives and the schedule allows for in person consumption of meals, the custodians will fully clean and sanitize after each meal period. The district will implement new meal period schedules to allow for full cleaning and any other directive required to be followed.

RESTART & RECOVERY PLAN

Appendix I

Critical Area of Operation #9 – Recess/Physical Education

The 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.

Students will demonstrate their proficiency of the physical education standards through a virtual platform. All students will perform any required physical activity individually outside of the adjusted school day. While in school, students will have to complete a journal entry describing their experience and how it applies to certain PE standards.

As a high school district, we do not offer recess.

RESTART & RECOVERY PLAN

Appendix J

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

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

All extracurricular activities will be restricted to virtual meetings to the extent possible to reduce building use.

If any extracurricular activity requires a use of facilities by school staff and students outside of school hours they will be limited and will require pre-approval from the Principal and Business Administration. Approved activities must comply with applicable social distancing requirements and hygiene protocols and will be monitored for strict adherence. All in attendance must wear face masks/face masks.

In the event of additional athletics programs for the school year are allowable per NJSIAA and the Governor's office, all social distancing, sanitization and district requirements will be followed. Spectators may not be allowed to attend. See Appendix P for Athletic requirements.

Off property field trips will not be considered until further notice. Teachers will be encouraged to find virtual opportunities for students.

No external facility use requests will be allowed. If an external facility use is deemed to be necessary by Administration, request use of school facilities will be limited and screened by the Administration. All allowable external facility users must follow district guidance on health and safety protocols. Due to stringent cleaning protocols, facilities may not be available for use outside school hours.

No outside food or beverages may be brought into the school, served or sold during events unless they are intended for grab and go. Users will not be allowed to prepare any food or meals on sight.

In the event a use is deemed required and is approved, all attendees will be required to wear face masks.

RESTART & RECOVERY PLAN

Appendix K

Academic, Social, and Behavioral Supports

The 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.

K1: Social Emotional Learning (SEL) and School Culture and Climate

Social Emotional Learning (SEL) will be critical in re-engaging students, supporting staff and promoting a successful academic year. SEL curriculum will be provided to students. RBR will continue to utilize the SOURCE to support the mental health needs of both students and educators as they return back to school. Guidance Counselors and Child Study Team members will also provide support to students.

K2: Multi Tiered Systems of Support

Multi-tier support has been integrated into our 2020 -2021 school year master schedule. Workshop class rosters were made using multiple measures provided by teachers from 2019-2020 school year and incoming school districts for Freshman students. Students' support will be provided during the duration of the school day by in person or remote instruction based on the schedule provided.

K3: Wraparound Supports

The Source, Guidance Counselors and Child Study Team members will provide support to students individually and in groups (when appropriate) to support students academic and social-emotional well-being. Staff will continue to support access to mental and behavioral resources within the school building and in the community. These supports will be provided within the school building as well as virtually for any students or families that need.

K4: Food Service and Distribution

The district is committed to providing breakfast and lunch on a daily basis to students. Family-style, self-service, and buffet-style dining will not be offered while social distancing is mandated. Students will be provided with additional meals on a grab and go basis at dismissal for the amount of school days they will be virtual until the next day they are scheduled to be present. This will ensure that all students have access to two meals per day. The district will ensure all Department of Agriculture protocols are followed.

The district will work closely with the contracted food service provider to ensure all serving protocols are adhered to such as additional precautionary serving procedures,

RESTART & RECOVERY PLAN

menu items that are designed for pre-packaging and non contact serving. The district currently has sneeze guards and will identify any additional barriers/partitions that will be needed for distancing food service. All food service workers will be screened daily for COVID-19 symptoms prior to entering the building and will be dismissed immediately if presenting symptoms. Proper protocol will be followed for reporting.

All food containers will be disposable. The cafeteria will be designated for breakfast. The tables will be marked for proper social distancing. Hand sanitizer will be made available in food service and eating areas. It will also be available in all bathrooms. Bathroom doors will be propped open if possible reducing the number of touch surfaces. All surfaces, tables and chairs will be sanitized and cleaned after breakfast service.

The cafeteria will be utilized for students eating breakfast. Social distance will be maintained. Custodial crew will fully clean and sanitize all areas of the cafeteria after students have gone to class.

Lunch will be provided as “grab and go only”. Meals served will not be intended to be consumed in the building and taken home.

Students will be dismissed in phases to accommodate social distancing and less traffic flow. Students who wish to purchase lunch will proceed to the commons area and cafeteria where there will be stations to get the boxed lunch as well as breakfast and lunch for the days they will not be in school. Signage will be on floors, doors and walls to remind of social distancing. Students will flow through the line, proceed to the cashier to either scan their ID or provide either student number to track meals purchased. Cashless payment will be encouraged. Parents will be encouraged to fund their student’s meal accounts to lessen the need for cash payment. Students will either swipe their ID card or give the cashier their account number.

A barrier will be placed between food service staff/cashier and students.

Vending machines and reach in drink refrigerators will not be in use. Water fountains will be closed, however, bottle fillers on the water fountains will be available for student and staff use. These dispensers will be sanitized throughout the day.

In the event of a change in daily educational requirements that allows for relaxation of current directives and the schedule allows for in person consumption of meals, the custodians will fully clean and sanitize after each meal period. The district will implement new meal period schedules to allow for full cleaning and any other directive required to be followed.

RESTART & RECOVERY PLAN

Appendix L

Restart Committee

The 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.

The district has developed a Restart Committee that includes representation from the following areas: Board of Education, District and School Administration, Union/Educators, Nursing, Mental Health, Facilities, Technology and Parents. This committee will be reviewing the District's Reopening Plan and will make suggestions for their represented areas and expertise.

The plan will be developed by district and school administration with suggestions and input of the committee and smaller sub committees such as SCIP, special education, guidance, mental health, food service and other individuals as well as survey results from parents and staff.

The committee will review the plan for adherence to the required minimum standards while providing feedback on the draft plan.

RESTART & RECOVERY PLAN

Appendix M

Pandemic Response Teams

The 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.

The district will develop a Pandemic Response Team that includes representation from the following areas: District and School Administration, Educators, Security, Facilities, Child Study Teams, Nursing, and Mental Health , and Parents.

The Team will meet to ensure the implementation of the plan. They will ensure all protocols and procedures are met. They will also make changes as necessary to the plan and protocols as needed throughout the year as necessary reflecting current governmental directives, safety, medical protocol, school climate, student, staff and parent support. They will also help communication throughout the year with all stakeholders in the school, municipality and community.

RESTART & RECOVERY PLAN

Appendix N

Scheduling of Students

The hybrid master schedule shown below combines remote learning and in-person learning has been developed. To reduce the number of people in classrooms, students will be assigned to one of two cohorts. Cohort 1 will attend in-person on Monday and Thursday; Cohort 2 will attend in-person on Tuesday and Friday. Changing conditions may require modifying the in-person/remote combination but class schedules and student cohorts will remain the same. This is summarized in Table 2.

Hybrid Master Schedule Framework

Monday "A" Day 7:30-12:30	Tuesday "B" Day 7:30-12:30	Wednesday Remote	Thursday "B Day" 7:30-12:30	Friday "A Day" 7:30-12:30
Cohort 1 attends in-person	Cohort 2 attends in-person		Cohort 1 attends in-person	Cohort 2 attends in-person
Cohort 2 participates virtually	Cohort 1 participates virtually		Cohort 2 participates virtually	Cohort 1 participates virtually

Bell Schedule

	Monday-Tuesday; Thursday-Friday (in-person and virtual)	Wednesday (Remote)	
7:30-8:00	Screening and Homeroom	9:00-9:25 - MOD PE	12:00 - 12:25 - BLOCK 1B
8:00-8:50	Block 1	9:30-9:55 - BLOCK 1A	12:30 - 12:55 - BLOCK 2B
8:55-9:45	Block 2	10:00-10:25 - BLOCK 2A	1:00 - 1:25 - BLOCK 3B
9:50-10:50	Block 3	10:30 - 10:55 - BLOCK 3A	1:30 - 1:55 - BLOCK 4B
10:55-11:45	Block 4	11:00 - 11:25 - BLOCK 4A	
11:45-12:25	Staggered Dismissal/Lunch Pick-Up	11:30 - 11:55 - LUNCH	

RESTART & RECOVERY PLAN

Table 2: Different Instructional Models Using With Same Cohorts

Normal Conditions	Conditions Improve	Current Conditions	Conditions Worsen	Worst Case
Full School Day	Full School Day	Early Dismissal	Early Dismissal	Full Remote
82 Minute Classes	70 Minute Classes	50 Minute Classes	50 Minute Classes	50 Minute Classes
100% In-Person Instruction	Hybrid Master Schedule	Hybrid Master Schedule	Hybrid Master Scheule	100% Remote Instruction
Lunch In-School	Lunch In-School	Grab and Go Lunch	Grab and Go Lunch	Grab and Go Meals

FULL VIRTUAL SCHEDULE

Meeting Times	Monday	Tuesday	Wednesday	Thursday	Friday
10:30 -11:20	Block 1 A	Block 1 B	OFFICE HOURS	Block 1 A	Block 1 B
11:25 -12:15	Block 2 A	Block 2 B		Block 2 A	Block 2 B
12:15 - 12:45	LUNCH				
12:50 - 1:40	Block 3 A	Block 3 B	OFFICE HOURS	Block 3 A	Block 3 B
1:45 - 2:35	Block 4 A	Block 4 B		Block 4 A	Block 4 B

b. Educational Program

Accommodations will be made for certain Special Education and ELL students in order to best support the instructional goals of the district.

RESTART & RECOVERY PLAN

Appendix O

The 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.

Staffing

Roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers have been identified to ensure continuity of learning and leverage existing resources and personnel to maximize student success.

The district will consider the needs of those staff members (i.e. social and emotional health, child care concerns) and provide possible accommodations.

In-Person and Hybrid Learning Environments: Roles and Responsibilities

Clear expectations for student conduct will be reviewed at the start of the year during class meetings. In addition, signage regarding hygiene and social distancing practices to reduce virus transmission will be posted throughout the building. Staff will be assigned certain duties to monitor the flow of students in hallways and bathrooms.

The school's SciP team will continue to meet to review instructional expectations for the hybrid model and recommend appropriate professional development and support. Academic supervisors will meet with teachers to map curriculum and review student progress. Assessment and instruction practices will be monitored to optimize student achievement and success. Staff members will have opportunity within their contractual hours to collaborate on curriculum planning and assess student academic and social emotional well-being when students return to school.

Educator Roles Related to School Technology Needs

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.

The district will work diligently to accommodate all students and staff for hybrid instruction in the upcoming school year. The district will continue its 1:1 Chromebook initiative for all students and provide all instructional staff with laptops and chromebooks. The technology team and media specialist will provide the necessary technical support to teachers related to the delivery of virtual instruction as well as ensure that all students receive the same support. The district has also invested in individual home connectivity devices for students that do not have internet access. All returning students that are in need have already been and continue to be supported. The district technology department will work over the summer to survey all new incoming students and accommodate anyone with connectivity issues. The district will also work with the three sending towns K-8 schools to help identification and registration.

RESTART & RECOVERY PLAN

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.

The district will Follow all NJSIAA requirements: [NJSIAA: COVID-19 Medical Advisory Task Force Guidance](#)

Red Bank Regional High School will follow the guidelines as set forth by the NJSIAA for the safe return to participation and play. These guidelines will begin with the NJSIAA summer recess period which will run from Monday, July 13th, through Friday, August 28th. Participation in the summer recess period is optional and districts may choose which date to start. The Summer recess workouts will run according to the required guidelines issued by NJSIAA and the Medical Advisory Task Force.

Summer Workouts Phase 1 (July 13-26)*

All student-athletes must submit a COVID-19 Questionnaire, and it must be maintained by the school district. Parents are to fill out and submit the questionnaire at least seven (7) calendar days prior to the start of summer workouts. The form will be reviewed by the school nurse, athletic trainer, or school physician. Any athlete that does not have a COVID-19 Questionnaire on file will not be permitted to participate in any workouts.

Student-athletes are not permitted to participate in workouts if there is a “YES” answer on the questionnaire. In this case, the student-athlete must be cleared by a doctor before participation in workouts can begin.

Student-athletes who have pre-existing medical conditions and/or immune-compromised (i.e. diabetes, asthma, auto-immune disorders, etc.) shall provide clearance from a physician before he/she will be permitted to participate in workouts.

If a student-athlete has tested positive for COVID-19 antibodies, this is tantamount to testing positive for COVID-19. A positive test for COVID-19 antibodies means that the student-athlete had the virus at some point, even if he/she was asymptomatic and, therefore, unaware of it. Must provide clearance from a physician.

Pre-Screening Process

Each day all coaches, student-athletes, and staff must clear the Pre-Screening process before participating in workouts.

Coaches will be required to provide a list of their workout groupings (10 student athletes) prior to the pre-screening process for documentation and easier transition.

Student-athletes will be dropped off at the cannons to go through the Pre-Screening process and are required to wear a face covering. Parents MUST remain in the parking lot until their student athlete clears the process.

RESTART & RECOVERY PLAN

The Pre-Screening process will consist of a review of the completed pre-screening questionnaire (google form) and temperature check by designated school staff (i.e. Nurse, Athletic Trainer, Athletic Director, etc.)

Any individual who answers “YES” to any question on the questionnaire, or who has a temperature greater than 100.4 degrees F, WILL NOT be permitted to participate in the workout and WILL be required to return home.

Any individual who answers “YES” to any question on the questionnaire WILL BE required to provide clearance from a physician (MD or DO) before they will be permitted to resume participation.

Workouts

Workouts shall be no more than ninety (90) minutes in duration and this includes a ten (10) minute warm-up and ten (10) minute cool-down.

ONLY one (1) workout per day is permitted and there must be one (1) day of rest per every seven (7) days.

All workouts will take place outside for PHASE 1 and access is limited to student- athletes, coaches and appropriate school personnel.

NO Physical Contact will be permitted and workouts are limited to conditioning, skill sets, and sport specific non-contact drills in PHASE 1

NO more than ten (10) student athletes may be grouped together in a single area and this grouping MUST stay together throughout PHASE 1.

Phase 2 Guidelines-Summer Workouts

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

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

Screening

No more additions - follow general guidelines. (outlined in Phase 1)

RESTART & RECOVERY PLAN

Workouts

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

Weight Room Guidelines

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

Face masks : No Additions - follow general guidelines (as outlined in Phase 1)

Pods

1. The pods from phase 1 can be combined into a pod of 25-30 student-athletes.
2. All movements must be tracked to ensure all student-athletes in a given pod are in the same Phase
3. For outdoor workouts:
 - a. More than one pod of student-athletes can be in a single area, provided there is twelve (12) to eighteen (18) feet between each pod.
4. For indoor workouts:
 - a. The total number of pods permitted will be determined by the size of the area and by calculating the maximum number of student-athletes and coaches that can maintain 6 feet of social distancing at all times.
5. For indoor workouts in the weight room:
 - a. The maximum number of student-athletes in a weight training pod is 10.
 - b. The total number of pods permitted will be determined by the size of the area and by calculating the maximum number of student-athletes and coaches that can maintain six (6) feet of social distancing at all times.
6. Pods must stay together throughout the entirety of Phase 2.

RESTART & RECOVERY PLAN

7. Consider using marks on the floor to maintain social distancing for all indoor workouts.
8. Social distancing of at least six (6) feet shall be maintained between student-athletes and staff at all times, including within the pods.

Sports Equipment

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

Locker Rooms/Restrooms : No Additions - follow general guidelines. (As outlined in Phase 1)

Hygiene : No Additions - follow general guidelines. (As outlined in Phase 1)

Forms : No Additions - follow general guidelines. (As outlined in Phase 1)

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

1. A Student-athlete has signs or symptoms of COVID-19
 - a. Student-athlete must self-quarantine and contact their doctor for further instructions.
 - b. A return-to-play note from a DO or MO must be completed before the student-athlete may return to workouts.
 - c. The related pod will be permitted to continue until results are known of the symptomatic student-athlete.
 - d. All members of the related pod must be extremely vigilant in checking for signs or symptoms multiple times a day.
2. A Student-athlete has tested positive for COVID-19
 - Student-athlete must self-quarantine for 14 days from the date of the positive test and follow their doctors' orders.
 - all members of the related pod must self-quarantine for 14 days from the date of the last exposure and follow their doctors' orders.
 - A return-to-play note from a DO or MO must be completed before all student-athletes of the related pod may return to workouts.
3. A Coach has signs or symptoms of COVID-1
 - The coach must self-quarantine and contact their doctor for further instructions.
 - A return-to-play note from a DO or MO must be completed before the coach may return to workouts.

RESTART & RECOVERY PLAN

- The related pod will be permitted to continue until results are known of the symptomatic coach.
 - All members of the related team/pod must be extremely vigilant in checking for signs or symptoms multiple times a day.
4. A coach has tested positive for COVID-19
 - The coach must self-quarantine for 14 days from the date of the positive test and follow their doctors' orders.
 - If the coach was not directly engaged in a particular pod, and just supervised workouts while maintaining proper social distances and wearing a mask, then the team and pod may continue if other coaches are available.
 - If the coach was directly engaged in a particular pod, then all members of the related pod must self-quarantine for 14 days from the date of the last exposure and follow their doctors' orders.
 - A return-to-play note from a DO or MO must be completed for all coaches and student- athletes that were forced to quarantine before they may return to workouts.
 5. Only a Doctor of Osteopathic Medicine (DO) or a Doctor of Medicine (MD) can clear athletes or coaches for summer workouts concerning COVID-19 signs, symptoms, and history.
 6. It is the responsibility of the testing facility to notify the local agency of a positive test. The local agency will begin the contact tracing procedure.