



Restart and Recovery Plan to Safely Reopen



Franklin Township
School District

2020-21 School Year

BOE Approved on 8/17/2020

RESTART & RECOVERY PLAN



Introduction

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

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

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

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

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

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

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

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

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

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Greetings FTS Family,

The Restart and Recovery Plan was created in collaboration with the members of our Reopening Committee. The Committee worked tirelessly over multiple weeks to discuss and recommend practices and procedures to ensure the safe reopening of our school district. My sincere thanks to all of our Board members, administrators, staff, and community members for the selfless giving of their time and talents.

The work of the Reopening Committee was divided into subcommittees to assist in the development of the Plan. These subcommittees encompassed six areas:

1. **Executive Committee:** Chaired by Cyrus Cama & Nicholas Diaz
2. **Sanitation Committee:** Chaired by Patricia Martucci, Laura Marchese, & Jim Schwar
3. **Safety Committee:** Chaired by Lindsay Gooditis & Katrina Mani
4. **Curriculum Committee:** Chaired by Lindsay Gooditis, Kerry Foote, & Leslie McCusker
5. **Mental Health Committee:** Chaired by Karin Stumpf & Katrina Mani
6. **Transportation Committee:** Chaired by Patricia Martucci, Ranae Pellegrino, & Rose Kasperkoski

We are looking forward to seeing our amazing students on August 31st.



Yours in education,

Nicholas Diaz, Superintendent

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Amendments to the plan BOE Approved 10.13.20

- Beginning **October 26, 2020**, all students in grades Preschool through Kindergarten may attend school in-person **daily** with the exception of Wednesdays as these will remain 100% virtual with a 1pm dismissal.
- In-person school days will continue to be a full day.
- Beginning **November 2, 2020**, all students in First Grade and Second Grade may attend school in-person **daily** with the exception of Wednesdays as these will remain 100% virtual with a 1pm dismissal.
- Wednesdays will continue to be 100% virtual with a 1pm dismissal.

Amendments to the plan BOE Approved 11.16.20

- In December 2020, all students in Third Grade may attend school in-person **daily** with the exception of Wednesdays as these will remain 100% virtual with a 1pm dismissal.
- Beginning January 4, 2020, all students in Fourth Grade may attend school in-person **daily**.
- Beginning January 4, 2020, the school day will end at 1pm each day. Students in grades K-4 may attend school in-person **daily**.
- Virtual Wednesdays are eliminated for students in grades K-4 as they will be able to attend school M-F until 1pm.
- Students in grades 5-8 will remain in cohorts.
- Students in grades 5-8 will be able to attend school on Wednesday on a cohort rotation. The specific schedule will be communicated by the principal.
- Beginning January 4, 2020, while the school day will end at 1pm for in-person instruction, it will continue with virtual learning from 2pm-3:30pm daily.

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Frequently Asked Questions

1. When will school start?

The first day of school for students will be on Monday, August 31st for Cohort A.

2. How will the cohorts work?

The approach to reopening schools will be an A/B cohort model. In this model, each homeroom class will be split into two groups: Group A and B. Group A will be in school starting Monday and Tuesday, while Group B is home participating in virtual learning. Group B will be in person Thursday and Friday. Students will be in school for a full day (8:40am-3:20pm). When students are not physically present for school they will receive their education remotely. All students will participate in virtual learning on Wednesdays, when the cleaning of the building occurs.

3. How often will students be in school?

When Cohorts are in school, they will be in school for a full day of learning.

4. How will grading work?

All students in grades 3-8 will receive numerical grades and feedback from their teachers. There will be no pass/fail option.

5. How will attendance work?

Attendance will be taken for all students regardless if they are in-person or remote. Students will be expected to attend class all week (2 days in-person and 3 days remote), participate in class activities, and complete assignments in a timely manner.

6. Will there be transportation to and from school?

Yes, there will be transportation for all students when their Cohort is scheduled to be in school.

7. Will there be child care?

Yes, there will be child care for students when their Cohort is scheduled to be in school. Childcare will be provided through our 3rd party provider, Work-Family Connection.

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Before care will begin at 7am and run until school starts. Aftercare will begin after school and run until 6:30pm. Additional information is available on our website.

8. Which remote learning platforms will students use?

Students in grades K-2 will be on Seesaw and Google Meets (video portion) for remote learning. Students in grades 3-8 will be on Google Classroom and Zoom for remote learning.

9. What is the procedure for opting into/out of remote learning instruction?

Families who wish for their children to opt into a 100% remote learning environment must inform the district by August 14th. In order for families to request for their children to then return to in-person instruction, they must request so of the district in writing. The District's expected timeline for approving requests will be approximately two weeks.

10. Will there be any extra-curricular activities?

Sports are still being considered. Other extracurricular activities, field trips, assemblies, etc. are canceled until further notice.

11. Will students be required to wear masks?

Yes, all students will be required to wear a mask throughout the school day unless there is a medical condition that would inhibit their health. The District will require a doctor's note if your child is unable to wear a mask. Mask breaks will be provided throughout the day when possible. All staff will be required to wear a mask. Visitors (ex. picking up a sick child) will be required to wear a mask, however visitor procedures will also be changed.

12. Will students be provided with a mask?

No, families must supply their children with at least two masks per day. Two masks will be needed in case a mask breaks or becomes soiled. Students will need to have a properly fitted mask to ensure protection. The District will have a very limited supply of masks in case of an emergency.

13. How is my child's school day structured?

Students will be participating in a structured schedule. Students will be staying in their homerooms and teachers will be moving to the students. Students who are learning virtually will be streamed into the classroom.

14. What will lunch look like?

Students will eat lunch in their classroom. Desks will be cleaned before and after eating. Students will still be able to purchase food from the cafeteria.

15. Will my child be able to go outside?

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Yes, students will be able to go outdoors when the weather permits and when it is acceptable within a given lesson. Outdoor mask breaks in conjunction with social distancing may occur during these times.

16. What should my child bring to school?

Students should bring their own supplies (backpack, pencils, crayons, etc.) Teachers will communicate the necessary supplies for in-person instruction. Students must also have two masks.

17. Can my child bring their own hand sanitizer?

No, students may not bring their own hand sanitizer to school. Hand sanitizers will be provided in each classroom, as well as by each entrance/exit to the buildings.

18. What happens when someone presents COVID symptoms?

The school nurse will work with the Department of Health if someone presents COVID symptoms and the Department of Health will provide guidance. If COVID symptoms are suspected, the student will be monitored in a safe location away from peers. Students must be picked up in a timely manner by a parent/guardian.

19. What happens if my child gets sick or injured at school?

Students must be picked up in a timely manner by a parent/guardian. If your child is sick (non-COVID symptoms) or injured at school, the nurse will travel to the student to provide care.

20. Should I send my child to school sick?

No, please do not send your child to school sick. Please do not give your child fever-reducing medication in order to send your child to school. Keep your child home if they have any symptoms of illness. If they are feeling well enough, they can participate in virtual learning. A student must be fever free for 24 hours after the last dose of fever reducing medication was given and improvement of any symptoms before returning back to school in person.

21. Can I request a different cohort for my child?

No, the cohort strategy is an effective way to manage any potential COVID cases and to better ensure the health of our school community.

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Critical Area of Operation #1 - General Health and Safety Guidelines as determined by the **Executive Reopening Committee**

Protocol for High Risk Individuals

The District will work to provide reasonable accommodations for individuals that the Centers for Disease Control 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:

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

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Critical Area of Operation #2 - Classrooms, Testing, and Therapy Rooms as determined by the **Safety Committee and the Sanitation Committee**

The District considered the CDC guidance, the guidance outlined in the NJDOE "The Road Back", resources from the Hunterdon County Health Department, our school doctor, and guidance from the Office of Emergency Management to plan for all facility usage. As a result our District will allow for social distancing to the maximum extent possible in all classrooms, facility areas including main offices, testing and therapy rooms. Face coverings are required, and face coverings are always required for visitors and staff unless it will inhibit the individual's health. Our District will seek to minimize the use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students and staff wash hands frequently. In order to prevent the spread of disease during pandemic recovery and to protect the health and safety of students and staff against infection, no visitors shall be permitted in the schools until pandemic restrictions are lifted. The principal may admit a visitor if he or she determines that it is necessary. In all such cases, the visitor shall submit to the screening procedure and shall be required to wear a face mask while in the school building. The face mask shall be required in all cases. However, an accommodation may be made where the visitor can demonstrate that wearing a face mask is detrimental to the visitor's health. A child under two years of age shall not be required to wear a face mask. Arrangements for picking up a child will be at the discretion of the school nurse and building administration and must take place outside of the school building.

Physical distancing

The District must allow for social distancing to the maximum extent possible.

- All instructional and non-instructional rooms in school and district facilities will comply with social distancing standards to the maximum extent practicable
- A minimum of 113 square feet is required for each individual in order to maintain a six-foot, radial distance around each individual
- Face coverings are required for students and staff unless it will inhibit the individual's health
- Face coverings must be worn in all shared spaces

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- Face coverings are always required for visitors (even when outside of the school building) and staff unless it will inhibit the individual's health
- Additional considerations will be made for services that are geared to early childhood, students with complex disabilities, and students that are considered medically fragile

Instructional Areas

Instructional areas will be set up and function while maintaining social distancing to maximum extent possible by:

- Classroom seating and desks 6 feet apart
- Forward-facing rows
- Faculty and staff in classrooms or other spaces for student support will be required to wear a face covering when moving around the classroom to assist a student or group of students.

Health Offices

- General office flow will be determined at the building level using a sign in procedure, designated waiting area, requirement that anyone visiting the health office must wear a face covering
- A designated area for assessments, isolation for both students and staff, overflow areas designated in each building for exposure groups will be identified and visually marked
- If a student or staff has a suspected illness or requires medication/treatment, the school nurse will travel to classrooms to determine needs.
- Bathroom facilities in the health offices may only be utilized by those individuals being treated by the school nurse
- Health office staff including school nurse and health office aides will wear designated PPE as outlined by the Department of Health and in collaboration with the school doctor, NJDOE, and CDC. The suggested personal protective equipment is to protect both the staff and students and to mitigate any contact with anyone who is ill.
- N95 masks are being reviewed as a PPE measure where fittings and replacement are required inline with DOH guidelines
- Isolation rooms and areas will be designated in each school building and district facility and utilized as part of the District's Response Protocol
- Fabric curtains will be removed and replaced with plastic curtains hung from the ceiling over 6 feet high or by plexiglass partitions
- Freestanding, moveable plexiglass partitions will be located in each office to move as a separation and monitoring measure

Therapy Rooms

- Counselors and support staff locations will be evaluated and then relocated if additional space is needed to maintain social distancing for the maximum number of students requiring support at one time. Multiple areas will be designated to support individual and group needs based on the service and in collaboration with service providers.

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- Occupancy limits will be determined for each designated space to support the service provider and ensure social distancing
- Freestanding, table top moveable plexiglass partitions will be located in each space to move as a separation and protective measure allowing for service delivery while not wearing a cloth face covering based on the individual needs of each student
- Rooms and offices will be designated in each building based on service type
- Regular sanitizing procedures will be implemented between sessions
- Equipment and materials used in these settings will require individualization as best possible sanitizing between use

Hallways

- Flow of traffic will be restricted in all hallways
- If needed, one way traffic will be designated as determined by the District
- Travel outside the classroom throughout the day is prohibited unless scheduled by teacher/provider or when an individual student is moving to a therapy location, health office, to use the restroom, or other location as part of the individualized schedule or designated by the teacher or school administrator
- Face coverings must be worn by all staff and students when moving or traveling in the hallways for any reason

Bathrooms

- Bathrooms will be identified for specific grade levels in each building
- When each facility is being sanitized, an alternate location will be identified by hall monitors or other staff designated to supervise the use of facilities
- Occupancy is restricted to no more than two students per bathroom.
- Staff outside monitoring occupancy
- Hand sanitizer station located in each classroom for use upon return from the bathroom
- Signage will be posted to remind students and staff about hand washing and to maintain social distancing in the facility
- Staff bathrooms are single occupant only in all the District facilities; Staff will only use staff designated bathroom

Ventilation

- Our District will ensure that the indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate
- Recirculated air must have a fresh air component
- Open windows if A/C is not provided (but maintain safety precautions around younger children)
- Increase circulation of outdoor air as much as possible by opening windows and doors
- Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility
- Personal, small, window, floor or other air circulating fans are not permitted
- Ventilation in each building is being assessed and surveyed in August

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- The District Response Team will continually monitor ventilation as the District reopens

Hand washing and hand sanitizing

- Hand sanitizing stations with alcohol-based hand sanitizers (at least 70% alcohol) will be set up:
 - At entrances and exits of buildings
 - In each classroom (for staff and older children who can safely use hand sanitizer)
 - Outside lunch rooms and bathrooms
 - Children ages 5 and younger will be supervised when using hand sanitizer
 - Classrooms with sink areas will have stocked stations with soap, water, and alcohol-based hand sanitizers
 - Students and staff should wash hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing. Visual reminders will be posted around all sink areas.
 - Students and staff will adopt new procedures to sanitize in and out of every room and when moving from one place to another or beginning a new task/activity

Student and Staff Belongings

- Each child's belongings will be separated from others' and in individually labeled containers, bags, cubbies, or areas
- Limit use of supplies and equipment to one group of children at a time and clean and sanitize between use
- Avoid sharing electronic devices, toys, books, and other games or learning aids, or thoroughly clean and sanitize between use

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Critical Area of Operation #3 – Transportation as determined by the Transportation Committee

Transportation Protocols

- Maintaining social distance on buses is not possible, all students must wear face coverings while on buses unless there is a medical condition that would inhibit their health. A doctor's note is required.
- 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
- Students must sit in their assigned seats.
- Students will board the bus by filling the back rows first, and then progressing forward
- Students will exit the bus by dismissing the front rows first, and then progressing backwards
- Bus drivers are required to wear face coverings and wash hands frequently
- Hand sanitizer may be made available at the school bus entrance for each student to use when boarding
- Signs reinforcing social distancing and hygiene rules will be hung in buses

Waivers/Courtesy Busing

- The District will inform parents of their ability to waive transportation and send survey to assess the demand for transportation services
- The District will encourage curb or door-side drop-off and pick-up of students
- The District will provide transportation to all students on their scheduled in-person day

Health and Safety Considerations

- Responsibility of the parents when students are at the bus stop to ensure the wearing of a mask
- All students being transported to and from school via private vehicle must be dropped off at designated arrival and dismissal locations. Parents/guardians may not exit their vehicle during the arrival/dismissal process. Parents/guardians may not park and escort their child(ren) to an entry point.

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Critical Area of Operation #4 - Student Flow, Entry, Exit, and Common Areas as determined by the **Safety Committee**

The District developed plans to establish the process and location for student and staff health screenings. This includes providing 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. The District is requiring the use of face coverings.

Arrival/Dismissal/Departure Guidelines and Procedures

- Separate entrances will be established at each building for arrival and dismissal, a subset of entrances will be identified for those students arriving by car and screened who are cleared to enter versus awaiting screening
- Separate exit areas designated at each building for any ill student or staff member requiring an early departure. These individuals may not use any other exit area.
- Parents/guardians may not exit their vehicle during the arrival/dismissal process
- Parents/guardians may not park and escort their child(ren) to an entry point

Screenings

- At-home screenings will be completed by all staff members and by parents for their children. Each day, parents will verify that their children are symptom-free using an on-line questionnaire
- Students who arrive at school without having a completed health screening will report to the school nurse for a screening
- Face coverings are required by all during the screening process

General Flow in and around the building

- Staff and students are required to wear face coverings during arrival, all movement in halls, and departure
- Area Monitors will be designated to remind of social distancing, occupancy restrictions, general health and safety
- The District will sanitize in and out of every location, sanitizer available at all points of entry and in neutral areas, offices, bathrooms, hallways

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Critical Area of Operation #5 - Screening, PPE, and Response to Students and Staff Presenting Symptoms as determined by the Safety Committee

The District considered guidance from all of our collaborative partners and our school doctor aligned with District Policy to develop a procedure for safely and respectfully screening students and employees for symptoms of and history of exposure to COVID-19. The key to preventing illness at school is to work in partnership with our families as our first line of defense. The best way to prevent illness is to stay home when ill.

General Accepted Practice for Prevention

- Any student or staff member with a fever of 100.0° F or greater or symptoms of possible COVID-19 virus infection should not be present in school.
- Students and staff may be asked to leave or not come into school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained:
 - A fever of 100.0° F or greater
 - Cough
 - Shortness of breath or difficulty breathing
 - Chills
 - Repeated shaking with chills
 - Muscle pain
 - Headache
 - Sore throat
 - New loss of taste or smell
 - Fatigue
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea

Daily Entry Screening

- The District will require a daily pre-screening electronic questionnaire for staff and students which may include a temperature check
- Individuals that do not clear the pre-screening will be instructed to stay home that day.

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- Additional instructions may be provided depending on the individual's symptoms or circumstances.
- Each student may be visually screened for symptoms and may include a temperature check at designated locations based on arrival type.
- The daily health pre-screening for students and staff will at a minimum include the following:

- If your child has any of the following symptoms, that indicates a possible illness that may decrease the student's ability to learn and also put them at risk for spreading illness to others. Please check your child for these symptoms:

- Temperature 100.0° F or higher when taken by mouth;
- Sore throat;
- New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline);
- Diarrhea, vomiting, or abdominal pain; or
- New onset of severe headache, especially with a fever.

Additional questions

- Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19: OR
 - Had close contact (within 6 feet of an infected person for at least 15 minutes) with person under quarantine for possible exposure to SARS-CoV-2; OR
 - Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases as described in the Community Mitigation Framework
 - Live in areas of high community transmission (as described in the Community Mitigation Framework) while the school remains open

Personal Protective Equipment (PPE)

- Staff will be provided a cloth face covering
- Staff may use their own cloth face covering
- Students are expected to bring their own cloth face covering (at least two)
- The school will have an emergency supply of cloth face coverings for students
- N95 masks are not a suggested form of PPE for staff and students, except for those staff working in a school nursing capacity or those individuals with recommendations from a physician
- Individuals may choose to wear an N95 if directed by their physician or at will. An N95 fitting is necessary to ensure appropriate use.

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- Disposable gloves will be provided for staff who assist students with toileting needs
- Special consideration will be given to protection for staff members, such as school nurses, custodians, and some Special Education teachers, teaching assistants and service providers, who will be in close contact with students or will handle waste materials

Symptomatic Individuals

- Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others
- A student or staff member excluded because of symptoms of COVID-19 should be in contact with their health care provider to discuss testing and medical care
- If the 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 in contact with the individual
 - Families of students in contact with the individual (maintain confidentiality)
- As part of the ongoing collaboration with the Hunterdon County Department of Health, they will act as the primary responsible party for contact tracing

Response Protocol for Suspected COVID-19 individual (student or staff)

- The District will establish a response protocol for suspected COVID-19 individuals and when notified of a positive COVID-19 case by the Hunterdon County Health Department. The protocol will outline response paths based on the type of incident or illness identified.
- A copy of the protocol will be available in each school health office.
- The response protocol will include:
 - Noticeable illness procedures
 - Suspected or confirmed Positive COVID-19 individual procedures
 - Respectful Isolation guidelines
 - Quarantine guidelines
 - Outbreaks may only be declared by the Hunterdon County Health Department and school doctor in consultation with the Superintendent
 - Contact Tracing (also outlined below as a key critical area of operation)
- Staff members who become ill at work will be assessed by the school nurse.
- Students and their personal belongings will immediately be moved to a new location. If the staff member has symptoms related to COVID-19, the room they occupied will be deemed closed until confirmed for cleaning.
- Students who become ill OR have suspected symptoms that present during the day OR who were exposed to someone with symptoms that present during the day OR who were exposed to an individual that the district learns is positive will need to be picked up by a parent or guardian or other designated individual on their emergency form. Removing the child from the setting is key to preventing further spread of illness in the immediate and larger school community. The District recognizes that picking up a child in the

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middle of the day may be a hardship and respectfully asks families to have at least two other individuals who may be part of their contingency plan for pick up. Students who are ill must be picked up in a timely manner.

Critical Area of Operation #6 - Contact Tracing as determined by the Safety Committee

Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice and is an integral function of local health departments. All school district administrators, school safety specialists, school nurses, school counselors, and other designated staff will be provided with information regarding their role of contact tracing in keeping our school community safe from the spread of a contagious disease. The District is collaborating with the local health department to develop contact tracing policies and procedures.

Contact Tracing Protocols

- All administrators, school nurses, child study team members, and school counselors will be trained in contact tracing by completing the course presented by [Johns Hopkins University](#)
- The District will remain in close communication with the Hunterdon County Health Department and the Hunterdon County School Nurse Association to define more local contact tracing procedures
- The District will designate two staff members as points of contact for communication and liaising with the Hunterdon County Health Department
- The District will create contact tracing procedures involving trained staff and health department officials that adheres to all applicable federal and state requirements regarding privacy of educational records (e.g. FERPA)
- The District will develop information to educate parents and staff on the importance of contact tracing
- The District will allow for self reporting channels where families and staff can provide critical information to school officials in a timely manner to assist the District in notification and tracing

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Critical Area of Operation #7 - Facilities Cleaning Practices as determined by the Sanitation Committee

The District adopted cleaning/disinfecting procedures (NJSBA/NJPSA/CDC) as a foundation for developing a procedure manual to establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used. The District will adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise. The District will develop a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and sanitize bathrooms daily and between use as much as possible.

The District will continue current practices for cleaning and will add any local health department recommendations including guidelines developed by CDC to our practices developing new minimum standards. Our practices will be increased the number of times frequently touched surfaces and objects are cleaned and disinfected including sanitizing between usage.

Custodial staff will focus on cleaning and disinfecting throughout the day and immediately after student dismissal, custodians will repeat a thorough cleaning, sanitizing disinfecting of all areas throughout the building. The school has a disinfectant sprayer machine, which kills viruses and decontaminates facilities. Each classroom will be sanitized daily with a focus on disinfection of touchable surfaces. Students will also be asked to clean student desks before and after each period as appropriate for the grade level.

Disinfecting wipes and/or spray will be provided in each classroom along with hand sanitizer. Hand sanitizing stations with alcohol-based hand sanitizers will be located in each classroom, at entrances and exits of the buildings, near lunchrooms and toilets. Students five years and younger will be supervised when using hand sanitizers. Students will be required to wash hands for at least 30 seconds at regular intervals. This will include before and after eating, the use of the bathroom, sneezing, coughing and blowing of the nose. All sanitizing products will be used in accordance to the directions on the label. A list of products that are EPA approved for use against the virus that causes COVID-19 is available on the EPA's [website](#).

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Cleaning, disinfecting and sanitizing frequently touched areas 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, buttons on vending machines and elevators, shared telephones, shared desktops, shared computer keyboards and mouse, drinking fountains, playground equipment used during recess, etc.

Bathrooms

- To avoid touching door handles, non-touch methods to open the bathroom doors will be implemented
- Close middle sink or other barrier set up to maintain social distancing
- Consider separate receptacles for preschool bathrooms for pull-ups/toileting procedures

Water

- Water fountains will all be shut off
- Drinking water may only be obtained by using bottle fillers
- The District encourages staff and students to bring their own water to minimize use and touching of bottle fillers

Additional Considerations

- The District will provide EPA-registered disposable wipes to staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use
- Playground equipment will be sanitized after each use and throughout the day

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Critical Area of Operation #8 – Meals as determined by the Executive Committee

The district is working collaboratively with representatives from the Maschio's food service organization to ensure that all protocols related to food service for our children, faculty and staff are in compliance with the established sanitizing guidelines issued by the CDC. Students who are eligible for the Free and Reduced Lunch program will continue to receive meals regardless of the instructional format. Students will be permitted to bring snacks from home. Additional procedures have been put in place during snack time to monitor students who have allergies. In addition, eating areas have been identified for the faculty and staff.

Food

- Students are allowed to bring in a snack to eat in their classrooms
- Snacks need to be kept in student backpacks
- Hand washing will occur, per guidelines, both before and after snack time
- No sharing of snacks or food is allowed
- Garbage cans will be available for refuse disposal and changed daily
- Student allergy lists will be distributed and adjustments will be made to accommodate students with allergies
- Cleaning of all surfaces will occur before and after snack time
- Students that qualify for Free & Reduced Lunch will continue to be provided meals
- All requirements for snacks apply to all staff members as well
- Food services will be provided in full, at such a time as the reason for the reopening plan no longer exists.

The following procedures will be followed when lunch is offered:

- The District will stagger eating times to allow for social distancing and disinfecting of the area between groups
- The District will discontinue family-style, self-service, and buffet-style dining and maintain social distancing. Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food service items
- Food service will be limited to boxed/bagged lunches with items prepackaged and disposable
- All meals will be in the classroom if the schedule requires; if a reduced day, no lunch is required except for free and reduced lunch

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- Boxed/bagged meals will be delivered to classrooms
- Students will eat in an area in the classroom where they are 6 feet apart minimally
- Maschio's will provide order options at a later date to simplify meal selection and distribution
- Surfaces must also be cleaned before and after meals

Critical Area of Operation #9 – Recess/Physical Education as determined by the Curriculum Committee

The District will complete an inventory of outdoor spaces and mark off areas to ensure separation between students for outdoor activities. The District will not schedule recess. Students are encouraged to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change. The outline below shows a set of tasks that each building principal (in consultation with the District) will engage in as part of the preparations required for the reopening of school in the fall.

Locations and Spaces

- The District will complete an inventory of outdoor spaces (athletic fields, green spaces, open space)
- The District will designate zones, use stations, and mark off areas using floor markers, floor tape, poly spots, etc., to ensure separation among students to maintain six feet for social distancing

Recess

- The District will incorporate recess on a daily basis for 30 minutes
- The District will establish areas for exercise boundaries
- The District will stagger use of playground equipment. Clean after each group using electrostatic sprayer
- The District will leverage outdoors areas
- The District will designate dates for use of equipment and cleaning intervals
- Hand washing will be required before going to recess and upon return when back in the building
- The District will sanitize the equipment throughout the day

Physical Education

- Teachers will create activities based on individual physical activity
- The District will leverage outdoor spaces
- The District will eliminate direct contact with equipment (lessons with no equipment) and will not allow sharing of equipment
- The District will eliminate the use of lockers/locker room

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- Hand washing will be required before going to PE and upon return if a change of location takes place
- Movement breaks within the classroom will be a form of physical education and training for teachers on this instruction will be provided by administration
- The District will provide sanitizer for equipment to be used by PE teachers and other designated staff

Critical Area of Operation #10 - Field Trips, Extra-Curricular Activities, Athletics and Use of Facilities Outside of School Hours as determined by the Executive Committee

The District determined the following based on the guidance while evaluating the instructional, social, and emotional benefits of extracurricular activities:

- No in-person field trips during the school year
- Virtual field trips are encouraged
- No outside groups in the building or using the fields
- Work Family Connection (childcare) will be permitted
- PTA and any large in person gatherings are canceled until further notice
- Virtual versions of PTA events may be considered
- Virtual extracurricular activities/clubs are being considered
- Music performances and instrumental music is not permitted within the classroom
- Music experiences may be implemented through virtual models
- Sports are still being determined.

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Scheduling of Students as determined by the Curriculum Committee

The District plans to open the 2020-2021 school year with an in person model of instruction. Identifying the reopening plan has been the first priority as is the health and safety of our students. The District will maintain emerging information as it relates to data to guide us with immediate decisions. Systems of support for the children will be in person, in front of the teacher, or virtual with time allotted in the schedule for more individualized support activities. Students will be in school for a minimum of 180 school days.

Options for Instruction

The District will offer two options for instruction for PK-8 as the 2020 - 2021 school year begins. We will have a hybrid option and a remote option. Each is outlined below.

Hybrid Option

The approach to reopening schools will be an A/B cohort model. In this model, each homeroom class will be split into two groups: Group A and B. Group A will be in school starting Monday and Tuesday, while Group B is home participating in virtual learning. Group B will be in person Thursday and Friday. Students will be in school for a full day (8:40am-3:20pm). When students are not physically present for school they will receive their education remotely. All students will participate in virtual learning on Wednesdays when the cleaning of the building occurs.

Group A: An email will be sent to parents/guardians with student cohorts. Families will remain together in the same cohort.

Group A will begin in-person instruction on **August 31st**.

Group B: An email will be sent to parents/guardians with student cohorts. Families will remain together in the same cohort.

Group B will begin in-person instruction on **September 3rd**.

- Students with IEPs will be contacted regarding the impact on scheduling IEP related services and supports
- Families that opt for 100% remote will fully participate in remote instruction. There will be no in person instruction for the students in this cohort.

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- Under recent guidance issued, families requesting full time remote learning will be asked to complete a survey with information allowing the District to correctly identify the students opting for 100% remote instruction
- Students with IEPs will be contacted regarding their virtual instructional options and any impacts on IEP directives

Opting for the 100% Remote Learning

- Families requesting full time remote learning will be asked to complete a survey with information allowing the District to correctly identify the students opting for 100% remote instruction
- Families that select the remote option can opt back to the Hybrid Learning Option
- Families will need to contact the District (in writing) requesting to have their child enrolled in the Hybrid Learning Option from the Remote Learning Option
- The District's expected timeline for approving requests to enroll in the Hybrid Learning Option from the Remote Learning Option will be approximately two weeks

Opting for the Hybrid Learning Option

- All students are automatically enrolled in the Hybrid Learning Option prior to the start of school
- Families may opt to remove their students from the Hybrid Learning Option and enter the Remote Learning Option, but students in remote may not opt to join the hybrid model until the next available enrollment (two week waiting period)
- Families will need to contact the District (in writing) requesting to have their child enrolled in the Remote Learning Option from the Hybrid Learning Option (one week waiting period)

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Instructional Details as determined by the Curriculum Committee

Hybrid Learning Option

- Students will participate in two forms of learning, two days in-person instruction and three days remote learning
- Students in grades PK-2 will utilize the instructional platform Seesaw and Zoom when they are not in-person
- Students in grades 3-8 will utilize the instructional platform Google Classroom and Zoom when they are not in-person

Remote Learning Option

- Students will participate in 100% remote learning
- Students in grades PK-2 will utilize the instructional platform Seesaw and Zoom
- Students in grades 3-8 will utilize the instructional platform Google Classroom and Zoom

Draft Schedule (Times Subject To Change)

TIME	PER	M	T	W	Th	F
8:15 - 8:35		COLLABORATION				
8:35 - 8:50		Homeroom/Morning Stretch				
8:52 - 9:33	1					
9:35 - 10:16	2					
10:18 - 10:59	3					
11:01 - 11:41	4					
11:43 - 12:23	5					
12:25 - 1:05	6					
1:07 - 1:47	7					
1:49 - 2:29	8					
2:31 - 3:11	9					
3:13 - 3:20		HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM

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Social-Emotional Well Being as determined by the **Mental Health Committee**

Social-Emotional Learning (SEL) is an integral part of a school community. The District will promote SEL by:

- Providing time and space for individuals to process traumatic events, re-establish connections with each other, and receive support that promotes their healing
- Prioritizing educator self-care and wellness through the summer and at the start of the 2020- 2021 school year
- Supporting educators' access to mental and behavioral resources and encouraging them to utilize these services
- Creating opportunities for staff to regularly practice and reflect on their social and emotional competencies
- Establishing routines and maintaining clear communication
- Prioritizing relationships and well-being over assignment and behavioral compliance
- Supporting students and staff in feeling safe, connected, and hopeful
- Providing professional development to support educators integration of SEL in their teaching, including the skills to foster positive learning environments and techniques for embedding SEL into instruction (in-person and remote and/or virtual instruction)

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School Based Response Teams

Member	FTS
Principal	Lindsay Gooditis
Teacher Rep	Hunter Timko
Teacher Rep	David Giantisco
CST Member	Laura Marchese
Nurse	Katrina Mani
Guidance	Karin Stumpf
School Safety Personnel	Rose Kasperkoski
SST Member	Nicholas Diaz
Custodial/Maintenance Staff	Jim Schwar
Parent	Cyrus Cama

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Digital Divide

Franklin Township provides and maintains 1:1 Chromebooks to all students in grades 5-8. Students in grades P-4 have access to iPads. For students engaging in remote learning (and to ensure equity in education) the district will:

- Send a survey (paper and electronic) to all families prior to the start of school in order to identify needs in terms of connectivity and devices
- Allow students in grades 5-8 to take their Chromebooks home if the need arises
- Provide families of students in P-4 with devices for remote instruction if the need arises
- Provide “hotspots” to families who struggle with internet access

The district will keep additional devices on hand if emergent needs arise. The principal and the counselor will follow-up with families to ensure on-going internet access/devices.

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Remote/Virtual Learning

Franklin Township School District is prepared to “pivot” to a full virtual environment if needed. The district will limit the main digital platforms to Seesaw for P-2 and Google Classroom for 3-8. The district will follow a full-day schedule in the virtual environment.

- Unified Arts such as PE, music, art, and world language will be included in the schedule.
- Students will receive numerical grades in grade 3-8. Standards based feedback will apply to students in grades P-2.
- Attendance will be taken by teachers at the beginning of each period.
- Staff will be assigned to check in with students who are not in attendance virtually.
- The effectiveness of virtual instruction will be monitored by the executive committee of the reopening committee. Changes will be made based on feedback and needs,

A sample schedule can be found below:

Homeroom	8:45-8:56 (Announcements: 8:52)
1	8:59-9:42
2	9:45-10:28
3	10:31-11:14
4	11:17-12:00
5/6 (Lunch/Recess on their own)	12:03-1:06
7	1:09-1:52
8	1:55-2:38
9	2:41-3:24

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Additional Guidance & Information

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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.

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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 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.

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- (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);
 - (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).

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- 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) 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.
 - (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:

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- (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.
- 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.

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- d. Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas – Anticipated Minimum Standards Incorporated into the Plan
 - (1) The Board’s Plan should establish the process and location for student and staff health screenings.
 - (2) If physical distancing (six feet apart) cannot be maintained for individuals in line waiting to enter or exit a building, face coverings shall be worn while in the line.
 - (3) Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

- e. Critical Area of Operation #5 – Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms – Anticipated Minimum Standards Incorporated into the Plan
 - (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
 - (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
 - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
 - (d) Any screening policy/protocol must take into account students with disabilities and

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accommodations that may be needed in the screening process for those students.

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

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- (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
- (6) Exceptions to requirements for face coverings shall be as follows:
- (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.
 - (c) The individual is in water.
 - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.

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- (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.
- 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.
- g. Critical Area of Operation #7 – Facilities Cleaning Practices – Anticipated Minimum Standards Incorporated into the Plan
 - (1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
 - (2) The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
 - (a) A schedule for increased routine cleaning and disinfection.
 - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily

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cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).

- (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.

- (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 - (i) Classroom desks and chairs;
 - (ii) Lunchroom tables and chairs;
 - (iii) Door handles and push plates;
 - (iv) Handrails;
 - (v) Kitchens and bathrooms;
 - (vi) Light switches;
 - (vii) Handles on equipment (e.g. athletic equipment);
 - (viii) Buttons on vending machines and elevators;
 - (ix) Shared telephones;
 - (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).

- h. Critical Area of Operation #8 – Meals – Anticipated Minimum Standards Incorporated into the Plan
 - (1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board’s Plan, if applicable:
 - (a) Stagger times to allow for social distancing and clean and disinfect between groups.
 - (b) Discontinue family style, self-service, and buffet.
 - (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
 - (d) Space students at least six feet apart.
 - (e) Require individuals must wash their hands after removing their gloves or after directly handling used food service items.

- 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.
- 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.

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

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- 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.
2. Pandemic Response Teams
- a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
 - b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
 - c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
 - d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.

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- 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.
 - (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.

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- (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.

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 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

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students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.

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

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:

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

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

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- (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
 - (15) Limiting on-line activities for pre-school students.
- c. Mentor teachers should:
- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
 - (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
 - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
 - (5) Continue to maintain logs of mentoring contact.
 - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
 - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- 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.

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- (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
- (3) Prioritize vulnerable student groups for face-to-face instruction.
- (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- (7) Define and provide examples of high-quality instruction given context and resources available.
- (8) Assess teacher, student, and parent needs regularly.
- (9) Ensure students and parents receive necessary supports to ensure access to instruction.
- (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.

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- (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
 - (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
 - (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
 - (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
 - (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
 - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.
 - (2) Facilitate the virtual component of synchronous online interactions.
 - (3) Manage online platform for small groups of in-person students while teacher is remote.
 - (4) Assist with the development and implementation of adjusted schedules.
 - (5) Plan for the completion of course requests and scheduling (secondary school).

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

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- 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.

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.

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

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.

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

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

1. School Funding

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

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

b. School District Budgets

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

c. School Funding

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

(1) Purchasing

The school district may likely need to purchase items not needed in the past and may experience increased demand

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for previously purchased goods and services to implement the Plan. The school district shall continue to comply with the provisions of the “Public School Contracts Law”, N.J.S.A. 18A:18A-1 et seq.

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

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

(3) Costs and Contracting

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

D. Continuity of Learning

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. School officials should work closely with their stakeholders to ensure decisions

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are made collaboratively and transparently and prioritize safely returning students who are in need of in-person instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

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

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

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

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

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

3. Curriculum, Instruction, and Assessment

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

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with identifying what unfinished learning needs to be addressed.

- (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

(2) Instruction

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

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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.
- (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

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

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

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

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

e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

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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

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Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
Section	Title	Link
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.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/

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	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/
Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
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://d31hzhlk6di2h5.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	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml

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School Emergency Relief Fund		
	NJDOE EWEG	https://njdoe.mtwtgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Section	Title	Link
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bsol/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf

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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/virtualprofllearning.shtml
Section	Title	Link
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