

Restart and Recovery Plan to Reopen Schools

Mullica Township
School District
Board of Education

Fall 2020

Effective 8-5-2020

RESTART & RECOVERY PLAN

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Dear Parents,

The months since the District closed and launched all learning online have been challenging indeed. Our staff, parents and students took on the monumental task of continuing their roles in our school community while taking on additional roles necessitated by a pandemic that threatened public health in a scope beyond anything we have ever experienced. Under statewide stay-at-home orders, our teachers taught their students and their own children, innovating as they went along. Our parents became de facto teachers while trying to keep up with their own jobs or enduring the stress of a job loss or job furlough. Our students had to adjust to being cut off abruptly from the in-person interactions that are the highlights of the school experience – with friends, teammates and castmates, with teachers, with guidance counselors and principals, with support staff and bus drivers.

While the NJDOE provided a general framework for reopening schools, the details and intricacies of how best to open were left to the individual districts. We were tasked with developing a plan which met the needs of our community while prioritizing the health and safety of our staff and students.

The stakeholders involved in creating this plan must be commended for their commitment to our school community. This plan represents countless hours of discussion regarding the circumstances to provide the safest and best ways to educate our students.

We are living in unique times and we know school will look different in September. Our academic plan accounts for the mental and physical health of our students. We know our students will have challenges related to the pandemic and our plan accounts for those needs.

We welcome your feedback and look forward to seeing you in school in September.

Sincerely,

Andrew Weber
Superintendent of Schools

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Introduction

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

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

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

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

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

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

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

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

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

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THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

A. Conditions for Learning

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

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

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

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

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

The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are also consistent with the Board's general obligation to ensure the health and 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

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evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Board's Plan.

Ten Critical Areas of Operation

a. Critical Area of Operation #1 - General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan

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

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- (v) Diabetes;
- (vi) Chronic kidney disease undergoing dialysis;
- (vii) Liver disease;
- (viii) Medically fragile students with Individualized Education Programs (IEPs);
- (ix) Students with complex disabilities with IEPs; or
- (x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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

- b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan
 - (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
 - (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.

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- (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (5) Use of shared objects should be limited when possible or cleaned between use.
- (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
 - (a) In each classroom (for staff and older children who can safely use hand sanitizer).
 - (b) At entrances and exits of buildings.
 - (c) Near lunchrooms and toilets.
 - (d) Children ages five and younger should be supervised when using hand sanitizer.
 - (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, 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]

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

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

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

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

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

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- confirm with families that students are free of COVID-19 symptoms.
- (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
 - (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:
- (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
 - (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, 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.

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

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- (c) The individual is in water.
 - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
 - (e) The student is under the age of two and could risk suffocation.
- (7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

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

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

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- (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. door knobs, 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;
 - (x) Shared desktops;
 - (xi) Shared computer keyboards and mice;
 - (xii) Drinking fountains; and
 - (xiii) School bus seats and windows.

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- (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 to wash their hands after removing their gloves or after directly handling used food service items.

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

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

- (1) The Board’s Plan regarding recess and physical education should include protocols to address the following:
 - (a) Stagger recess, if necessary.
 - (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
 - (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
 - (d) A requirement that all individuals always wash hands immediately after outdoor playtime.

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- (e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
 - (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
 - (g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
 - (i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.
 - (ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
 - (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.
 - (3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.
- [See Appendix I – Critical Area of Operation #9 – Recess/Physical Education]
- j. Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours – Anticipated Minimum Standards Incorporated into the Plan
 - (1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.

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- (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

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. An expansion of existing social emotional learning supports is being developed by school officials

b. Multi-Tiered Systems of Support (MTSS)

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MTSS is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through eight for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. A system of supports that builds upon existing I&RS practices is being utilized.

c. Wraparound Supports

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment. A team is in place at each school building to provide additional supports and to students and families and connect them with local resources.

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. School meals are provided to all students enrolled in the National School Lunch program. During periods of remote learning, meals will also be provided.

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. The district will seek out opportunities to partner with childcare providers and agencies outside the community since Mullica Township does not have childcare providers.

[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.

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

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

[See Appendix L – Restart Committee]

2. Pandemic Response Teams
 - 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.

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- d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
- e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
- f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
 - (1) School Principal or Lead Person;
 - (2) Teachers;
 - (3) Child Study Team member;
 - (4) School Counselor or mental health expert;
 - (5) Subject Area Chairperson/Director;
 - (6) School Nurse;
 - (7) Teachers representing each grade band served by the school district and school;
 - (8) School safety personnel;
 - (9) Members of the School Safety Team;
 - (10) Custodian; and
 - (11) Parents.
- g. The Pandemic Response Team is responsible for:
 - (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.

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

[See Appendix M – Pandemic Response Team]

3. Scheduling

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

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

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- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See Appendix N – Scheduling of Students]

4. Staffing

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

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by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).

(3) Certification

(a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

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

[See Appendix O – Staffing]

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.

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- (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- (7) Provide regular feedback to students and families on expectations and progress.
- (8) Set clear expectations for remote and in-person students.
- (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
- (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- (11) Instruct and maintain good practice in digital citizenship for all students and staff.
- (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 preschool 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.

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

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

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

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

g. Substitutes

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

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

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

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

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

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

(3) To the extent possible, provide district one-to-one instructional devices and connectivity.

(4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).

b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:

(1) Train student teachers to use technology platforms.

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

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through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.

- (2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
- (3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
- (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
- (5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

7. Athletics

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

[See Appendix P – Athletics]

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

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

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

- b. School District Budgets

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

- c. School Funding

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

- (1) Purchasing

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

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

D. Continuity of Learning

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

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

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

While only a small introduction to these elements is included in this Plan, school officials can find a more detailed explanation and considerations in the NJDOE 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 school districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

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- (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.
- b. Districts should:
 - (1) Conduct a needs assessment.

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- (2) Consider the attendant needs associated with deployment of needed technology, including student and parent training 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.
 - (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.

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Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

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

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

4. Professional Learning

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

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

d. Mentoring and Induction

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

e. Evaluation

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

5. Career and Technical Education (CTE)

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- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
- b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
- c. Guiding Principles
 - (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
 - (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.
- d. Quality CTE Programs
 - (1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLS, CTE Core Content Standards, industry certifications, college credit agreements, etc.
 - (2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.
- e. Work-Based Learning

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

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g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

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Appendices

Restart and Recovery Plan to Reopen Schools

**Mullica Township School District
Board of Education**

Fall 2020

RESTART & RECOVERY PLAN

Appendix A

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

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

In all stages and phases of pandemic response and recovery, the district will comply with Center for Disease Control (CDC), state, and local guidelines. It will provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.

Protocols for high-risk employees and students:

The district is offering in-person learning and remote-learning opportunities to both employees and students. To reduce the risk of spreading COVID-19, students who opt for in-person learning will be scheduled in one of two cohorts-A and B. Students in Cohort A will attend school on Mondays and Tuesdays and participate in remote learning on Thursdays and Fridays. Cohort B students will attend school on Thursdays and Fridays and participate in remote learning on Mondays and Tuesdays. On Wednesdays all students will participate in remote-learning so the school can be deep cleaned. The district surveyed staff and identified staff members who could only work remotely. Self-contained students and preschool disabled students will be in person every day except Wednesday.

In an attempt to educate the community, a Frequently Asked Questions and Answers document was posted on the website so that parents and guardians could make an informed decision regarding in-person or remote-learning. The district is committed to promoting behaviors that reduce the spread of COVID-19 by practicing social distancing, frequent hand-washing, and mandatory wearing of face coverings. Only those staff and students who provide medical documentation that they are unable to wear a face covering will be exempt. Additional accommodations for staff and students will be handled on a case-by-case basis.

The following list includes health factors that put individuals at a greater risk for suffering increased complications from COVID-19 infection:

- Chronic lung disease or asthma (moderate to severe)
- Serious heart conditions
- Immunocompromised
- Severe obesity (body mass index, or BMI, of 40 or higher)
- Diabetes

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- Chronic kidney disease undergoing dialysis
- Liver disease
- Medically fragile students with Individualized Education Programs (IEPs)
- Students with complex disabilities with Individualized Education Programs (IEPs)
- Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan)

Social Distancing

All students' desks will face the front of the room and, when possible, be six feet apart. Desk shields are being purchased. The district is limiting movement by having the teachers transition rather than students. Excess furniture will be removed from classrooms and there will be no sharing of materials.

Frequent Hand Washing

Teachers will schedule designated hand washing with soap and water (preferred) or provide hand sanitizer containing 60% alcohol when hand washing is not feasible. Teachers will incorporate the following practices:

- When using soap, scrub for at least 20 seconds – including backs of hands, between fingers, and under the fingernails. Reminder – 20 seconds is about the length of time it takes to sing the happy birthday song twice.
- If using hand sanitizer, spread the sanitizer evenly and entirely over both hands and hands should be rubbed dry.
- Cover coughs and sneezes with tissues, discard the tissue and wash hands or use hand sanitizer.
- If tissue is not readily available, cover coughs and sneezes with your elbow.
- Avoid touching your face (eyes, nose and mouth).

Face Coverings

All staff, students and visitors must wear face coverings. Only those staff and students who provide medical documentation that they are unable to wear a face covering will be exempt. Teachers will develop strategies for students to take safe, periodic breaks to remove face coverings, e.g. going outside but maintaining social distancing. The same consideration will be given to staff members.

Additional Safety Guidelines

- Face coverings do not need to be worn outside if physical distance is maintained. Each school will develop strategies and practices for students and staff to take safe, periodic breaks throughout the day to remove face coverings.
- Masks must be worn by students door-to-door, starting with before boarding school buses, unless accommodations need to be made for a student's medical or instructional needs and in accordance with applicable laws and regulations.

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- Drinking fountains will be shut down
- Each school has touch-less filtered water bottle fillers for student and staff use. These stations will be cleaned and sanitized on a regular basis.
- Staff will call the nurse prior to sending a student to the Health Office to ensure physical distancing.
- Small cuts and bumps, minor complaints and lost baby teeth will be managed in the classroom whenever possible. Classroom teachers will be provided with first aid kits.
- Signs and messages from the CDC website will be posted in classrooms, hallways, and entrances to the building.

Reporting Protocol

Upon notification of a positive result, a parent or employee will notify their principal or supervisor, respectively. The principal or supervisor will notify the nurse and superintendent. Upon receipt, the superintendent or designee will notify the Atlantic County Department of Health. The district will follow the recommendations of the DOH. The district's nurses will maintain communication with state and local agencies and comply with the Center for Disease and Prevention guidelines.

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Appendix B

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

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

The district will allow for social distancing to the maximum extent possible. Face coverings are required at all times. The district will minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.

Social Distancing in Instructional and Non-Instructional Rooms

- All learning spaces and classrooms throughout the District will be evaluated and reorganized, to the maximum extent feasible, to provide students and staff with the maximum social distancing to mitigate the spread of COVID-19.
- Building schedules and routines (student movement within a building, change of classes, recess, lunch schedules, etc.) will be assessed to minimize contact between individuals throughout the school day.
- Face coverings/masks must be worn when moving around the room regardless of social distancing.
- Staff will be provided the opportunity to utilize outdoor space for learning activities when possible and appropriate for increased engagement as well as social distancing.
- Each school will create a schedule for outdoor activities and learning spaces.
- Therapy staff will be provided with plexiglass barriers.
- Recirculated air will have a fresh air component.
- Filters for all HVAC equipment will be maintained and changed according to the manufacturer’s recommendations.

Procedures for Hand Sanitizing/Washing

- All classrooms will be equipped with hand sanitizer stations and/or dispensers.
- All entrances and exits utilized for arrival and dismissal will be equipped with hand sanitizer stations.
- Preschool students and any students age 5 or under will be supervised when using hand sanitizer.
- All members of the district should wash their hands for at least 20 seconds at regular intervals, including before eating, after using the restroom, and after blowing their nose/coughing/sneezing.

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Appendix C

Critical Area of Operation #3 – Transportation

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

The district will maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students. All students who are able must wear face coverings while on buses.

Student Transportation

- Before boarding the bus, students will be screened for fever by parents
- Driver will wipe down entrance handrails and high-touch surfaces before and after each run
- Buses will be cleaned daily
- Buses will be loaded from back to front and unloaded from front to back
- When the weather allows, windows will be open on both sides of the bus to allow for proper cross ventilation even if AC exists and is on

Social Distancing on School Buses

- Unless social distancing is possible, all students will be required to wear a mask or face covering when riding the bus.
- Students will be provided with masks if they do not have one.
- Students will be assigned seats on the bus.
- Bus route capacity will be decreased by approximately 50% to increase opportunities for social distancing

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Appendix D

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

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

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

The district has developed a procedure regarding student and staff health screenings. The district will make use of 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 during daily activities. Students and staff will be screened at designated points of entry each morning before entering the building. Face covering will be required during this process. Screening will take place prior to entry into a school building. The district will employ a process by which families will confirm that students are free of COVID-19 symptoms. Students or staff who are flagged will be isolated with the school nurse. Recommended procedures from the Atlantic County Health Department will be followed. Social distancing signs and markers will be visible throughout the schools.

Student Screening

Parents and guardians must agree to take their child's temperature before coming to school. Students exhibiting symptoms of COVID-19 and/or a temperature of 100.4°F or greater shall not attend school in person. Thermometers will be provided for those parents seeking assistance. (See Appendix E)

Staff Screening

Staff will check their temperatures and monitor themselves for symptoms of COVID-19 prior to reporting for work. Staff members who have COVID-19 related symptoms and/or a temperature of 100.4°F or greater shall not report to the school building. (See Appendix E)

Procedures for entrance to the building

To ensure social distancing, students who arrive on buses or in vehicles will exit them when directed. Staff will supervise and designate routes for students. Staff will ensure social distancing. Floor tape will be placed and students will be directed to always stay to the right of the hallway. Students will report directly to their homerooms. Face coverings must be worn.

Procedures for exiting the building

To ensure social distancing, students will remain in their classroom until their bus is announced. Students who are being picked up in vehicles will remain in classrooms until buses depart. Staff will supervise students as they exit on a designated route to ensure social distancing. Floor tape

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will be placed and students will be directed to always stay to the right of the hallway. Students will enter the bus when directed and load back to front in designated seats. Face coverings must be worn.

Procedures for classrooms

Students' desks will be physically distanced from one another and face the front of the classroom. Classroom rugs and extraneous furniture will be removed.

Procedures for non-classroom places

Hallways will be marked with physical distancing tape and designated one-way traffic where possible. Movement throughout the building should take place with face coverings at all times. When outside, students can remove face coverings while six-foot physical distancing is maintained. Bathroom breaks will be structured and supervised.

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Appendix E

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

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

The district has developed a policy for safely and respectfully screening students and employees for symptoms of and history of exposure to COVID-19. Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. If the district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials will immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

Screening Procedures for Students and Staff

- During the COVID 19 pandemic, parents are expected to self monitor their children and must attest to their wellness. Parents will be provided with a screening form which will be kept confidential and on file in the nurse's office. The form will outline the expectations and consequences of screening.

COVID-19 Symptoms Include:

- Fever of 100.4°F or greater or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache (not due to a chronic condition)
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose (not due to known allergies)
 - Nausea or vomiting
 - Diarrhea
- Staff will monitor students during arrival for signs and symptoms of COVID-19. School nurses will be notified of any students observed coughing, sneezing, shortness of breath, difficulty breathing, congestion, runny nose, or other signs of not feeling well.
 - Parents will be required to keep sick children home.
 - An isolation area will be established for students exhibiting signs and symptoms of COVID-19.
 - Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.

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- Results of health checks must be documented when signs/symptoms of COVID-19 are observed.
- Screening must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- Additional screenings shall occur should a student or staff member display signs of possible COVID-19 related symptoms including but not limited to: fever, dry or wet cough, fatigue, or runny nose.

Protocols for Symptomatic Students and Staff

- Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others.
- The district will follow the current Communicable Disease Service guidance for illness reporting.
- School nurses will be immediately contacted to evaluate students exhibiting any of the signs and symptoms indicated above. Nursing staff will determine the need for and supervise the isolation of students. Parents will be contacted for immediate pick up to avoid any possible spread of infection.
- If more than one person shall be housed in the same isolation area, plexiglass barriers or other partitions shall be required to prevent cross-infection.
- Two or more spaces will be provided for isolation, since one room may not be used for 24 hours after someone who is suspected to be a positive case is in that space.
- If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
- Anyone who is suspected of having close contact (within 6 feet or less) for more than 10 minutes must be notified that they are required to quarantine and get tested for COVID-19. Their return must follow the current CDC and DOH guidelines.
- The district will follow CDC and Atlantic County Health Department's recommendations and any applicable school policies to determine readmittance to school/work.
- Staff members must document details about a possible positive case, quarantine/isolation, and testing results using the Mullica Township School District COVID-19 Report Form.
- The established processes for disinfection of isolation areas, equipment, surfaces, etc. that were impacted by an individual with symptoms will be followed if/when the above occurs.

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Protocols for Face Coverings

- The district shall provide adequate PPE to all students and to all staff members based upon their individual health needs and their exposure risk as determined by their job description.
- The minimal PPE shall be a reusable cloth face mask or similar single-use mask.
- A new single-use mask shall be available for staff and students if needed.
- Custodians and other personnel involved in cleaning and/or building maintenance shall be provided with more substantial PPE as their jobs require.
- Nursing staff, and any staff that cannot maintain social distancing, shall be provided with additional PPE, such as face shields, disposable coats, shoes and hair covering.
- All staff shall be trained on the proper use and disposal of PPE.

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Appendix F

Critical Area of Operation #6 - Contact Tracing

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

The district has a plan to initiate contact tracing to identify those who have come into contact with people who have tested positive for COVID-19. Recognizing that confidentiality is of utmost importance, the district will adhere to the following protocol:

- All administrators and other members designated to the Pandemic Response Team will be asked to complete the Johns Hopkins contact tracing training course. <https://coronavirus.jhu.edu/contact-tracing>
- School nurses will be immediately contacted to evaluate students exhibiting any of the signs and symptoms indicated above. Nursing staff will determine the need for and supervise the isolation of students. Parents will be contacted for immediate pick up to avoid any possible spread of infection.
- If more than one person shall be housed in the same isolation area, plexiglass barriers will guard against cross-infection.
- The space where the infected student was located will be sanitized and closed for 24 hours.
- Upon notification of a positive result, a parent or employee will notify their principal or supervisor, respectively. The principal or supervisor will notify the nurse and superintendent. Upon receipt, the superintendent or designee will notify the Atlantic County Department of Health. The district will follow the recommendations of the DOH. The district's nurses will maintain communication with state and local agencies and comply with the Center for Disease and Prevention guidelines.
- Anyone who is suspected of having close contact (within 6 feet or less) for more than 10 minutes must be notified that they are required to quarantine and get tested for COVID-19. Their return must follow the current CDC and DOH guidelines.
- The district will follow CDC and Atlantic County Health Department's recommendations and any applicable school policies to determine readmittance to school/work.

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

- Examples of frequently touched areas in schools referred to in this section include but are not limited to:
 - Classroom desks and chairs
 - Lunchroom tables and chairs
 - Door handles and push plates
 - Handrails
 - Kitchens and bathrooms
 - Light switches
 - Handles on equipment (e.g. athletic equipment)
 - Buttons on vending machines and elevators
 - Shared telephones
 - Shared desktops
 - Shared computer keyboards and mice
 - Drinking fountains

Cleaning and disinfecting for the school building and equipment are separated by general cleaning and disinfecting, during school hours, after school hours, Wednesday deep cleaning and HVAC.

General Cleaning and Disinfecting

- Close off all water fountains from public use and provide water bottle stations.
- Follow all CDC guidance for cleaning PPE and protocols.
- Perform all disinfecting/sanitizing tasks with EPA registered and approved supplies.
- Secure additional custodial staff for day time operational hours.
- Materials and school/gym lockers shall not be shared by students or staff.
- The district shall provide staff with appropriate sanitizing materials for “spot cleanings” should an individual inadvertently share materials, and all staff shall be trained on how to perform “spot cleanings” in an emergency. In all other cases, cleaning/sanitizing should be performed by the appropriately trained custodial/maintenance staff.
- All cleaning plans shall identify cleaning products to be used in each area and should outline the appropriate amount of dwell time (how long the chemical is required to remain on the surface) for each chemical agent.
- All cleanings shall be performed by properly trained custodial/maintenance staff, and documentation of the cleanings performed shall be maintained by the district and made

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readily available for review by the staff, the local education association, and parents should they inquire.

- Hands-free doors, automatic flushing toilets, and touchless water fountains shall be installed where possible.

During School Hours

- All water bottle filling fountains and all touchless bathroom fixtures will be inspected
- Bathroom soap and sanitizer stations will be inspected and refilled, if necessary.
- High touch areas will be disinfected including door knobs, light switches, handrails, bottle refilling stations, etc.
- Complete ongoing cleaning/disinfectant of high touch point areas and high traffic areas throughout the day (door handles, restrooms, etc.).
- Equipment such as laptops, computers, iPads, manipulatives, lab equipment, etc. shall be sanitized between uses.
- The facilities staff will be assigned specific sections of the building to maximize the time ensuring every high touch point of the building is sanitized, including bathrooms and playground equipment. Ongoing cleaning/disinfecting of high touch point areas and high traffic areas will continue throughout the day (door handles, restrooms, etc.).
- Teaching staff will be provided appropriate sanitizing materials for “spot cleanings” should an individual inadvertently share materials, and all staff shall be trained on how to perform “spot cleanings” in an emergency. In all other cases, cleaning/sanitizing will be performed by the appropriately trained facilities staff.
- Bio blasters will be available to disinfect classrooms throughout the school day on an as-needed basis.
- The kitchen staff will be provided appropriate sanitizing materials for “spot cleanings” should an individual inadvertently share materials, and all staff shall be trained on how to perform “spot cleanings” in an emergency. In all other cases, cleaning/sanitizing will be performed by the appropriately trained facilities staff.
- Playground equipment will be disinfected between cohorts.
- The following areas will be cleaned daily:
 - Lunchroom tables and chairs
 - Door handles and push plates
 - Handrails
 - Kitchens and bathrooms
 - Light switches
 - Handles on equipment (e.g. athletic equipment)
 - Buttons on vending machines and elevators
 - Drinking fountains
 - Main office desks and SRO desk

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After school hours

- A team of two facilities staff will disinfect each classroom prior to the night staff cleaning process.
- The second floor offices will be cleaned and disinfected.
- Complete ongoing cleaning/disinfectant of high touch point areas and high traffic areas throughout the day (door handles, restrooms, etc.).
- Clean and disinfect all desk, countertops, chairs daily.
- Remove trash and mop/vacuum all floors.
- Provide ongoing cleaning within office spaces with deep cleaning daily after hours.
- Deep cleaning/disinfecting/sanitizing will occur after hours.
- Trash will be emptied in all rooms.
- Every hard surface will be treated with a neutralizing peroxide based cleaner.
- Once the room is cleaned, it will be disinfected with Brutabs 6s sanitizer. This process includes offices. Floors will be cleaned by floor scrubber.
- Bathrooms will be treated with a neutralizing disinfectant, deep cleaned and disinfected with the Brutabs 6s sanitizer. Floors will be cleaned by floor scrubber.
- Rugs will be vacuum cleaned.
- The kitchen and cafeteria will be cleaned using the same process as classrooms. Floors will be cleaned by floor scrubber.
- The following areas will be cleaned nightly:
 - Classroom desks and chairs
 - Door handles and push plates
 - Handrails
 - Kitchens and bathrooms
 - Light switches
 - Handles on equipment (e.g. athletic equipment)
 - Buttons on vending machines and elevators
 - Shared telephones
 - Shared desktops
 - Shared computer keyboards and mice
 - Drinking fountains
 - Main office desks and SRO desk
 - High touch main entrance windows

Wednesday Deep Cleaning

- Every hard surface will be treated with a neutralizing peroxide based cleaner.
- Once the room is cleaned, it will be disinfected with Brutabs 6s sanitizer. This process includes offices.
- Bathrooms will be treated with a neutralizing disinfectant, deep cleaned and disinfected with the Brutabs 6s sanitizer. Floors will be mopped nightly.
- Floors will be washed.
- Rugs will be vacuum cleaned.
- Windows will be cleaned as needed.

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- The kitchen and cafeteria will be cleaned using the same process as classrooms. The floors will be swept and mopped.
- Clean windows on an as needed/weekly basis.
- Water filler fountains will be taken apart and deep cleaned
- Inspections and filter repairs will be done on an as needed basis

HVAC

- Run HVAC systems for a minimum 2 hours after occupied in all spaces per ASHRAE, EPA, and CDC guidance.
- Increase outside air when air quality allows.
- The district shall inspect all HVAC and air handling units for proper function and air flow before the start of the school year and every other week thereafter. The district shall provide documentation.
- All filters in HVAC systems shall be inspected and MERV rated filters (13 or higher) will be installed.
- If possible HVAC will be converted to HEPA filtration.
- Outside intake air dampers shall be opened to allow for a minimum of 15% of fresh air to replace the recycled air in the building, but should be opened as high as possible without significantly diminishing airflow design.
- Air intake dampers must be opened to 100% for a minimum of four (4) hours anytime there is an area of exposure.
- The HVAC system should be run for two (2) hours before and after any occupied times.
- Any occupied buildings must also be required to maintain a relative humidity of between 40%-60%.

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Appendix H

Critical Area of Operation #8 – Meals

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

- Students will be provided with “grab and go” meals at the conclusion of each instructional day.
- The grab and go meals are for lunch that day and breakfast the following day.
- Students will be provided with snack breaks. Students will provide their own snack.

For the serving staff, the district shall provide:

- Isolated workspaces for each employee to prepare meals
- PPE for each employee including PPE recommended by the CDC, NJ DOH, or any other departmental agency including but not limited to shoe and hair coverings, plexiglass dividers, right-to-know training on all cleaning and disinfecting required to sanitizing of food packaging, serving stations, and the cleaning of all utensils, plates, cookware processes in place for touchless shipments from outside vendors
- Proper ventilation of kitchen areas to maintain proper air flow and safe temperatures while wearing masks.

For the students, the district shall provide:

- All eating areas clearly labeled for maximum capacity (allowing for a minimum of six (6) feet separation)
- Sanitized lunchroom, classrooms, or spaces that are used when eating snacks/breakfast after they are used.

For the staff supervising such areas, the district shall provide:

- Processes in place to implement emergency clean-up procedures
- Right-to-know training for proper cleaning and disinfecting chemicals

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

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

The Mullica Township School District recognizes the importance of recess and exercise to the physical, mental and emotional health of our learners. Recess will be staggered by groups, and staff will disinfect playground equipment and other shared equipment between uses. The district encourages students to wear comfortable clothing and safe footwear to school so they can participate in, to the maximum extent possible, recess and outdoor play. To provide the safest and most engaging experiences the following will be implemented:

- Teachers are encouraged to utilize scheduled breaks throughout the day for physical activity and wellness health.
- Recess/ Break times will be scheduled to allow for maximum social distancing.
- Schedules will be developed and followed for use of playground equipment and disinfecting protocols will be followed between uses.
- Outdoor spaces have been inventoried and have been designated for use by classes at specific times.
- The district will provide signs/boundary markers to assist with physical distancing.
- During the COVID 19 Pandemic, physical education classes will be conducted remotely.
- During the COVID 19 pandemic, students and staff must wash hands or use hand sanitizer when returning from recess/breaks which occur outside the classroom.
- Locker Rooms- Mullica Township School District does not have locker rooms.
- To mitigate risk, direct contact with equipment and sharing of equipment will be limited or eliminated. If equipment must be shared, it will be cleaned and disinfected between each use.
 - During the COVID 19 pandemic, the use of playground equipment will be scheduled to allow for social distancing and proper cleaning.
 - During the COVID 19 pandemic, each principal will develop a recess/break schedule for students and staff which allows for physical distancing.
 - Specific areas will be designated for each class during recess to avoid cohort mixing.

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Appendix J

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

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

- During the COVID 19 pandemic, all field trips are cancelled through the first trimester. This will be revisited in December 2020.
- During the COVID 19 pandemic, all use of facilities is cancelled through the first trimester. This will be revisited in December 2020.
- Should clubs or activities be offered, they shall adhere to all applicable social distancing requirements and hygiene protocol during any activities.
- Should external or community use of the school facilities be allowed outside of school hours during the first trimester, they shall follow district guidance on health and safety protocols.

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Appendix K

Academic, Social, and Behavioral Supports

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

Academic, Social, Behavioral Supports

Staff will be returning to school four days prior to students' return. During these days staff will have opportunities to reconnect with their colleagues, to attend training on virtual instruction, and to speak with mental health professionals who will provide emotional support and strategies for healing. Our focus will be on Social and Emotional Learning support for students and staff. The first weeks of school will be dedicated to assessing students and staff mental health. On staff we have two nurses, two guidance counselors, a Child Study Team and two resource officers. Additionally, we have partnered with Atlantic Care and School Based Healthcare Solutions Network who will provide social and behavioral support.

In addition to the aforementioned, and realizing that students and staff may have experienced trauma during the school closure, the district's focus for the first weeks of school will be ensure that all routines and expectations are clear to staff so that they can communicate them confidently with their students to allay fears. Teachers will be supported by the administration and mental health personnel when faced with challenging behaviors from students. Teachers and administrators will continue to start each day with practices that promote emotional well-being and readiness to learn, e.g. mindfulness, yoga, song. Brain breaks will continue to occur with more frequency.

Resources for parents and behavior strategies will continue to be communicated to parents in the form of brochures, training, in-person meetings with mental health professionals. The district's social worker will continue to connect parents with outside agencies.

Throughout the pandemic, the district was mindful of providing on-going communication to the community. We sent out several surveys to parents regarding learning models (in-person, hybrid, and virtual) so we can support parents' and students' needs.

The district realizes that we are facing potential emotional and behavioral challenges from students. We will support students and staff who are not comfortable or feel unprepared to address these challenges. Through our partnership with Atlantic Care and School Based Healthcare Solutions Network we are prepared for an influx of students who may need additional support. Our priority and efforts remain focused on the health and emotional well-being of staff and student.

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Appendix L

Restart Committee

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

The restart committee is composed of the administration and the 5 sub-committees listed below:

ADMINISTRATION		SUPPORT COMMITTEE	
Andrew Weber	Superintendent	Michael Hannel, Chair	Teacher
Karen Gfroehrer	Business Administrator	Loretta Becker	Social Worker
Donna Leshner	Principal (Primary)	Mallory Zolinas	Counselor
Maris Lynn	Principal (Middle)	Krystal Hutton	Teacher
Scott Sarraiocco	Supervisor	Jennifer Sheldon	Teacher
		Sarah Vanderheyden	Teacher
		Nellie Aponte	CST Chair
SUPPORT STAFF		Cara Schubert	Parent
Kelly Capaldi	Superintendent Secretary	Corie Hendrickson	Parent
Liz Rabush	Secretary (Middle)	Cassandra V Ambert	Parent
Brigitte Walters	Secretary (Primary)	Alicia Infante	Parent
		Mandy Franklin-Kelley	Parent
		Sarah Kurtz	BOE

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PERSONNEL COMMITTEE		ACADEMICS COMMITTEE	
Mallory Zolinas, Chair	Counselor	Kelly Mascio, Chair	Teacher
Ryan Richards	Teacher	Brittany Markiewicz	Teacher
Alyson Nothnagel	Teacher	Christina McClaren	Teacher
Keeley Martinsen	Teacher	Christy Rivera	Teacher
Eileen Szewczyk	Teacher	Melissa Winterbottom	Teacher
Dawn Oliver	Parent	Tom McLaughlin	Teacher
Kevin Grace	Parent	Jean Gallagher	Teacher
Jaclyn Fognano	Parent	Amy Winterbottom	Parent
Cathy Werner	BOE	Carri Zeck	Parent
		Maggie Inemer	Parent
		Sarah Horst	Parent
		Susan Brownhill	BOE

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OPERATIONS COMMITTEE		CELEBRATION & TECHNOLOGY COMMITTEE	
Jennifer Sheldon, Chair	Teacher	Jacki Lugg, Chair	Teacher
Jean Gallagher	Teacher	Brandy Ehrke	Teacher
Rich Giovinazzi	Facilities	Kelly Mierzwinski	Teacher
Jacki Lugg	Teacher	Lindsay Roselli	Teacher
Margueritte Tomasello	Teacher	Nicole Littlefield	Teacher
Judy McGloin	Teacher	Christina McClaren	Teacher
Steve & Erin Szabo	Parents	Margueritte Tomasello	Teacher
Renee Norcross	Parent	Kerri Belfi	PBIS
Jessica Brooks	Parent	Bridget Pipitone	PBIS
Beth Buonsante	Parent	Rich Giovinazzi	Facilities
Melissa Aupperlee	Parent	Christina Gras	Parent
Charlene Lee	Parent	Antoinette Mareno	Parent
		Rachel Hreha	Parent
		Angelina Maione	BOE

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Appendix M

Pandemic Response Teams

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

Mullica Township Primary School Pandemic Response Team

Administration Members

Donna M. Leshner, Primary School Principal

Scott Sarriaocco, Supervisor of Curriculum and Data

Staff and Community Members

Member	Role(s)
Aponte, Nellie	CST Chairperson and Crisis Team Member
Becker, Loretta	School Social Worker and Crisis Team Member
Brownhill, Susan	BOE Member and Parent
Ehrke, Brandy	Teacher and Parent
Giovanazzi, Richard	Manager of Buildings, Grounds, & Custodial Services
Jean Gallagher	Teacher and MTEA Leadership
Krawiec, Lauren	Parent and Instructional Assistant
Lugg, Jacki	Teacher and Parent
Martinsen, Keeley	Teacher and MTEA Leadership
Mascio, Kelly	Teacher
Scioli, Kristina	School Psychologist and Crisis Team Member
Smith, Lauren	Teacher
Tomasello, Marguerite	Teacher
Zacker, Charlotte	School Nurse and Crisis Team Member
Zolinas, Mallory	School Counselor and Crisis Team Member

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Mullica Township Middle School Pandemic Response Team

Administration Members

Maris C. Lynn, Middle School Principal

Scott Sarriaocco, Supervisor of Curriculum and Data

Staff and Community Members

Member	Role(s)
Aponte, Nellie	CST Chairperson and Crisis Team Member
Becker, Loretta	School Social Worker and Crisis Team Member
Brownhill, Susan	BOE Member and Parent
Giovanazzi, Richard	Manager of Buildings, Grounds, & Custodial Services
Goodrich, Rhonda	School Nurse and Crisis Team Member
Hannel, Michael	Special Education Teacher
Hendrickson, Corrie	Parent
Lugg, Jacki	Teacher and Parent
Maher, William	School Counselor and Crisis Team Member
McClaren, Christina	STEM Teacher
McLaughlin, Thomas	Science Teacher
Rivera, Christy	Teacher
Scioli, Kristina	School Psychologist and Crisis Team Member
Sheldon, Jennifer	Special Education Teacher and MTEA President
Tomasello, Marguerite	Teacher
Vanderheyden, Sarah	Teacher and Parent
Zacker, Charlotte	School Nurse and Crisis Team Member
Zeck, Carri	Parent
Zolinas, Mallory	School Counselor and Crisis Team Member

RESTART & RECOVERY PLAN

Appendix N

Scheduling of Students

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

The Mullica Township School District has established two learning plans for our parents and guardians to choose between.

Option 1: Hybrid Instructional Model

- Students are divided into two cohorts A and B
- Students attend school in person 2 days a week and virtually 3 days a week
- In person school day 8:30-12:45 and 1:45-3:15 remotely 2 days a week
- Remote school day 8:30-12:45 and 1:45-3:15 3 days a week
- Breaks for Physical Activity, Outdoor Mask Removal, Social Emotional Learning and Handwashing
 - Twice Daily for Grades 5-8
 - Three Times Daily for Grades 3 and 4
 - Four Times Daily for Grades Pre-K-2
- All core academic subjects taught in-person and remotely (English Language Arts, Math, Science, Social Studies)
- All special area subjects are taught remotely (Art, Financial Literacy, Health, Physical Education, Music, and Spanish)

Option 2: All Virtual Instruction Model

- Students attend school virtually 5 days a week
- Remote school day 8:30-12:45 and 1:45-3:15 5 days a week
- Breaks for Physical Activity and Social Emotional Learning
 - Twice Daily for Grades 5-8
 - Three Times Daily for Grades 3 and 4
 - Four Times Daily for Grades Pre-K-2
- All core academic subjects taught remotely (English Language Arts, Math, Science, Social Studies)
- All special area subjects are taught remotely (Art, Financial Literacy, Health, Physical Education, Music, and Spanish)

General education and special education teachers will continue to provide accommodations in order to allow students to access their education program as outlined in their Section 504 Plans or IEPs.

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Special education teachers will co-plan and co-teach with general education teachers as appropriate at the elementary and/or secondary level. During the co-planning process Special and general education teachers will review the accommodations and supplementary aids that are needed to be provided in order for students to access the Individualized Continuity of the Learning Plan (IEP) and schedule.

Teachers and Resource Room Teachers will be providing support for students to access their classwork provided by the general education teachers. This can include consultation with the general education teacher(s), modifying work as appropriate, direct parent and/or student support / consultation via telephone or electronic means (email, Google Meets, etc.).

Special Education Services:

Digital Model 1:1 devices

Instructional Delivery will be in whole groups with peers or small groups, whichever is deemed appropriate.

Students log on virtually at a given time to participate in the lesson live-time or recorded sessions.

Students complete follow-up work and submit assignments electronically.

Teachers and /or Paraprofessionals will support students through the platform the district has deemed appropriate.

Teachers will maintain records of students' work and accommodations given based on IEP.

Tracking IEP goals must be adhered to and documented to record progress.

Teacher will maintain an electronic chat function with students throughout the day.

Teachers check in one on one with a caseload of students or students who were not able to join the class. Expectations are to aid students by talking through hard questions, prepare them for the next set of assignments and ensure they are progressing.

Hybrid Model:

Students who are at risk will attend school 4 days and 1 virtual day. The rationale for this to ensure our neediest students receive all related services and provide a structured and consistent environment .

Other students with IEPs will adhere to the A/B schedule with 2 days in-house instructional learning and 3 days virtual learning from home following the guidelines above. Special Education teachers will support students in the whole group environment and provide support during class and through office hours to ensure students' IEP is adhered to the greatest extent possible.

Out of district students learning will continue to be supported by their placements. Resources and instructional opportunities from those placements have been provided and families are encouraged to continue consistent communication with their team in those placements regarding continued instruction.

RESTART & RECOVERY PLAN

Related services (Counseling, Speech and Language Therapy, Occupational Therapy, Hearing Services, Vision Services, Physical Therapy) will also look different during this time when learning remotely than as outlined on the 504 Plan or IEP. Though the frequency and duration will not be as per the IEP (just as the school day is not the amount a school day would be), there will be consistent, continual learning and support opportunities. Related services' support may be provided directly with the provider on the telephone, by virtual meeting, and/or using computer based instruction, written materials, assistive or other technology. This also may include consultation with parents and/or students as appropriate. Virtual meetings or assignments through Google Meets or Classroom may be used and may be in individual or group formats, as appropriate.

Related services will be provided to students while in attendance in the school building. Speech Therapists will provide one on one services to ensure the safety of students and provide group speech services virtually either by joining teachers' virtual classes and taking students to break out rooms and returning students to class after service is rendered. If students are in different rooms Speech teachers can provide their own classroom via (google hangout/zoom) platform approved by the district.

OT /PT teachers will provide services in house using the protocol set in place for ensuring student safety (mask, shields and gloves are required). Allowing time to disinfect equipment used.

OT/PT/ Speech/ Counseling for remote instruction students who are eligible for related services will be scheduled through the calendly app to provide students the appropriate services within their IEP. This will ensure as well as allow parents the flexibility to schedule around their own schedule.

RESTART & RECOVERY PLAN

Sample Schedules:

Sample In-Person Middle School Schedules				
	In-Person Student Schedule Day	In-Person Teacher Schedule Day	In-Person Student Schedule Day 2	In-Person Teacher Schedule Day 2
Arrival	Student Arrival Physical and Emotional Wellness Screening			
Period 1a/ HR	Social Studies	Social Studies	Social Studies	Social Studies
Period 1b				
Period 2a	English Language Arts	English Language Arts	English Language Arts	English Language Arts
Period 2b				
Period 3a				
Period 3b				
Period 4a	Break	Break with Students	Break 15 Minutes	Break with Students
Period 4b	Science	English Language Arts	Science	English Language Arts
Period 5a				
Period 5b				
Period 6a	Break		Break 15 Minutes	
Period 6b		Break with Students		Break with Students
Period 7a	Math	Social Studies	Math	Social Studies
Period 7b				
Departure	Meal Pick Up & Bus Departure			
Lunch/Travel	Student Travel Time and Lunch			
Period 8	Special Area Subject or Teacher Office Hours	Teacher Office Hours	Special Area Subject or Teacher Office Hours	Teacher Office Hours
Period 9	Special Area Subject or Teacher Office Hours		Special Area Subject or Teacher Office Hours	

Sample Remote Middle School Schedules				
	Sample Remote Student Schedule	Sample Science Teacher Schedule with Remote Section	Sample Math Teacher Schedule with Remote Section	Sample ELA/SS Teacher Schedule with Remote Section
Arrival	Online Check-In Emotional Wellness Screening	Student Arrival Physical and Emotional Wellness Screening	Student Arrival Physical and Emotional Wellness Screening	Student Arrival Physical and Emotional Wellness Screening
Period 1a/ HR	Social Studies	Science Section A1	Math Section A2	Social Studies Remote Section
Period 1b				
Period 2a	English Language Arts	Break with Students	Break with Students	English Language Arts Remote Section
Period 2b				
Period 3a				
Period 3b		Science Section A2	Math Section A1	
Period 4a	Break			Break with 1A Students
Period 4b	Science	Science Remote Section	Math Section A4	English Language Arts Section 1A
Period 5a				
Period 5b				
Period 6a	Break	Break with Students	Break with Students	
Period 6b	Math	Science Section A4	Math Remote Section	Break with Students
Period 7a				
Period 7b				Social Studies Section 1A
Departure	Student Lunch	Meal Pick Up & Bus Departure	Meal Pick Up & Bus Departure	Meal Pick Up & Bus Departure
Lunch/Travel		Teacher Lunch and Prep Time	Teacher Lunch and Prep Time	Teacher Lunch and Prep Time
Period 8	Special Area Subject or Teacher Office Hours	Teacher Office Hours	Teacher Office Hours	Teacher Office Hours
Period 9	Special Area Subject or Teacher Office Hours			

RESTART & RECOVERY PLAN

Sample In-Person 3rd/ 4th Grade Schedules				
	In-Person Student Schedule Day 1	In-Person Teacher Schedule Day 1	In-Person Student Schedule Day 2	In-Person Teacher Schedule Day 2
Arrival	Student Arrival Physical and Emotional Wellness Screening			
Period 1a/ HR	English Language Arts	English Language Arts	English Language Arts	English Language Arts
Period 1b				
Period 2a	Break	Break with Students	Break	Break with Students
Period 2b				
Period 3a	Social Studies	Social Studies	Social Studies	Social Studies
Period 3b				
Period 4a	Science	English Language Arts	Science	English Language Arts
Period 4b				
Period 5a	Break	Break with Students	Break	Break with Students
Period 5b				
Period 6a	Math	Social Studies	Math	Social Studies
Period 6b				
Period 7a	Teacher Office Hours	Teacher Office Hours	Teacher Office Hours	Teacher Office Hours
Period 7b				
Departure	Meal Pick Up & Bus Departure			
Lunch/Travel	Student Travel Time and Lunch	Teacher Lunch and Prep Time	Student Travel Time and Lunch	Teacher Lunch and Prep Time
Period 8	Special Area Subject or Teacher Office Hours	Teacher Office Hours	Special Area Subject or Teacher Office Hours	Teacher Office Hours
Period 9	Special Area Subject or Teacher Office Hours		Special Area Subject or Teacher Office Hours	

Sample Remote 3rd/ 4th Grade Schedules			
	Sample Remote Student Schedule	Sample Math/ Science Teacher Schedule with Remote Section	Sample ELA/SS Teacher Schedule with Remote Section
Arrival	Online Check-In Emotional Wellness Screening	Student Arrival Physical and Emotional Wellness Screening	Online Check-In Emotional Wellness Screening
Period 1a/ HR	Social Studies	Math Section A1	Social Studies Remote Section
Period 1b			
Period 2a	English Language Arts	Break with Students	English Language Arts Remote Section
Period 2b			
Period 3a	Break	Science Section A1	Break with 1A Students
Period 3b			
Period 4a	Science	Science Remote Section	English Language Arts Section 1A
Period 4b			
Period 5a	Break	Break with Students	Break with Students
Period 5b			
Period 6a	Math	Math Remote Section	Social Studies Section 1A
Period 6b			
Period 7a	Teacher Office Hours	Teacher Office Hours	Teacher Office Hours
Period 7b			
Departure	Student Lunch	Meal Pick Up & Bus Departure	Meal Pick Up & Bus Departure
Lunch/Travel	Student Lunch	Teacher Lunch and Prep Time	Teacher Lunch and Prep Time
Period 8	Special Area Subject or Teacher Office Hours	Teacher Office Hours	Teacher Office Hours
Period 9	Special Area Subject or Teacher Office Hours		

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Sample In-Person 1st/ 2nd Grade Schedules		
	In-Person Student Schedule	In-Person Teacher Schedule
Arrival	Student Arrival Physical and Emotional Wellness Screening	Student Arrival Physical and Emotional Wellness Screening
Period 1a/ HR	Calendar/ Morning Meeting / Phonics	Calendar/ Morning Meeting / Phonics
Period 1b		
Period 2a	Break	Break
Period 2b	Reading	Reading
Period 3a		
Period 3b	Break	Break
Period 4a	Writing	Writing
Period 4b		
Period 5a	Break	Break
Period 5b	Math	Math
Period 6a		
Period 6b	Break	Break
Period 7a	Social Studies / Science	Social Studies / Science
Period 7b		
Departure	Meal Pick Up & Bus Departure	Meal Pick Up & Bus Departure
Lunch/Travel	Student Travel Time and Lunch	Teacher Lunch and Prep Time
Period 8	Special Area Subject or Teacher Office Hours	Teacher Office Hours
Period 9	Special Area Subject or Teacher Office Hours	

Sample Remote 1st/ 2nd Grade Schedules		
	Remote Student Schedule	Remote Teacher Schedule
Arrival	Online Check-In Emotional Wellness Screening	Online Check-In Emotional Wellness Screening
Period 1a/ HR	Calendar/ Morning Meeting / Phonics	Calendar/ Morning Meeting / Phonics
Period 1b		
Period 2a	Reading	Reading
Period 2b		
Period 3a	Break Social Emotional Learning	Break Social Emotional Learning
Period 3b		
Period 4a	Writing	Writing
Period 4b		
Period 5a	Break	Break
Period 5b	Math	Math
Period 6a		
Period 6b	Break	Break
Period 7a	Social Studies / Science	Social Studies / Science
Period 7b		
Departure	Student Lunch	Meal Pick Up & Bus Departure
Lunch/Travel		Teacher Lunch and Prep Time
Period 8	Special Area Subject or Teacher Office Hours	Teacher Office Hours
Period 9	Special Area Subject or Teacher Office Hours	

RESTART & RECOVERY PLAN

Sample In-Person Pre-K/ K Schedules		
	In-Person Student Schedule	In-Person Teacher Schedule
Arrival	Student Arrival Physical and Emotional Wellness Screening	Student Arrival Physical and Emotional Wellness Screening
Period 1a/ HR	Phonemic Awareness & Grammar	Phonemic Awareness & Grammar
Period 1b		
Period 2a	Break	Break
Period 2b	Guided Reading/ Literacy Centers	Guided Reading/ Literacy Centers
Period 3a		
Period 3b	Break	Break
Period 4a	Writing/ Centers	Writing/ Centers
Period 4b		
Period 5a	Break	Break
Period 5b	Math Lesson/ Math Centers	Math Lesson/ Math Centers
Period 6a		
Period 6b	Break	Break
Period 7a	Choice/ Discovery Centers	Choice/ Discovery Centers
Period 7b		
Departure	Meal Pick Up & Bus Departure	Meal Pick Up & Bus Departure
Lunch/Travel	Student Travel Time and Lunch	Teacher Lunch and Prep Time
Period 8	Special Area Subject or Teacher Office Hours	Teacher Office Hours
Period 9	Special Area Subject or Teacher Office Hours	

Sample Remote Pre-K/ K Schedules		
	Remote Student Schedule	Remote Teacher Schedule
Arrival	Student Arrival Physical and Emotional Wellness Screening	Student Arrival Physical and Emotional Wellness Screening
Period 1a/ HR	Phonemic Awareness & Grammar	Phonemic Awareness & Grammar
Period 1b		
Period 2a	Break	Break
Period 2b	Guided Reading/ Literacy Centers	Guided Reading/ Literacy Centers
Period 3a		
Period 3b	Break	Break
Period 4a	Writing/ Centers	Writing/ Centers
Period 4b		
Period 5a	Break	Break
Period 5b	Math Lesson/ Math Centers	Math Lesson/ Math Centers
Period 6a		
Period 6b	Break	Break
Period 7a	Choice/ Discovery Centers	Choice/ Discovery Centers
Period 7b		
Departure	Meal Pick Up & Bus Departure	Meal Pick Up & Bus Departure
Lunch/Travel	Student Travel Time and Lunch	Teacher Lunch and Prep Time
Period 8	Special Area Subject or Teacher Office Hours	Teacher Office Hours
Period 9	Special Area Subject or Teacher Office Hours	

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Appendix O

Staffing

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

The school district will consider access and equity for all staff to ensure continuity of learning. Staff have been surveyed multiple times to solicit feedback on questions and concerns regarding all aspects of this plan and staffing considerations. Staff have also participated in stakeholder group planning sessions that have provided the opportunity to participate in decision making and the planning process.

The school district will comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA) and all applicable state laws. The district has consulted, and will continue to consult with, the local bargaining units and legal counsel.

School administrators, teachers, instructional assistants, educational service professionals and student teachers (as applicable) will work collaboratively to ensure continuity of learning for students attending in-person schooling and remote learning settings.

The school district will maintain quality instruction for all students and abide by the minimum requirements set forth in NJDOE regulations. The district aspires to exceed the minimum standards set forth by the NJDOE and work to achieve its stated district mission.

As schedules are adjusted, educators will maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations. The district will seek, when possible, to exceed those requirements and provide students the instruction to the best of the organization's ability.

In a fully in-person or hybrid learning environment, the district will leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instruction and non-instructional staff schedules may include designated time to support school building logistics required to maintain health and safety requirements.

Instructional staff

- Reinforce social distancing protocol with students and co-teacher or support staff.
- Limit group interactions to maintain safety.
- Support school building safety logistics (entering, exiting, restrooms, etc.).
- Become familiar with district online protocols and platforms.
- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.

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- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress.
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- Instruct and maintain good practice in digital citizenship for all students and staff. Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics

Mentor teachers

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

The district will consider alternative methods for classroom observations and avoiding in-person contact where possible and as necessary.

Administrators, in addition to non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, will:

- Provide scheduling accommodations (as necessary and appropriate) to staff members to facilitate remote work environments
- Consider roles for staff with health concerns, leveraging them to enhance the learning environment and inform in-person instruction.
- Provide time for staff collaboration and planning.
- Prioritize vulnerable student groups for face-to-face instruction.
- Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- Define and provide examples of high-quality instruction given context and resources available. Assess teacher, student, and parent needs regularly.
- Ensure students and parents receive necessary supports to ensure access to instruction.

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

Educational services staff members

- Lead small group instruction in a virtual environment.
- Manage an online platform for small groups of in-person students while the teacher is remote.
- Assist with the development and implementation of adjusted schedules.
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.
- Lead small group instruction to ensure social distancing.

Support staff/Aides

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

Substitutes

The district will develop contingency staffing plans in case of sudden long-term absences and/or vacancies. The district will develop roles and responsibilities for substitute teachers in both virtual and hybrid settings. The district will identify areas where additional staff may be necessary: school nurses, counselors, school psychologists.

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Expectations and support for student learning

Teachers will consider the age of their students when assigning work on computers. Whether in class or working remotely, students will be assigned personal toolkits that contain necessary materials needed to be successful. Teachers will have designated time daily for answering questions and providing extra help to students.

Students will be accountable for attending instruction and grades will be assigned. All remote work is due by 8:30am the day after being assigned. Parents should check Power School to monitor their child's assignments and grades.

Access to technology

All students in Grades 1-8 will be issued a chromebook. Teachers will use Google classroom meets as their instruction/communication platform. Special area teachers will also utilize this platform to provide instruction. Teachers in Grades 1-2 will receive training in these platforms. Parent training will be provided upon request.

Zoom/Google Meets Etiquette will go out to parents and students. To ensure a successful virtual experience for all students, parents and students will be encouraged to adhere to the following:

1. Find a quiet spot in your home for your child to work.
2. Have materials ready prior to logging on.
3. Do not eat while in a class meeting.

All teachers will be issued laptop computers and Teachers will share lessons (recorded and live) via Google platform.

Access to internet

School staff will work closely with families to determine barriers to connectivity and assist in connecting families with the internet.

- Xfinity Basics- for economically disadvantaged families in the Xfinity service area
- Satellite and cellular providers in areas that are not available for connection to Xfinity services
- Access to school WiFi outside of the school day on school grounds if necessary

Social and emotional health

The district has two nurses, two counselors, two resource officers and a Child Study Team. Additionally the district has partnered with Atlantic Care and School Based Healthcare Solutions Network who will provide emotional supports for both students and staff.

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During the first weeks of school, our collective efforts will center on assessing the emotional health of students and providing the necessary supports to them to be successful. We have included several outdoor mask breaks while maintaining social distancing.

Child Care Concerns

The district will be working on an early dismissal day schedule. The YMCA will continue to provide before and after school supervision. Staff who have child care concerns will be permitted to leave the building after students are dismissed. Staff members who have their children in the building will be allowed to bring their children to their classrooms while the teacher is working remotely.

Leveraging Staff

Special Area teachers and instructional aides will assist with students' entry and exit to ensure social distancing and face coverings. During school hours, staff will monitor bathrooms, hallway traffic and food distribution. Special area teachers will also be assigned to support at-risk learners during instructional time.

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Appendix P

Athletics

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

During the COVID 19 pandemic, athletics are cancelled until at least February 2021. This will be revisited in January 2021. Any athletic competition will follow the guidelines established by the NJSIAA.

NJSIAA 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-athletes 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
 - a. Student-athlete must self-quarantine for 14 days from the date of the positive test and follow their doctors' orders.
 - b. all members of the related pod must self-quarantine for 14 days from the date of the last exposure and follow their doctors' orders.
 - c. 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-19
 - a. The coach 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 coach may return to workouts.
 - c. The related pod will be permitted to continue until results are known of the symptomatic coach.
 - d. 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
 - a. The coach must self-quarantine for 14 days from the date of the positive test and follow their doctors' orders.
 - b. 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.

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- c. 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.
 - d. 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

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CHART OF USEFUL LINKS

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

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

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Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzlhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15-2020-final.pdf
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Section	Title	Link

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

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