

RESTART & RECOVERY PLAN

Stafford Township School District



Restart and Recovery Plan to Reopen Schools &
Appendices

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RESTART & RECOVERY PLAN

TABLE OF CONTENTS

	<u>Page #</u>
Introduction	5
A. Conditions for Learning	7
1. Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning	7
a. Critical Area of Operation #1 General Health and Safety Guidelines	8
b. Critical Area of Operation #2 Classrooms, Testing, and Therapy Rooms	9
c. Critical Area of Operation #3 Transportation	11
d. Critical Area of Operation #4 Student Flow, Entry, Exit, and Common Areas	12
e. Critical Area of Operation #5 Screening, PPE, and Response to Students and Staff Presenting Symptoms	12
f. Critical Area of Operation #6 Contact Tracing	16
g. Critical Area of Operation #7 Facilities Cleaning Practices	16
h. Critical Area of Operation #8 Meals	18
i. Critical Area of Operation #9 Recess/Physical Education	18
j. Critical Area of Operation #10 Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours	19
2. Academic, Social, and Behavioral Supports	20

RESTART & RECOVERY PLAN

	<u>Page #</u>
a. Social Emotional Learning (SEL) and School Climate and Culture	21
b. Multi-Tiered Systems of Supports (MTSS)	21
c. Wraparound Supports	22
d. Food Service and Distribution	22
e. Quality Child Care	23
B. Leadership and Planning	23
1. Establishing a Restart Committee	23
2. Pandemic Response Teams	24
3. Scheduling	26
4. Staffing	28
5. In-Person and Hybrid Learning Environments: Roles and Responsibilities	29
6. Educator Roles Related to School Technology Needs	35
7. Athletics	37
C. Policy and Funding	37
1. School Funding	37
D. Continuity of Learning	39
1. Ensuring Delivery of Special Education and Related Services to Students with Disabilities	39
2. Technology and Connectivity	41
3. Curriculum, Instruction, and Assessments	41
4. Professional Learning	44
5. Career and Technical Education (CTE)	45

RESTART & RECOVERY PLAN

E.	Full Remote Learning Options for Families	47
F.	Pandemic Management Health Related School Closure Preparedness Plan	53
	Appendices	58

RESTART & RECOVERY PLAN

Introduction

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

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

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

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

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

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

RESTART & RECOVERY PLAN

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

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

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

RESTART & RECOVERY PLAN

THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

A. Conditions for Learning

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

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

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

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

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

RESTART & RECOVERY PLAN

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

Ten Critical Areas of Operation

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

RESTART & RECOVERY PLAN

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

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

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

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

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

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

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

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

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

(1) If the school district is providing transportation services on a school bus, a face covering must be worn by all students upon entering the bus unless doing so would inhibit the student’s health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

- (a) Exceptions to the face covering requirements shall be those outlined in A.1.e.(6) below.

(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.

RESTART & RECOVERY PLAN

- (3) Every school bus, either district-owned or contracted, will be cleaned and disinfected before and after each bus route.

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

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

- (1) The Board’s Plan will establish the process and location for student and staff health screenings.
- (2) Even when physical distancing (six feet apart) can be maintained for individuals in line waiting to enter or exit a building, face coverings shall be worn while in the line.
- (3) Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

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

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

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

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

- (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
 - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (5) Students are required to wear face coverings, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
 - (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
- (6) Exceptions to requirements for face coverings shall be as follows:
 - (a) Doing so would inhibit the individual's health.

RESTART & RECOVERY PLAN

- (b) The individual is in extreme heat outdoors.
 - (c) The individual is in water.
 - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
 - (e) The student is under the age of two, due to the risk of suffocation.
 - (f) During the period a student is eating or drinking.
 - (g) Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistance (e.g. face coverings should not be worn by Pre-K students during nap time).
 - (h) The student engaged in high intensity aerobic or anaerobic activities.
 - (i) Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location and are able to maintain a physical distance of six feet apart.
 - (j) When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.
- (7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual the point of entry, the visitor's entry to the school/district facility may be denied.

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

RESTART & RECOVERY PLAN

f. Critical Area of Operation #6 – Contact Tracing

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

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

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

- (1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
- (2) The Board’s Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
 - (a) A schedule for increased routine cleaning and disinfection.
 - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).
 - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants

RESTART & RECOVERY PLAN

should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.

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

- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

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

RESTART & RECOVERY PLAN

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

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

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

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

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

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

- (a) Stagger recess, if necessary.
- (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
- (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
- (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
- (e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.

RESTART & RECOVERY PLAN

- (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
- (g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
 - (i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.
 - (ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
- (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.
- (3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

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

- j. Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours – Anticipated Minimum Standards Incorporated into the Plan
 - (1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.

RESTART & RECOVERY PLAN

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

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

2. Academic, Social, and Behavioral Supports

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

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

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

- Not Being Utilized
- Being Developed by School Officials
- Currently Being Utilized

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

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

RESTART & RECOVERY PLAN

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

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

Stafford Township School District has incorporated SEL lessons throughout the curriculum. The teachers and administrators focus on monitoring school culture and climate to create a positive school environment.

b. Multi-Tiered Systems of Support (MTSS)

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

Tier 1 and Tier 2 students will receive services in their classroom by their teacher to ensure social distancing and limit interactions between cohorts of students. Tier 3 students will receive services through basic skills teachers with social distancing measures in place.

RESTART & RECOVERY PLAN

c. Wraparound Supports

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

Administrators, Guidance Counselors, and CST have developed resources for staff, parents, and students to assist with supporting our school family. These resources are available on the district website.

d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

Breakfast and lunch will be available for all students during in-person instruction. These meals will be delivered to the student's location. In the event of an emergency remote only decision, meals will be available for pick up or drop off at the McKinley School.

RESTART & RECOVERY PLAN

e. Quality Child Care

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

Before and after school care will be available on a limited basis for families. Cohorts of students will be created in groups of 10 students. The number of cohorts established will be based on availability of staff and space.

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

a. A Restart Committee should be established as collaboration is critical to the development of the Board’s Plan.

b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local

RESTART & RECOVERY PLAN

education associations, and a diverse set of content experts, educators, parents, and students.

- c. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.
- d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
- e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

- a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
- b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
- c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
- d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
- e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
- f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:

RESTART & RECOVERY PLAN

- (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.
- (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.

RESTART & RECOVERY PLAN

- (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3. Scheduling

- a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
- b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
 - (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
 - (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
- c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
 - (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-

RESTART & RECOVERY PLAN

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 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.

RESTART & RECOVERY PLAN

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

[See Appendix N – Scheduling of Students]

4. Staffing

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

RESTART & RECOVERY PLAN

- (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
- (3) Certification
 - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.
 - (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

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

RESTART & RECOVERY PLAN

- (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.
- (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.

RESTART & RECOVERY PLAN

- 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.
 - (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.

RESTART & RECOVERY PLAN

- (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.
- (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.

RESTART & RECOVERY PLAN

- (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).
 - (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.

RESTART & RECOVERY PLAN

- 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).

- 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.

RESTART & RECOVERY PLAN

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

- a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:
 - (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
 - (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
 - (3) To the extent possible, provide district one-to-one instructional devices and connectivity.
 - (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
- b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:
 - (1) Train student teachers to use technology platforms.
 - (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.

RESTART & RECOVERY PLAN

- c. Student teachers should:
 - (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
 - (2) Lead small group instruction (in-person to help with social distancing).
 - (3) Co-teach with cooperating teacher and maintain social distancing.
 - (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - (5) Implement modifications or accommodations for students with special needs.
 - (6) Facilitate one-to-one student support.
 - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.
 - (9) Develop online material or assignments.
 - (10) Pre-record direct-instruction videos.
 - (11) Facilitate student-centered group learning connecting remote and in-person students.

- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
 - (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K 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.

RESTART & RECOVERY PLAN

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

[See Appendix O – Staffing]

7. Athletics

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

[See Appendix P – Athletics]

C. Policy and Funding

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

1. School Funding

- a. The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning

RESTART & RECOVERY PLAN

in the face of considerable uncertainty. The options the Board shall explore include, but are not limited to, the following:

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

b. School District Budgets

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

c. School Funding

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

(1) Purchasing

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

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

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

RESTART & RECOVERY PLAN

(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.

[See Appendix R – Policy and Funding]

D. Continuity of Learning

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

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

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

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

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

- a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.

RESTART & RECOVERY PLAN

- b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
- c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
 - (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
 - (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
 - (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
 - (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
 - (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.

RESTART & RECOVERY PLAN

2. Technology and Connectivity

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

3. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).

- b. School officials will develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among

RESTART & RECOVERY PLAN

educators, and fosters an effective partnership approach with students' family members and caregivers.

c. Virtual and Hybrid Learning Environment

(1) Curriculum

- (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.
- (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
- (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

(2) Instruction

- (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
- (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.

RESTART & RECOVERY PLAN

- (ii) Design for student engagement and foster student ownership of learning.
 - (iii) Develop students' meta-cognition.
 - (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
 - (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
 - (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.
- (3) Assessment
- (a) For the purposed of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
 - (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
 - (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
 - (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

RESTART & RECOVERY PLAN

respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.

- (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

4. Professional Learning

- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
- b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.
- c. Professional learning opportunities will 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 will be provided for all novice provisional teachers and teachers new to the district.
 - (2) One-to-one mentoring will be provided by qualified mentors to novice provisional teachers.

RESTART & RECOVERY PLAN

- (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
- (4) Mentoring will be provided in both a hybrid and fully remote learning environment.
- (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

e. Evaluation

- (1) We will modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
- (2) School districts will develop observation schedules with a hybrid model in mind.
- (3) School districts will consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
- (4) School districts will consider the School Improvement Panel's (SciP) role in informing professional learning, mentoring, and other evaluation-related activities.
- (5) School districts will 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

RESTART & RECOVERY PLAN

Opportunity and Access as well as Partnerships must be considered.

- (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.

d. Quality CTE Programs

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

e. Work-Based Learning

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

f. Career Advisement and Development

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

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

RESTART & RECOVERY PLAN

district funding, Perkins funding (if eligible), discretionary grant funding (if participating), and other Federal entitlement funds.

[See Appendix S – Continuity of Learning]

E. Full Time Remote Learning Options for Families

On July 24, 2020, the New Jersey Governor and the Commissioner of Education published a supplemental guidance document titled “Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021” as a result of the COVID-19 pandemic. This supplemental guidance includes an additional “anticipated minimum standard,” as this phrase is used throughout “The Road Back: Restart and Recovery Plan for Education” (NJDOE Guidance). This additional “anticipated minimum standard” provides that, in addition to the methods and considerations explicitly referenced in the NJDOE Guidance for scheduling students for in-person, remote, or hybrid learning, families/guardians (hereinafter referred to as “parents”) may submit, and school districts shall accommodate, requests for full-time remote learning.

Requests for full-time remote learning may include any service or combination of services that would otherwise be delivered to students on an in-person schedule, which may be a hybrid schedule, such as instruction, behavioral and support services, special education, and related services. A parent may request some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the provisions in the school district’s Restart and Recovery Plan (Plan) and Policy 1648.

A parent may contact the Principal or designee of the building the student would attend with any questions on: a request to transition from in-person services to full-time remote learning; a request to transition from full-time remote learning to in-person services; the procedures of this Policy; and/or any other information regarding the school district’s Plan and Policy 1648.

To ensure clarity and consistency in implementation of full-time remote learning, the Board of Education adopts this Policy that addresses the following:

A. Unconditional Eligibility for Full-time Remote Learning

1. All students are eligible for full-time remote learning.
 - a. Eligibility for full-time remote learning cannot be conditioned on a parent demonstrating a risk of illness or other selective criteria.

RESTART & RECOVERY PLAN

- b. Unconditional eligibility for full-time remote learning includes students with disabilities who attend in-district schools or receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).

B. Procedures for Submitting Full-time Remote Learning Requests

1. A parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at least four calendar days before the student is eligible to commence full-time remote learning in accordance with B.2. below.
2. The student may only begin full-time remote learning within seven school days after receiving written approval of the Principal or designee.
3. The written request for the student to receive full-time remote learning shall include:
 - a. The student's name, school, and grade;
 - b. The technology the student will be using to receive full-time remote learning, including the student's connectivity capabilities;
 - c. A request for any service or combination of services that would otherwise be delivered to the student on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education, and related services;
 - d. For students with disabilities, the school district staff will determine if an Individualized Education Plan (IEP) meeting or an amendment to a student's IEP is needed for full-time remote learning; and
 - e. Any additional information the Principal or designee requests to ensure the student, when receiving remote learning, will receive the same quality and scope of

RESTART & RECOVERY PLAN

instruction and other educational services as any other student otherwise participating in school district programs.

(1) The documentation required by the school district to be provided in the parent's request for full-time remote learning shall not exclude any students from the school district's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning.

4. Upon receiving the written request, the Principal or designee may request additional information from the parent to assist the Principal or designee in providing the student the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.

5. The Principal or designee will review the written request and upon satisfaction of the procedures outlined in this Policy, the Principal or designee will provide written approval of the parent's request for full-time remote learning.

a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.

6. The Principal's written approval of the request shall be provided to the parent within four calendar days of receiving the parent's written request.

a. The written approval will include the date the remote learning program will commence for the student in accordance with B.2. above.

C. Scope and Expectations of Full-Time Remote Learning

1. The scope and expectations of the school district's full-time remote learning program will include, but not be limited to, the following:

a. The length of the school day pursuant to N.J.A.C. 6A:32-8.3 and compliance with the Board's Attendance Policy and Regulation 5200; the provisions of the district's remote

RESTART & RECOVERY PLAN

learning program outlined in the school district's Plan; and any other Board policies and regulations that govern the delivery of services to, and district expectations of, students participating in the remote learning program and their families;

- b. The technology and the connectivity options to be used and/or provided to the student during remote learning; and
- c. Any additional information the Principal or designee determines is needed to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs (i.e. students participating in a hybrid model).
 - (1) This includes, for example, access to standards-based instruction of the same quality and rigor as afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.
- d. The school district will endeavor to provide supports and resources to assist parents, particularly those of younger students, with meeting the expectations of the school district's remote learning option.

D. Procedures to Transition from Full-Time Remote Learning to In-Person Services

- 1. A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, by submitting a written request to the Principal of the building the student will attend. This request must be submitted at least four calendar days before the student is eligible for in-person services.
- 2. A student is only eligible to transition from full-time remote learning to in-person services commencing within seven school days after receiving written approval of the Principal or designee.

RESTART & RECOVERY PLAN

3. The written request from the parent for the student to transition from full-time remote learning to in-person services shall include:
 - a. The student's name, school, and grade;
 - b. The in-person program may only commence for a student transitioning from full-time remote learning to in-person services in accordance with D.2. above; and
 - c. Any additional information the Principal or designee determines would be important on the student's transition from full-time remote learning to in-person services.
4. A student previously approved for remote learning wanting to transition into the school district's in-person program must spend at least seven school days in remote learning before being eligible to transition into the school district's in-person program.
 - a. This will allow parents to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction for the student.
5. The Principal or designee will review the request for compliance with this Policy, and upon satisfaction of the procedures in this Policy, will provide the parent of the student a written approval of the student entering the school district's in-person program.
 - a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.
6. Upon approval of the student's transition from full-time remote learning to in-person services, the school district will provide specific student and academic services to better assist parents anticipate their student's learning needs and help educators maintain continuity of services.
7. School districts that offer Pre-K will consult their Pre-K curriculum providers regarding appropriate measures to assess a Pre-K student's learning progress during the transition from full-time remote learning to in-person learning.

RESTART & RECOVERY PLAN

E. Reporting

1. To evaluate full-time remote learning, and to continue providing meaningful guidance for school districts, it will be important for the New Jersey Department to Education (NJDOE) to understand the extent and nature of demand for full-time remote learning around the State.
 - a. The school district will be expected to report to the NJDOE data regarding participation in full-time remote learning. Data will include the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

F. Procedures for Communicating District Policy with Families

1. The school district will have clear and frequent communication with parents, in their home language, to help ensure this important flexibility is as readily accessible as possible. Communication must include, at a minimum, information regarding:
 - a. Summaries of, and opportunities to review, the school district's full-time remote learning Policy/Plan
 - b. Procedures for submitting full-time remote learning requests in accordance with B. above;
 - c. Scope and expectations of full-time remote learning in accordance with C. above;
 - d. The transition from full-time remote learning to in-person services and vice-versa in accordance with B. and D. above; and
 - e. The school district's procedures for ongoing communication with families and for addressing families' questions or concerns.

RESTART & RECOVERY PLAN

G. Home or Out-of-School Instruction

1. No provision of this Policy supersedes the district's requirements to provide home or out-of-school instruction for the reasons outlined in N.J.S.A. 18A, N.J.A.C. 6A, or any applicable Board policy unless determined otherwise by the Superintendent or designee.

[See Appendix Q-District's Restart and Recovery Plan-for the protocols/procedures for "Remote Learning Options for Families" which is outlined in the school district's Restart and Recovery Plan.]

F. Pandemic Management Health Related School Closure Preparedness Plan

In the event of school closure, (as mandated by Executive Order of the Governor) or the school closure due to COVID-19, as directed by the Ocean County Health Department, the Stafford Township School District will move to Pandemic Management Health Related School Closure Preparedness Plan.

Stafford Township School District Pandemic Plan Link: [2020-21 Pandemic Plan](#)

This is a snapshot of the Virtual/Remote Instructional Day Plan, which will also be utilized for families that select the Remote Instructional Day option.

General Plan for Remote Learning Days

The Remote Learning Days students will be provided with instruction for 4 hours daily.

- On Remote Learning Days, students will be expected to log into their Google Classroom to access grade level work that has been developed to support the appropriate grade level standards and curriculum. In the event a student needs a Chromebook or device, they will be available to take home.
- Staff members that need a device can request to have one issued to them by the district. Staff members will ensure they have access to any passwords they may need to get on Genesis, Google Drive, etc.
- Any Emergency Remote Learning Day will be stated clearly via the district's automated notification by the Chief School Administrator.

Expectations

The Stafford Township School District will utilize the Google Classroom as the educational platform for all students. Below are the expectations for instruction:

RESTART & RECOVERY PLAN

Daily Homeroom teachers will:

- Group meeting with entire class via Google Meet
- Reading, writing, mathematics synchronous and asynchronous lessons utilizing various technology platforms

Weekly Homeroom teachers will:

- Lessons in SS, Science, Health, and other mandated subjects
- Check ins with individual or small groups of students in ELA, Math, and any other subject area deemed necessary
- Lessons will be either video lessons, Flip Grid lessons, or another technology program that is appropriate for the subject area
- Grading of work turned in with Outstanding, Satisfactory or Needs Improvement for grades K - 4, Grades 5 & 6 will continue with traditional grading

Related services (OT/PT/Speech, etc.) will conduct services via Google Meet.

In order to address the needs of struggling learners, non-homeroom teachers will be paired with homeroom teachers to work as mentors, assist the classroom teacher with assignments, or small group instruction.

Preschool

At the preschool level, learning packets will be prepared for each child with various resources/materials that can be utilized for daily learning. Our daily lessons are designed to support and foster learning with the understanding of the age appropriate capacity of a preschool student. Each lesson plan is a combination of flexible opportunities of technology based, home project based, traditional learning and an emphasis on strategic play. Teachers will utilize various High Scope resources to support families with information and resources for supporting the children in their care. Teachers will communicate to parents/students via weekly email with updated themes and activities according to the typical scope and sequence. In addition, teachers will post lessons on Google Classroom.

Elementary (Grades K-6)

The K-6 daily routine supports students in learning new content aligned to the New Jersey Student Learning Standards and our district pacing guides. Students should continue to spend an average of four hours per day engaged in virtual learning activities. Students will utilize online programs to reinforce skills and concepts through an individualized approach. Teachers will use the data from these online programs to provide targeted support.

RESTART & RECOVERY PLAN

Special Education/Related Services Procedures for Remote Learning

Appropriate leveled assignments will be in the teacher's Google Classroom as well as independent work will be assigned based on Individual Education Plans (IEP) goals and objectives. Specialized Online Programs will be utilized, as well, at the teacher's discretion. Instruction should be tailored to the student's individual needs in a most appropriate method for remote learning. Teachers will allow time for 1:1 or small group instruction or instructional "check in's" 2-3's week. They will also modify assignments and expectations as appropriate based on student IEP or individual needs.

- Based on current guidance related to the education of students with disabilities during COVID-19 school closures, special education and related services will be provided "to the most appropriate extent possible while students are away from their schools/programs". Furthermore, "the provision of FAPE may include, as appropriate, special education and related services provided through remote instruction provided virtually, online, or telephonically" to the extent that it is safe, practicable and ethical in light of the circumstances with the anticipation that parents/guardians will cooperate and participate as needed.
- Students with disabilities will be delivered remote/virtual instruction as well as related services, as outlined in their IEP, to the greatest extent possible. Special Education Teachers will level and differentiate assignments and distribute those assignments via teacher websites, virtual sites and any other platform deemed appropriate by the teacher that is accessible by the student. The following platforms and websites are utilized: Google Classroom, Google Meet, Google Slides, Flip grid, Achieve3000, ReadWorks, Flocabulary, Kahoot, Prodigy, Spelling City, Go Math/Think Central, Remind, and many other educational sites at the teachers' discretion. Teachers have created and will continue to deliver individual and small group instruction to students with disabilities. Appropriate accommodations and modifications will be made by the teacher for individual students based on their IEPs and needs.
- CST & Related Service Providers will be available each instructional day from 8:00am-3:00 pm. CST and Related Service Providers will check in with the teachers on their caseload, at minimum, once a week. They will also check in with families and students on their caseload frequently to ensure services are implemented in accordance with the IEPs to the greatest extent possible. CST and Related Service Providers will continue to document communication with teachers, students and families in a remote log that is shared directly with the Director of Special Education via Google Docs.

RESTART & RECOVERY PLAN

- CST & Related Service Providers will use email and any available school/district online platform and resources to provide remote supports, as needed. Written notification and invitations to meetings will be sent to parents electronically. Secretaries and Child Study Team Members will follow up with phone calls to ensure parents and guardians received the written notification. All required meetings, including Annual Reviews, Initial Identification, Re-Evaluation Planning, IEP Revision, and Eligibility Meetings will be conducted virtually through an online platform such as Google Meet. All paperwork will be shared with parents electronically, via email. Parents who require a hard copy will get one mailed to them, at their request. Child Study Team Members will verbally communicate evaluation plans during the meetings, as well as provide written documentation that clearly outlines the evaluation plans. This will include the portions of the evaluations to be completed remotely as well as those that will need to be completed when school commences. Child Study Teams will stay within the guidelines of IDEA for timelines, to the greatest extent possible. If there is a delay with eligibility, Teams will err on the side of supports for the children, documenting and communicating a plan to evaluate the most appropriate services for students once school commences. This plan includes children exiting Early Intervention during the school closure.
- Related Services will continue to be provided through electronic communications, virtual, remote or other online platforms, as appropriate and as required by the student's IEP, to the greatest extent possible. Related Services will be delivered through a digital platform and may provide services individually or in a small group for designated services. Related Service Providers will document services offered, services provided, and student progress towards their Individual Education Plan Goals and Objectives.

Out of District Placements

Case Managers for Out of District Placements will communicate with all providers and be sure that students continue to receive the proper services in the event of remote learning/school closures. If Stafford Township School District is closed and the Out- of District Placement is still open, Case Managers will coordinate with the Out of District provider and the transportation coordinator to be sure the student receives services. Case Managers will keep a log of updates from Out of District Placements.

Addressing English Language Learners (ELL) and Bilingual Needs

Assignments will be modified and individualized for ELL students. The ELL teachers will provide support in their Google classroom to meet these individual student needs. ELL teachers will continue to support students in accessing the curriculum and providing targeted support. They will also be providing additional activities to promote English Language development. Students are to complete 1 period of ELL instruction daily as part of their instructional day. The ELL teacher will also support their colleagues in providing guidance for ELL students in the content areas. The ELL teacher will be available through email during a school closure.

RESTART & RECOVERY PLAN

In an effort to communicate with our families, meetings have been held virtually with our World Language teacher to assist in translating, as well as use of texting by administrators and emailing from staff that allows written word to be translated. In addition our blackboard connect and district website have the option of being viewed in different languages.

Homeless Students:

The district will continue to follow its policies and procedures regarding homeless students and will work to ensure that they have the devices and access they need should they choose the virtual learning option.

RESTART & RECOVERY PLAN

Appendix A Health and Safety Guidelines

The Stafford Township School District will:

- Establish and maintain communication with the Centers for Disease Control, New Jersey Department of Education, and Ocean County Health Department
- Comply with the Centers for Disease Control, State, and local guidelines
- Provide reasonable accommodations for staff and students at higher risk for severe illness.
- Promote social distancing, frequent hand washing, and the use of face coverings.

In doing so, the Stafford Township School District will:

- Review, update and implement emergency operations plans, specifically the areas related to infectious disease outbreaks.
- Attend Ocean County Health Department Covid-19 Advisory Committee Meetings to keep abreast of current guideline
- Reference the CDC, State and Local Guidelines to make accommodations for high risk staff and students
- Reference NJDOE broadcasts for guidance
- Coordinate with the Ocean County Health Department in the event of a positive COVID-19 case
- Routinely clean and disinfect surfaces and objects that are frequently touched.
- Allow accommodations for students to attend school via virtual learning
- Allow accommodations for staff to provide virtual learning to students
- Utilize universal signage and 6 foot distance markers to encourage social distancing
- Require all staff, students and visitors to wear face protection unless medically documented exemptions exist. Documentation of medical exemption will be kept on file.
- Classroom layouts will be designed to promote social distancing with desk/tables situated 6 feet apart; with all students facing the front.
- Support healthy hygiene behaviors by equipping classrooms with soap, tissues, paper towels, hand sanitizers and/or wipes.
- Building entrances and exits will be equipped with hand sanitizer stations.
- Students will wash hands on a regular schedule which includes after going to the bathroom, before eating, and after blowing his/her nose, coughing, or sneezing. Utilize signage to promote proper handwashing techniques.
- Promote proper hygiene as part of the curriculum to include hand washing, social distancing and use of personal protection equipment.

RESTART & RECOVERY PLAN

Protocol for High Risk Staff

High risk staff will be given the opportunity to work remote as the remote learning teacher. Accommodations in the workplace will include distribution of face protection, face shields and gloves.

Protocol for High Risk Students

High risk students will be given the opportunity to participate via remote learning. Accommodations in school will include face protection, face shields and gloves. Medically fragile students with an IEP and/or 504 plan will have necessary accommodations as documented in his/her individual plan. Students will wash hands on a regular schedule which includes after going to the bathroom, before eating, and after blowing his/her nose, coughing, or sneezing. Utilize signage to promote proper handwashing techniques.

Security Drills:

Stafford Township School District will comply with School Security and Fire drills. Pursuant to 18A:41-1, every principal of a school of two or more rooms, or of a school of one room, when located above the first story of a building, shall have at least one fire drill and one school security drill each month within the school hours, including any summer months during which the school is open for instructional programs. A Stafford Township law enforcement officer shall be present at a minimum of one school security drill each school year.

- Annually, Stafford Township School District will hold a minimum of two of each of the following security drills:
 - Active shooter;
 - Evacuation (non- fire);
 - Bomb threat; and
 - Lockdown.
- Other security drills and activities may be practiced to satisfy the remaining drills required by this law. They include:
 - Shelter-in-place;
 - Reverse evacuation;
 - Evacuation to relocation site;
 - Testing of school's notification system and procedures;
 - Testing of school's communication system and procedures;
 - Tabletop exercise; and
 - Full scale exercise.

Annually, Stafford Township School District will submit a Statement of Assurance to the Ocean County Office of Education by June 30 of each year.

RESTART & RECOVERY PLAN

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

Social Distancing in Instructional and Non-instructional Rooms

Desks/ tables will be 6 feet apart in all instructional rooms including classrooms and common areas such as the gym/cafe., Students/staff will be required to wear face coverings throughout the day, Physical barriers will also be utilized to separate students and/or staff when necessary. In areas such as hallways, bathrooms, entries and exits and on school buses, students will be required to wear face coverings. Use of shared objects will be limited when possible and when this is not possible, the items will be cleaned between uses.

Procedures for ensuring adequate ventilation

The district will maintain operational heating and ventilations systems. The district will ensure that recirculated air has a fresh air component. The district will open windows as appropriate and maintain filters for A/C units on a quarterly basis.

See Appendix G for additional information.

Procedures for Hand Sanitizing/Washing

Rooms will be supplied with hand sanitizer, wipes, gloves, tissues and soap and paper towels; when a sink is present within the classroom. Students will wash hands on a regular schedule which includes after going to the bathroom, before eating, and after blowing his/her nose, coughing, or sneezing. The district will utilize signage to promote proper handwashing techniques. All building entrances and exits will be equipped with hand sanitizer stations.

Students will be required to wash their hands for at least twenty seconds upon entering and exiting the school, classrooms and common spaces. Hand washing will also take place prior to and after lunch and bathroom use. All classrooms will utilize the same procedures to teach proper handwashing. A poster will be hung in every classroom to reinforce a CDC approved handwashing procedure. If washing hands with soap and water is not possible, washing with an alcohol-based hand sanitizer will be used instead.

RESTART & RECOVERY PLAN

Appendix C Critical Area of Operation #3 - Transportation

Student Transportation

The Stafford Township School District provides transportation for the students. Students will be required to wear facial coverings while riding the bus. Parents will be given an option to decline transportation for the 2020-21 school year.

- Non-Riders
 - Parents will have the opportunity to waive transportation for his/her child and transport his/her child to school daily.
- Morning Pick Up
 - Students will social distance at the bus stop
 - Upon entering the bus, the students will be reminded of social distancing procedures .
 - Students will load the bus from back to front and unload from the front to the back.
 - Student numbers, on the bus will be limited where possible
 - Siblings will sit together
 - Students will be reminded by the driver about wearing a mask at all times.
 - Proper signage will be placed on each bus as additional reminders
- Afternoon Drop-Off
 - Parents of children in grades Preschool to Grade 2 will be required to fill out the “Designated Drop Off Form” for their child identifying the persons allow to pick up their child from the bus stop
- Sanitation
 - School buses will be sanitized between bus routes with COVID-19 disinfectants
 - Handrails will be wiped down with disinfectant wipes between each bus route.
 - Windows and roof hatches will be opened, weather permitting, to increase constant air flow
 - Trash receptacle will be emptied each evening
 - Transportation staff will be given the proper PPE

Social Distancing on School Buses

The Stafford Township School District will ensure social distancing where possible on school buses by:

- Instructing students that social distancing begins at the bus stop
- Seating students 6 feet apart, where possible.

RESTART & RECOVERY PLAN

- Siblings will be sitting together
- Students will be required to wear facial coverings while riding the bus
- Signs will be placed inside the bus in the following areas:
 - Step Risers ~ “Remember Your Face Mask”
 - Side Window ~ “Remember Your Face Mask”
 - Bus Entrance ~ “Masks Are To Be Worn On This Bus”
 - Bus Ceiling ~ “Masks Must Be Worn At All Times”

RESTART & RECOVERY PLAN

Appendix D

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

Social Distancing in Entrances, Exits and Common Areas

Various signage will be utilized reminding all visitors, staff, and students to wear masks and practice social distancing throughout the school. Main entrance and exit ways, as well as sidewalks, will be clearly marked to support social distancing. Physical guides will be used to ensure that staff and students remain 6 feet apart in lines and at other times. Hallways and common areas will be marked with blue and yellow arrows to support traffic flow and social distancing.

See Appendix E for staff and student screening procedures.

RESTART & RECOVERY PLAN

Appendix E

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

Screening Procedures for Students and Staff

Parents and staff will be required to complete a COVID-19 annual waiver on the parent portal prior to the school year and adhere to these requirements. Staff will diligently observe students daily for symptoms of COVID-19. If one or more symptoms is observed, staff will send the student to the nurse for assessment.

Student Screening:

- Parents will sign a waiver stating that they will check their child(ren) for COVID-19 symptoms daily, that if they visit a “hotspot” state/territory they will self-quarantine for 14 days as suggested by the state of NJ, and if their child is exhibiting any of the symptoms, they will keep their child home. Parents will also sign that they will notify the district if anyone in their household tests positive for COVID-19.
- Daily, parents will login to Genesis and verify that their child does not exhibit any COVID-19 symptoms or visited a designated “hotspot”..
- Daily, teachers will run a report in Genesis to check that parents have completed a health check of their child.
- If a student’s parent fails to complete the health check, the teacher will do a quick visual health check. If the teacher feels that the child does not look well, the teacher will send the child to the nurses office for a screening.
- Teachers will monitor compliance with this procedure. If a parent is not following the proper procedures, the teacher will email the parent to remind them of the procedure. If the parent still does not comply, the teacher will refer the matter to the building administrator.

Staff Screening:

- All staff will be required to “sign in” before entering the building. Sign in will take place in Genesis staff portal. The web address for Genesis is: <https://portal.schoolfi.com/stafford/> Once at the site, they enter log-in credentials inclusive of "@staffordschools.org". and password.
- When signing in, they will be asked to verify that they do not exhibit COVID-19 symptoms and that if they visit a “hotspot” state/territory they will self-quarantine for 14 days as suggested by the state of NJ, . They will click on the Swipe In/Out tab. Read verbiage that they verify they do not have any symptoms and click "Swipe In". If they are experiencing any of the symptoms, they are asked to remain at home.

RESTART & RECOVERY PLAN

- Main offices will run a report in Genesis daily, to ensure that staff are signing in and are not experiencing symptoms of COVID.

Protocols for Symptomatic Students and Staff

Nurses will assess the student and make a determination based on the CDC guidelines and the district physician's standing orders. Students who are believed to be ill will be respectfully isolated from others until picked up by a parent/guardian. Staff members who are believed to be ill will be required to go home immediately. Staff and parents will be encouraged to follow up with his/her physician, and continuously monitor their symptoms.

District Procedures for Positive COVID-19 within the district:

- If the school district becomes aware that any individual tests positive for COVID-19, the Stafford Township School District administration will immediately notify the Ocean County Health Department.
- With guidance from the OCHD, the district will follow the Center for Disease Control Communicable Disease Service guidance to notify staff and families.
- District will ensure that adequate amount of PPE will be available, accessible and provided for use
- The district will work with local officials in contact tracing
- Re-admittance of staff and students will be consistent with the CDC and OCHD guidance for home isolation and quarantine timelines.

District Procedures for Re-admittance to work/school after positive test result:

A negative test is not necessary to return to work/school. CDS follows CDC guidelines, which provide that persons with COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:

- At least 10 days have passed since symptom onset, and
- At least 24 hours have passed since resolution of fever without the use of fever-reducing medications, and
- Other symptoms have improved, and
- Physician's note indicating the student/staff member can return to school

Protocol for Face Coverings & Necessary PPE

Students, staff, and visitors will be required to wear a face covering at all times. Additional PPE items will be available to any staff or students on an as needed basis.

Visitors refusing to wear a face covering, for non-medical reasons, will be offered a face covering, if they refuse to wear the face covering, they may be denied entry into the school/district facilities.

RESTART & RECOVERY PLAN

Appendix F Critical Area of Operation #6 - Contact Tracing

Stafford Township School District will work closely with the Ocean County Health Department and district nurses to assist in contact tracing of students and staff that have been identified as a case. Contact tracing is the process used to identify those who come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice in New Jersey and around the world and is an integral function of local health departments in keeping communities safe from the spread of disease.

The school principal will share the schedule and contact information for those teachers and students that have been identified as a case with the Director of Pupil Services and Supervisor of Special Education. The district will provide the Ocean County Department of Health with a list of those student(s)/staff who were in close contact with the positive case. Close contact is defined as within 6 feet for 10 minutes or more. The school district will gather information to seek more contacts to prevent a foreseeable risk of harm for other exposed individuals. The Ocean County Department of Health will further identify contacts and all close contacts identified should remain home for the 14 day quarantine period and be monitored for symptoms.

CDC cleaning protocols require that all areas of school where COVID-19 positive student or staff member traveled will be closed and cleaned and completely disinfected.

The district will ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them.

RESTART & RECOVERY PLAN

Appendix G Critical Area of Operation #7 - Facilities Cleaning Practices

Cleaning and Disinfection of Schools and School Equipment

Stafford Township School District will ensure that Maintenance and Facility Staff are trained in proper disinfection of schools and school equipment as outlined in our district procedure manual. The following procedures will be followed:

- Disinfecting daily with COVID-19 EPA disinfectants in classrooms, bathrooms, hallways, entrance and exit doors, high touch points, etc.
- Routine cleaning and disinfecting of surfaces and objects that are frequently touched: desks, tables, door handles, light switches, etc.
- Air Scrubbers utilized throughout buildings
- Dehumidifiers utilized throughout buildings
- Scheduled HVAC filter changes
- Cleaning schedule - At the start of the school day and after all students and staff are in the building, all the high touch points will be cleaned and disinfected with an EPA approved to work against COVID-19 disinfectant. This will be done either by manual spray bottle or with the use of one of our electrostatic disinfectant sprayers. An example of these high touch point areas would be door handles, push bars, light switches, handrails, water fountains and restroom fixtures.

This cleaning/disinfecting will be done throughout the day on an increased schedule along with playground disinfecting. All disinfectants used will be applied using the manufacturer's instructions and proper dwell time. After school hours the night staff will do a thorough cleaning of all areas of the building such as restrooms, door handles/push bars, railings, telephones vending machines, desktops, lunch tables and drinking fountains which will consist of cleaning with a peroxide based cleaner then disinfecting with an EPA approved disinfectant to work against the COVID-19 virus. This cleaning will be accomplished with the use of micro-fiber rags, bottle sprayers, pump sprayers and/or electrostatic sprayers. Any surfaces that will have food contact will be wiped down after the disinfectant dwell time has passed.

In addition, all classrooms will be stocked with hand sanitizer, wipes, gloves, tissues, soap and paper towels; when a sink is present within the classroom. All building vestibules will have hand sanitizing stations.

RESTART & RECOVERY PLAN

Appendix H Critical Area of Operation #8 - Meals

The Stafford Township School District in conjunction with Sodexo, our food service company will:

- Prepare meals in individually packaged bags
- Deliver meals to the students' classroom.
- Stagger lunch times

Sodexo staff will:

- Wash hands after removing gloves or after directly handling used food service items and follow all appropriate protocols and procedures.
- Wear masks when preparing food and when social distancing is not possible.

Lunches:

- The district added an additional lunch period for each building to allow for staggering of lunches.
- Students will be directed to wash their hands before and after breakfast and lunch.
- Students will eat breakfast and lunch in their classroom or common area they are assigned to - utilizing social distancing protocols. Breakfast and lunches will be delivered to the students to limit the number of people in the hallways and cafeteria.
- Staff and students will sanitize tables/surfaces after each breakfast and lunch period.
- Recess will be scheduled at a different part of the day to ensure social distancing on the playground and equipment.

RESTART & RECOVERY PLAN

Appendix I

Critical Area of Operation #9 - Recess and Physical Education

The Stafford Township School District will provide students with 20 minutes of recess daily and 90 - 135 minutes of physical education weekly. Each school will designate specific areas for recess and outdoor activities. These activities will be staggered for different groups to avoid cohort mixing. We will use cones, flags, tape or other signs to maintain 6ft of space between groups. We will minimize the sharing of equipment and when this is not possible we will disinfect equipment between use. Students will be required to wash their hands with soap immediately following outdoor play time. This will be provided on the following schedule by building:

Intermediate:

- **PE/Health Instruction:** will take place twice weekly for 45 minutes in the large common areas. An additional 60 minutes of PE/Health will be integrated within the homeroom classrooms and common area spaces via formal health lessons, brain breaks, nature walks, and movement activities. Additionally, every other week students will receive a bonus 45 minutes of PE/Health in the common areas. Week 1 totals 150 minutes, Week 2 totals 195 minutes.
- **Recess:** All students will receive a scheduled 10 minute AM recess and 10 minute PM recess. Times will be staggered to allow for social distancing. Use of playground equipment will be staggered and frequently disinfected between each use. Six feet of open space will be utilized between groups. No additional outdoor equipment, such as jump ropes, hoola hoops, playground balls, etc. will be used. Students will wash hands immediately upon re-entry to the school building.

McKinley:

- **PE/Health Instruction:** will take place twice weekly for 45 minutes in the large common areas. An additional 60 minutes of PE/Health will be integrated within the homeroom classrooms and common area spaces via formal health lessons, brain breaks, nature walks, and movement activities. Additionally, every other week students will receive a bonus 45 minutes of PE/Health in the common areas. Week 1 totals 150 minutes, Week 2 totals 195 minutes
- **Recess:** All students will receive a scheduled 10 minute AM recess and 10 minute PM recess. Times will be staggered to allow for social distancing. Use of playground equipment will be staggered and frequently disinfected between each use. Six feet of open space will be utilized between groups. No additional outdoor equipment, such as jump ropes, hoola hoops, playground balls, etc. will be used. Students will wash hands immediately upon re-entry to the school building.

RESTART & RECOVERY PLAN

Ocean Acres Elementary:

- **PE/Health Instruction:** will take place twice weekly for 45 minutes in the large common areas. An additional 60 minutes of PE/Health will be integrated within the homeroom classrooms and common area spaces via formal health lessons, brain breaks, nature walks, and movement activities. Additionally, every other week students will receive a bonus 45 minutes of PE/Health in the common areas. Week 1 totals 150 minutes, Week 2 totals 195 minutes
- **Recess:** All students will receive a scheduled 10 minute AM recess and 10 minute PM recess. Times will be staggered to allow for social distancing. Use of playground equipment will be staggered and frequently disinfected between each use. Six feet of open space will be utilized between groups. No additional outdoor equipment, such as jump ropes, hoola hoops, playground balls, etc. will be used. Students will wash hands immediately upon re-entry to the school building.

Primary Learning Center (PLC):

- **PE/Health Instruction:** will take place 120 minutes weekly in the large common areas. An additional 30 minutes of PE/Health will be integrated within the homeroom classrooms and common area spaces via health lessons, washing hands, brain breaks, nature walks, and movement activities.
- **Recess:** All students will receive a scheduled 20 minute Recess daily. Times will be staggered to allow for social distancing. Use of playground equipment will be staggered and frequently disinfected between each use. Six feet of open space will be utilized between groups. No additional outdoor equipment, such as jump ropes, hoola hoops, playground balls, etc. will be used. Students will wash hands immediately upon re-entry to the school building.

Oxycocus School:

- **Gross Motor/Health Instruction:** will be incorporated into the daily instruction and practices of the classroom teacher. Teachers will enhance the already existing ERRCS practices in handwashing to assist in the layered health and safety procedures.
- **Recess:** All students will receive two scheduled 20 minutes of recess daily. Times will be staggered to allow for social distancing with one in the AM and one in the PM. Use of playground equipment will be staggered and frequently disinfected between each use. Six feet of open space will be utilized between groups. No additional outdoor equipment, such as jump ropes, hoola hoops, playground balls, etc. will be used. Students will wash hands immediately upon re-entry to the school building. One inclement weather days, students will have one gym experience to allow for social distancing and yet promote physical activity.

RESTART & RECOVERY PLAN

Appendix J

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

The Stafford Township School district will adhere to all applicable social distancing requirements and hygiene protocol during any extracurricular activities. We will require any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

The Stafford Township school district will consider the following:

- Maximize the use of technology and online resources to continue some extra-curricular activities without additional person-to-person contact.
- Restrict use of school/district facilities to district-sponsored extra-curricular activities and groups.
- Limit public use of school facilities or design a method, such as scheduling or increased cleaning, to ensure the use will not conflict with hygiene standards.

For the 20-21 School Year, The Stafford Township School District will:

- Suspend all field trips and student assemblies
- The Enrichment program will be suspended until further notice.
- Extended Day will be held in each building, with social distancing and students within a common cohort.
- School based events such as PTO Meetings, Back to School Night, Open House and conferences will be held virtually and/or with a video
 - In the event that we are able to transition from a virtual school event to an in person school based event, cleaning and disinfecting protocols will be enacted.

Use of Facilities by Outside Organizations:

- External community organizations that use school facilities must follow district guidance on health and safety protocols.

RESTART & RECOVERY PLAN

Appendix K Academic, Social and Behavioral Supports

Social Emotional Learning (SEL) and School Climate and Culture

The Stafford Township School District recognizes that SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. The district will:

- Encouraged to thoughtfully plan around the well-being of educators so that they can support the social and emotional well-being and learning needs of their students.
- Acknowledge and prepare for the potential trauma that staff and students faced during COVID-19 school closures.
- Recognize and empower educators' and staff strengths.
- Provide professional development to support educator's integration of SEL in their teaching, including the skills to foster positive learning environments and techniques for embedding SEL into in-person or virtual instruction
- Staff social-emotional wellness will be embedded in school day and facilitate peer-rapport building and self-care.

Students will receive SEL curriculum via curriculum programs that include but are not limited to Second Step, Kelso's Choice and Project TEAM. Mindfulness and self help practices will be integrated in health lessons and during independent social times and during common areas instructional times. In addition, opportunities for students to regularly practice and reflect on their social and emotional competencies. This will be done via small group mentoring and brain breaks.

Creating a positive school climate and culture is equally important to address the issues raised by the COVID-19 and to improve the learning conditions for all students in any of the in-person, hybrid, or virtual instruction models. The district will:

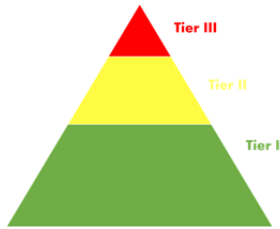
- Priority is the health and emotional well-being of staff and students
- Assess the school climate with a survey to identify vulnerabilities and use results to address identified needs
- Provide professional development to enhance skills and provide articulation time to share strategies that have been found to be successful

Multi-Tiered Systems of Support

Systemic approach to prevention, intervention, and enrichment for academics and behavior that offers educators and families a mechanism to identify students in need of extra support.

RESTART & RECOVERY PLAN

The district will utilize NJDOE identified universal screening, collaborative problem-solving teams, family engagement, and data-based decision making as critical components for districts moving toward MTSS.



Teachers will identify individual students who need extra prevention, intervention and enrichment support. Students will be referred to Intervention and Referral Services by the homeroom teacher when additional supports are needed. The I&RS team will meet on a regular schedule to offer support to the homeroom teacher. Identified students will receive tiered intervention based on the level of needed support.

[Stafford Township I&RS procedures](#) (this link is active)

Tier 1- Teachers will utilize different strategies and interventions within the core curriculum to address all students' educational needs.

- Least intensive level of service delivery
- Interventions are designed to be proactive and preventive
- Scientifically-validated instruction
- Screening assessments and progress monitoring are employed to identify students who are at risk and to guide school or class-wide instruction and curriculum decisions (classroom teachers monitor strengths and needs of all learners/learning)
- Referral to I&RS if a student displays specific needs
- Represents the first "gate" in a system to accommodate the diverse learning needs of all students
- Focus: All students
- Instruction: District curriculum and instructional practices that are evidence-based; aligned with state or district standards; incorporate differentiated instruction
- Setting: General education classroom
- Assessments: Screening, continued progress monitoring, and outcome measures

Tier 2- Students who are not progressing at a satisfactory rate with Tier 1 supports, will be provided with supplemental research based interventions at the Tier 2 level. Classroom teachers and/or basic skills will work with these students in a small group or individually, to address below grade level skills.

RESTART & RECOVERY PLAN

- Interventions provided only to students who demonstrate problems based on screening measures
- General classroom instruction and supplemental, small group instruction (teacher-led interventions and/or BSIP) 20 - 30 minutes, 2-3 days a week
- Interventions typically last for nine to 12 weeks and can be repeated as needed
- Frequent (weekly, to three times per week) progress monitoring is recommended to quantify student progress over the course of intervention
- After a nine to 12 week period, the decision is made for next placement: exit program (Tier 1) or repeat Tier 2 intervention.
- Focus: Students identified through screening as at risk for poor learning outcomes
- Instruction: Targeted, supplemental instruction delivered to small groups
- Setting: General education classroom or other general education location within the school
- Assessments: Progress monitoring, diagnostic

Tier 3-Students in grades who are still struggling (in spite of receiving Tier 1 and Tier 2 services) will be recommended for intensive Tier 3 services. Research based interventions will be used to remediate weak skills. Parents will receive copies of ongoing progress monitoring data. Students who are not progressing with Tier 3 interventions may be considered for additional evaluation and services.

- Interventions provided to students who do not progress after a reasonable time with Tier 2 interventions, OR to students who require more intensive assistance
- Ongoing analysis of student performance and systematically collected data
- Small group sessions four or five days a week for 10 to 12 weeks (teacher-led interventions and/or BSIP)
- After nine to 12 week period, the decision is made for next placement: exit program (Tier 1), Tier 2, or referral to Child Study Team
- Focus: Students who have not responded to primary or secondary level prevention
- Instruction: Intensive, supplemental instruction delivered to small groups or individually
- Setting: General education classroom or other general education location within the school
- Assessments: Progress monitoring, diagnostic

2020-21 School Year MTSS Adjustments:

Tier 1 and Tier 2 students will receive services in the classroom setting to limit interactions between students and staff. Tier 3 students will receive services from the basic skills teacher. In addition, students will also utilize an online intervention program which will provide individualized instruction to meet their needs.

RESTART & RECOVERY PLAN

Wraparound Supports

Student mental health will include but not be limited to student check-ins, individual and group counseling. Guidance and the Child Study Team will work as liaisons for families in need of mental health services by providing information from Ocean Mental Health Services.

Guidance and Child Study team staff will offer support and community resources for families to explore to assist with addressing the academic, behavioral and social-emotional needs of students both in or outside of the school. Below is a list of available Mental Health Resources.

Mental Health Resources

*Items #1-3 are resources for crisis situations. Items with * are mindfulness resources.
Underlined titles contain hyperlinks*

1. Mobile Response: 1-877-652-7624

Mobile Response provides trained response teams to assist in de-escalating problems at home. REsponse teams are typically onsite within one hour of the initial call. The team will also set an action plan into place for further services usually lasting between 4-8 weeks.

2. PESS (Psychiatric Emergency Screening Services: 609-978-8972 or dial 911

PESS is a 24 hour/7 day a week service. Their primary function is to evaluate people in crisis to determine the level of danger and care necessary. It is imperative that a call is made in advance so that a referral can be made to the proper location for service. For help in receiving adolescent services for all issues (including substance abuse), contact **Perform Care (24/7): 877-652-7624.**

3. Family Crisis Intervention: 732-240-3638

The Family Crisis Intervention Unit is a county funded program within Harbor House, offering free counseling and case management services to Ocean County residents. Counselors are trained and qualified to intervene in family crises, working with juveniles ages 10 to 18 years old and their families. At the Family Crisis Intervention Unit the aim is to divert cases involving juvenile family crises from the courts by providing our families with the counseling, case management, and referral assistance needed to stabilize the immediate family crisis

2ND FLOOR, NJ YOUTH Helpline

This is a confidential and anonymous helpline for New Jersey's youth and young adults. We are here to help you find solutions to the problems that you face at home, at school and in your social life. Call: **1-888-222-2228**

RESTART & RECOVERY PLAN

Link: <http://2ndfloor.org/>

NJ Hopeline

NJ Hopeline is the first New Jersey **SUICIDE PREVENTION HOTLINE**. It is committed to providing assistance 24 hours a day, 7 days a week, 365 days a year to anyone that makes a call for help . **Call: 1-855-654-6735**,

Link: <http://njhopeline.com/>

CDC: Helping Children Cope with Emergencies

Guidance for parents and families with **resources** for students who are struggling to cope with anxiety and stress as a result of COVID-19.

Crisis Text Line

Text **HOME to 741741** to connect with a crisis counselor 24 hours a day, 7 days per week.

***Keep Calm and Carry On* ***

Healthy ways to manage your stress during these uncertain times.

Mobile Response/Perform Care

Mobile Response Stabilization Services (MRSS) will come to your home within one hour of notification to provide face-to-face crisis services. Mobile Response and PerformCare are available 24 hours a day, seven days a week. There is no charge for calling Mobile Response/PerformCare. PerformCare assists in linking individuals with services related to emotional and behavioral health concerns(877) 652-7624

NJ Hope Line

1-855-654-6735. Need someone to talk to? We are here to help. Specialists are available for confidential telephone counseling and support 24 hours a day, 7 day per week.

NJ Mental Health Cares Help Line

NJ Mental Health Cares, the state's behavioral health information and referral service, will now also offer help to people dealing with anxiety and worry related to the Novel Coronavirus (COVID-19) outbreak. New Jerseyans can call **1-866-202-HELP (4357)** for free, confidential support from 8 a.m. to 8 p.m. seven days a week.

Psychiatric Emergency Screening Services (PESS)

Crisis intervention, stabilization, mobile outreach, crisis hotline and family crisis services are provided. Services can be accessed through the Emergency Department or by calling our crisis hotline at 1-866-904-4474 or 732-886-4474

Food Service and Distribution

Breakfast and lunch meals will continue to be available.

RESTART & RECOVERY PLAN

During In Person Instruction

The Stafford Township School District in conjunction with Sodexo, our food service company will:

- Prepare meals in individually packaged bags
- Deliver meals to the students' classroom.
- Stagger lunch times

During Virtual Instruction

The Stafford Township School District in conjunction with Sodexo, our food service company will:

- Provide a date, time and location for pickup of school supplied breakfast and lunch

Quality Child Care

The Stafford Township School District will offer before and after school care through the Extended Day Program. Extended Day Program will operate under the following conditions:

AM Sites (4):

Primary Learning Center, Ocean Acres, Oxycocus and Intermediate/McKinley located in McKinley. Each site will have a greeter and a 10:1 adult to student ratio. The district staff will use the same COVID screening as the normal work day. The non-district employees will complete a daily COVID screening form. Parents will not be permitted to enter the building and maintain social distancing while signing in. Parents will be required to complete a daily during the sign in process. The students/parents will use the same COVID screening as a regular school day. The greeter will manage the completion of the forms. The "stand up" desk will be placed in the foyer area to allow for the staff and parents to be separate.

Students will only be permitted to sign up for a weekly EDP. There will be a weekly charge for the AM program. When groups are being formulated, the students will, as much as possible, be grouped as a cohort and by grade level. Cohorts will be in separate locations within the building. Once the school arrival process begins, the students will be dismissed in a staggered manner to assist with social distancing their classrooms for the day. The janitorial staff will clean the once occupied locations in the building. The number of cohorts is dependent on the number of staff applied/hired. Students in each site will be required to bring their own supplies/games/electronics/crafts to complete while in the EDP setting. All personal items must be clearly labeled with student name and HR

RESTART & RECOVERY PLAN

teacher. Parents can take and leave a bin for student materials for a week at a time for the students to use (Example: Prek- blocks and cars in a bin.) They must be taken home weekly for cleaning.

PM Sites (5):

Primary Learning Center, Ocean Acres, Oxycocus, Intermediate and McKinley. Each site will have a greeter and a 10:1 adult to student ratio. Any staff that is only working the PM EDP program and has not completed the COVID checklist form.

Students will only be permitted to sign up for a weekly EDP. There will be a weekly charge for the PM program. When groups are formulated, the students will, as much as possible, be grouped as a cohort and by grade level.

Cohorts will be in separate locations within the building. Students will report to the assigned location of their cohort to be “checked in” by the group leader after the school building dismisses. Students in each site will be required to bring their own supplies/games/crafts to complete while in the EDP setting. Parents can take and leave a bin for student materials for a week at a time for the students to use. They must be taken home weekly for cleaning. Students will also have the opportunity to complete their homework assignments. A schedule will be developed to allow for students to maximize time outside. No playground equipment will be used during the EDP program.

For students returning to buildings from buses, there will be a “floater” staff member at both the Oxycocus School and at Ocean Acres buildings. The students would remain on the bus until the regular bus routes are completed and the bus arrives at one of the two buildings. The returning students will be housed in a common area socially distant and will need to complete homework or other seated activities until they are picked up by their parents. Transportation will contact parents and they will alert EDP there is a student being returned. A charge will be applied to these children.

All parents will be socially distant when picking up their child. One parent at a time will enter the foyer, show ID through the glass and sign their child out of the program. The greeter will radio the group leader to have the child come to the greeter station for dismissal.

Addressing the Digital Divide

Prior to the school closure, the Stafford Township School District had 1:1 devices for all students in 1st-6th grade. All families in the Stafford Township School District were given ample opportunities to request a district provided Chromebook and/or iPad. During the Health Related School Closure, the district was available every Monday to assist in giving out the technology, replacing any Chromebooks that families had difficulty using, as well as assisting families to learn how to use the device. From March to June, the

RESTART & RECOVERY PLAN

district provided approximately 600 devices to those in need. For those families who had numerous children in one household, the district provided more than one Chromebook. Students in the district were provided with internet access via a local company. Our administrators and staff assisted families in connecting with these outside resources. The district has conducted needs assessments of families multiple times, via technology surveys and on our reopening plan questionnaires.

Staff members that need a device can request to have one issued to them by the district. Staff members will ensure they have access to any passwords they may need to get on Genesis, Google Drive, etc.

The district has ordered additional Chromebooks and will be utilizing CARES funding and local funds to assist families that are unable to get internet access via a local company. The district is purchasing Wi-Fi hotspots to help families.

The district will provided ongoing monitoring and ensure education technology is available throughout the school year, as well as other provisions necessary to prevent student lapses in remote instruction.

RESTART & RECOVERY PLAN

Appendix L Restart Committee

<i>Name</i>	<i>Position</i>	<i>Contact Information</i>
George Chidiac	Superintendent	(609) 978-5700 ext 1000 (office)
Lourdes LaGuardia	Business Administrator	(609) 978-5700 ext 1032 (office)
Barbara D'Apuzzo	Director of Personnel	(609) 978-5700 ext 1135 (office)
David Ytreboe	Director of Pupil Services	(609) 978- 5700 ext 1029 (office)
Dawn Reo	Director of Special Services and the Primary Learning Center	(609) 978-5700 ext 1306 (office)
Stephanie Bush	Director of Curriculum/Instruction	(609) 978-5700 ext 1387 (office)
William Wilkinson	Director of Early Childhood Education- Oxycocus School	(609) 978-5700 ext 1133 (office)
Susan D'Alessandro	Principal- Ocean Acres School	(609) 978-5700 ext 11351 (office)
Margaret Hoffman	Principal- McKinley Ave School	(609) 978-5700 ext 1208 (office)
Sean Reilly	Principal- Stafford Intermediate School	(609) 978-5700 ext 1480 (office)
Hope Scherlin	Supervisor of Special Education, School Nurse Coordinator	(609) 978-5700 ext. 1191 (office)
Mike Nikola	Supervisor of Buildings and Grounds	(609) 978-5700 ext 1044 (office)

RESTART & RECOVERY PLAN

Linda Morris	Transportation Coordinator	(609) 978-5700 ext 1421 (office)
Bill Deren	Supervisor of Technology	(609) 978-5700 ext 1056 (office)
Shannon Loschiavo	Sodexo Food Service	(609) 978-5700 ext. 1151 (office)

Teachers: Amanda Boeta, Erin Pelusio, Mary Darmody, June Scherer, Maureen Westpy, Eileen Mancini, Nicole Brummer, Roxanne Callahan, Alicia Segalla, Jennifer LaRussa, Heather Tatur, Jennifer Lowe, Jennifer Nadeau, Elizabeth Bradley, Christine Schmidt, Scott Entrikin, Gretchen Heinrichs, Mary Hill, Carolyn Roselli, Erin Pein, Megan Banach, Edith Campbell, Eileen Conway, Brooke Hildebrandt, Jacqueline Kennelly, Susan Kilgallon, Julia Molettiere, Carolann Pfeiffer, Lori Rechenberg, Elise St.Germain, Grace Sullivan, Chelsey Friggle, Kaitlyn Bazerque, MaryFrancis Smolens, Sharon Serviss, Tara Redmond, Jennifer Tomlinson, Giacinto D'Agostino, Kristin Ducker, Shannon Mastrogiovanni, Caitlin Gioe, Shannon Farrell, Michelle Exel, Lara Cerami, Lenina McCord, Debra Hayzler, Elizabeth Huch, Lenina Traut, Jennifer Aljoe, Jennifer Martin, Nancy Altman, Jeannine Golderer, Nadine Burgess, Heather Colucci

Parents: Carey Lawlor-Kessler, Dayna M. Flores, Kim Hurd, Michelle Weiss, William R. Fence, Suzanne Klagholz, Margaret Brolin, Lori Wyrsh, Megan Ostiguy, Melissa Peck, Frank Gioia, Nina Horner, Morgan Gamble, Tracy Vidaurre, Serena O'Sullivan, Bernard Rutkowski, Elizabeth Masterson, Dana Pratola, Amber Myhre, Trisha Costello, Amanda Teymant, Paige Fitzgibbon, Pamela Zoladz, Shannon Weaver-Annecharico, Kristen Henninger-Holland, Meghan Young, Katherine Barone, Joe Delikat, Ashley Stabile, Melanie Macolino, Michael Josephson, Kristen Taylor, Melissa Wong, Frank and Reka Keresztes, Melissa Wilem, Kristen McKenzie, Jen Manzo, James Soubasis

RESTART & RECOVERY PLAN

Appendix M Pandemic Response Team

The Pandemic Response Teams will be established in each school in the district to centralize, expedite and implement COVID-19 related decision making. Each school team will have the principal as a liaison that will report to the Director of Pupil Services, that will ensure coordinated actions across the district. The Pandemic Response Team will represent a cross-section of the school and district to ensure that the decision makers reflect the make-up of the community. The Pandemic Response Team will meet monthly and will provide the community with timely updates and any changes to protocols.

The Pandemic Response Team will be responsible for:

- Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
- Adjusting or amending school health and safety protocols as needed.
- Providing staff with needed support and training through faculty meetings and articulations.
- Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
- Providing necessary communications to the school community and to the school district.
- Creating pathways for community, family, and student voices to continuously inform the Team's decision making.

RESTART & RECOVERY PLAN

Stafford Township School District Pandemic Teams by School Building

Oxycocus Elementary School

<i>Name</i>	<i>Position</i>	<i>Contact Information</i>
William Wilkinson	Director of Early Childhood Education-Oxycocus School	(609) 978-5700 ext. 1133 (office)
Stacey Tamburo	Psychologist	(609) 978-5700
Erin Pelusio	Teacher	(609) 978-5700
Denise Dubois	Teacher	(609) 978-5700
Tara Redmond	Child Study Team Member	(609) 978-5700
Eileen Mancini	School Nurse	(609) 978-5700
Glen Amirr	School Safety Officer	(609) 978-5700
Lou Parziale	Custodian	(609) 978-5700
Mimi Darmody	Master Teacher	(609) 978-5700
Lorryn Calicchio	Parent	(609) 978-5700

RESTART & RECOVERY PLAN

Primary Learning Center

<i>Name</i>	<i>Position</i>	<i>Contact Information</i>
Dawn Reo	Director of Special Education and Primary Learning Center	(609) 978-5700 ext. 1306 (office)
Kelsey Schmidt	School Counselor	(609) 978-5700
Jenifer LaRussa	Teacher	(609) 978-5700
Tracey Sinatra	Teacher	(609) 978- 5700
Stacey Tamburo	Child Study Team Member	(609) 978-5700
Doreen Falk	School Nurse	(609) 978-5700
Lee Evans	School Safety Personnel	(609) 978-5700
Craig Cabrera	Custodian	(609) 978-5700
Jessica Bayer	Parent	

RESTART & RECOVERY PLAN

Ocean Acres Elementary School

<i>Name</i>	<i>Position</i>	<i>Contact Information</i>
Susan D'Alessandro	Principal	(609) 978-5700 ext. 1351
Scott Entrikin	School Counselor	(609) 978-5700
Lori Kundrat	Teacher	(609) 978-5700
Christine Schmidt	Teacher	(609) 978-5700
Christine Murphy-Greenblatt	Child Study Team Member	(609) 978-5700
Erin Pein	School Nurse	(609) 978-5700
Christopher Coughlin	School Safety Officer	(609) 978-5700
Anthony Clayton	Custodian	(609) 978-5700
Toni Ann Moschello	Parent	(609) 978-5700

RESTART & RECOVERY PLAN

McKinley Ave School

<i>Name</i>	<i>Position</i>	<i>Contact Information</i>
Margaret Hoffman	Principal	(609) 978-5700 ext. 1208 (office)
Heather Colucci	School Counselor	(609) 978-5700
Jacqueline Kennelly	Teacher	(609) 978-5700
Liane Berardo	Teacher	(609) 978-5700
MaryFrancis Smolens	Child Study Team Member	(609) 978-5700
Julia Molettiere	School Nurse	(609) 978-5700
Patrick Shaffery	School Safety Officer	(609) 978-5700
Kevin Holowka	Custodian	(609) 978-5700
William Deren	Parent	
Eric Miller	Teacher	(609) 978-5700

RESTART & RECOVERY PLAN

Stafford Intermediate School

<i>Name</i>	<i>Position</i>	<i>Contact Information</i>
Sean Reilly	Principal	(609) 978-5700 ext. 1480 (office)
Kristin Ducker	School Counselor	(609) 978-5700
Vicki Georgeson	Teacher	(609) 978-5700
Jaime Staub	Teacher	(609) 978- 5700
Liz Newman	Child Study Team Member	(609) 978-5700
Kathleen Kelly	Child Study Team Member	(609) 978-5700
Kris Rutherford	School Nurse	(609) 978-5700
Darnell Williams	School Safety/Climate Team Member	(609) 978-5700
Danielle Dachille	School Safety/Climate Team Member	(609) 978-5700
Patrick Shaffery	School Safety Officer	(609) 978-5700
Scott McCue	Custodian	(609) 978-5700
T.B.A.	Parent	
T.B.A.	Parent	

RESTART & RECOVERY PLAN

Appendix N Scheduling of Students

School Day

The Stafford Township School District has adopted the following school day times for the 2020-2021 school year in response to COVID-19. All students will attend in person 5 days per week or attend via remote learning from home.

Stafford Intermediate School (5th & 6th Grade):

- Teacher Day: 6:58 - 1:58
- Student Day: 7:30 - 1:30

McKinley Ave School (3rd & 4th Grade):

- Teacher Day: 7:43 - 2:43
- Student Day: 8:15 - 2:15

Ocean Acres School (1st & 2nd Grade):

- Teacher Day: 8:28 - 3:28
- Student Day: 9:00 - 3:00

Primary Learning Center (Kindergarten):

- Teacher Day: 9:15 - 4:15
- Student Day: 9:45 - 3:45

Oxycocus School (Preschool):

- Teacher Day: 9:15 - 4:15
- Student Day: 9:45 - 3:45

Education Program Preschool

The Stafford Township School District plans for the students and staff to return full time. We have two tuition options, 5 days a week or a 2 day a day program in person. Within the 5 day week program we have inclusion students and ELLI students. Additionally, we have a PSD self-contained program servicing students with disabilities. A remote learning only option will also be offered to all students. Homeroom classes will be limited to 10 students. Students will remain in their homeroom classrooms all day with the teacher. Classroom items will be individualized for each student and students will not share supplies. Students will be scheduled for two outside play times one in the AM and one in the PM. Daily procedures will include hand washing and sanitizing breaks, students will wear face coverings whenever social distancing cannot occur, any items that cannot be cleaned or disinfected will be removed. Meals will be delivered to the classrooms. The hand sanitizer dispensers will be monitored and kept by adults. Rest time will be set up 6 feet apart and placed head to toe and bedding will be laundered weekly. Supplies will be limited and cleaned between groups. Mouthed toys will be disinfected immediately.

RESTART & RECOVERY PLAN

Education Program Kindergarten to Grade 6

The Stafford Township School District plans for the students and staff to return full time, 5 days a week in person. A remote learning only option, and a Hybrid option will be offered. Homeroom classes will be divided into two Cohorts (Cohort A and Cohort B). Cohorts will be balanced into heterogeneous groupings in all the schools. Instruction will be offered in the following means:

- Day 1 - Cohort A - will be instructed by a homeroom teacher for the entire day in their classroom Cohort B - will be instructed by another certified teacher for the entire day in large common areas (gym, cafe, etc.)
- Day 2 - Cohort B - will be instructed by the homeroom teacher for the entire day in their classroom Cohort A - will be instructed by another certified teacher for the entire day in large common areas (gym, cafe, etc.)
- Schedule will rotate daily throughout the school year

Classroom Setting:

Grade level standards based lessons will be planned

- Daily lessons in English Language Arts (Reading, Writing, Grammar, etc) and Mathematics - weekly lessons in Social Studies, Science, Health, and other mandated subjects
- Assessments given in ELA/Mathematics 3 times online - to determine baseline data and assist with lesson planning and practice skills

Common Area Setting:

- Approximately 25:1 staff to student ratio
- Students will complete extension activities and be instructed in grade level skills by certified teachers through a combination of supplemental materials and online activities.
- Common Area teachers will work collaboratively with their assigned homeroom teachers.

Remote Learning will be an option for the entire 2020-2021 school year upon parent request.

- A certified teacher will be designated as the remote learning teacher for the entire school year.
- Instruction will be delivered fluidly through asynchronous (recorded) and synchronous (real-time) models. In order to stay connected to the students, teachers are also cultivating connections through video-conferences and or scheduled “office hours”
 - Daily:
 - Group meeting with entire class

RESTART & RECOVERY PLAN

- Lessons in reading, writing, mathematics (small group or individual)
- Weekly:
 - Lessons in SS, Science, Health, and other mandated subjects
 - Check ins with individual or small groups of students in ELA, Math, and any other subject area deemed necessary
 - Lessons will be either “live” lessons, video lessons, Flip Grid lessons, or another technology program that is appropriate for the subject area

Hybrid Learning will be an option for the entire 2020-2021 school year upon parent request.

- Children will be assigned to a homeroom teacher and assigned to a cohort. On days the cohort of students is with the homeroom teacher, the students will come to school. On the days that the cohort of students is scheduled for the common area, the students will have remote learning.
- Remote Learning days will consist of assignments from the classroom teacher to practice skills learning the previous day. A teacher will be assigned to check in with and answer questions from students.

In the event the district must move to emergency Remote Only Learning, the district will have a four hour instructional day for students. Instruction will be delivered fluidly through asynchronous (recorded) and synchronous (real-time) models.

[See E.– Pandemic Management Health Related School Closure Preparedness Plan]

The Stafford Township 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.

Special Education

Beginning September 2020 the Stafford Township School District will provide students with disabilities with in-person COVID-19 compliant, mandated services, as per their IEP.

- All students in self-contained classes will remain with their HR teacher 5 days per week
- All Resource Room Pull-Out Replacement (POR) students will meet with their Resource Teacher 5 days per week, as per their IEP
- All Resource Room In-Class Support (ICS) students will meet with their Resource Teacher 5 days per week, as per their IEP
- All Students will receive their related services monthly, as per their IEP

RESTART & RECOVERY PLAN

English Language Learners (ELL)

All identified ELL students will receive the necessary ELL services 5 days a week.

504 Plans

Students with 504 plans will receive the necessary accommodations in both the classroom and common area settings.

Homeless Students:

The district will continue to follow its policies and procedures regarding homeless students and will work to ensure that they have the devices and access they need should they choose the virtual learning option.

RESTART & RECOVERY PLAN

Appendix O Staffing

High Risk Staff

All staff were surveyed to understand any accommodations that at risk staff may need. The district will accommodate all reasonable accommodations which staff document. Accommodations in the workplace for all staff will include distribution of face protection, face shields and gloves.

Staff & Schedule Adjustments

Staff will be repurposed for the 2020-21 school year to ensure social distancing protocol is followed. Staff that are repurposed will receive training on their new roles and responsibilities.

School building hours and daily schedules will be adjusted to ensure that the district is able to provide social distancing for staff and students. The certified staff will have their preparatory time outside of the student day. Staff will have preparatory time 30 minutes prior to student arrival and 30 minutes after student dismissal. This format will allow for common planning time for staff.

NJDOE Flexibilities

The Stafford Township School District has provided flexibilities for implementation of certain state regulatory requirements during the public health emergency as per the NJDOE guidelines:

- Mentoring - the district will follow all state guidelines for mentoring of novice staff members
- Educator Evaluation - the district will follow all state guidelines for educator evaluation - we will reconvene the DEAC committee to discuss how to best proceed with the evaluation process for the 2020-21 school year.

In Person Learning Environment- Roles and Responsibilities

Instructional staff will:

- Reinforce social distancing protocol with students and
- Limit group interactions to maintain safety.
- Support school building safety logistics (entering, exiting, restrooms, etc.).
- Become familiar with district online protocols and platforms.

RESTART & RECOVERY PLAN

- 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.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress.
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- Instruct and maintain good practice in digital citizenship for all students and staff.
- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
- Limiting on-line activities for preschool students.

Mentor teachers will:

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

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

- Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- Provide time for staff collaboration and planning

RESTART & RECOVERY PLAN

- Prioritize vulnerable student groups for face-to-face instruction.
- Identify teachers and teacher leaders that will provide support to staff to continuously improve instruction in a virtual environment.
- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- Define and provide examples of high-quality instruction given context and resources available.
- Assess teacher, student, and parent needs regularly.
- Ensure students and parents receive necessary supports to ensure access to instruction.
- Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
- Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- 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.

Educational services staff members will:

- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.

RESTART & RECOVERY PLAN

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

Support staff/paraprofessionals will:

- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Pre-record read-aloud and videos around SEL activities and routines.
Caption pre-recorded instructional videos from general education teachers.
- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.

Substitutes will:

- Follow staff develop long term and daily contingency learning plans in case of sudden absences. These plans will include the technology they are utilizing and programs that is appropriate for the grade level and student needs. Substitute plans will be created for in person and remote learning.
- Follow the developed roles and responsibilities for substitute teachers in both virtual and hybrid settings.

The Stafford Township School district will assign two long term substitutes for the larger buildings and one long term substitute for the smaller buildings to avoid cross over of substitutes between buildings. Administrators have met and planned out the district reopening - looking at reducing the number of students per staff member to ensure social distancing for staff and students. Areas were identified where additional staff is needed.

RESTART & RECOVERY PLAN

Educator Roles Related to Technology

The Stafford Township School District Technology Department staff members will provide ongoing support with technology to students, teachers, and families. Teachers and families were surveyed to determine technology needs/access. To the extent possible, the district will provide one-to-one instructional devices and connectivity.

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

- Train student teachers to use technology platforms.
- Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.

RESTART & RECOVERY PLAN

Appendix P Athletics

The Stafford Township School District is an elementary district and does not offer school sports to the students.

RESTART & RECOVERY PLAN

Appendix Q Remote Learning Options for Families

A parent may contact the Principal or designee of the building the student would attend with any questions on: a request to transition from in-person services to full-time remote learning; a request to transition from full-time remote learning to in-person services.

A. Unconditional Eligibility for Full-time Remote Learning

- All students are eligible for full-time remote learning.
 - Eligibility for full-time remote learning cannot be conditioned on a parent demonstrating a risk of illness or other selective criteria.
 - Unconditional eligibility for full-time remote learning includes students with disabilities who attend in-district schools or receiving schools.

B. Procedures for Submitting Full-time Remote Learning Requests

- A parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at least four calendar days before the student is eligible to commence full-time remote learning as stated below.
- The student may only begin full-time remote learning within seven school days after receiving written approval of the Principal or designee.
- The written request for the student to receive full-time remote learning shall include:
 - The student's name, school, and grade
 - The technology the student will be using to receive full-time remote learning, including the student's connectivity capabilities;
 - A request for any service or combination of services that would otherwise be delivered to the student on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education, and related services;
 - For students with disabilities, the school district staff will determine if an Individualized Education Plan (IEP) meeting or an amendment to a student's IEP is needed for full-time remote learning; and
 - Any additional information the Principal or designee requests to ensure the student, when receiving remote learning, will receive the same quality and scope of

RESTART & RECOVERY PLAN

instruction and other educational services as any other student otherwise participating in school district programs.

- The Principal or designee will review the written request and upon satisfaction of the procedures outlined in the Policy, the Principal or designee will provide written approval of the parent's request for full-time remote learning.
 - In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.
- The Principal's written approval of the request shall be provided to the parent within four calendar days of receiving the parent's written request.
 - The written approval will include the date the remote learning program will commence for the student.

C. Scope and Expectations of Full-Time Remote Learning

- The scope and expectations of the school district's full-time remote learning program will include, but not be limited to, the following:
 - The length of the school day pursuant to N.J.A.C. 6A:32-8.3 and compliance with the Board's Attendance Policy and Regulation 5200; the provisions of the district's remote learning program outlined in the school district's Plan; and any other Board policies and regulations that govern the delivery of services to, and district expectations of, students participating in the remote learning program and their families;
 - The technology and the connectivity options to be used and/or provided to the student during remote learning; and
 - Any additional information the Principal or designee determines is needed to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs (i.e. students participating in a hybrid model).
 - This includes, for example, access to standards-based instruction of the same quality and rigor as afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has

RESTART & RECOVERY PLAN

access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.

- The school district will endeavor to provide supports and resources to assist parents, particularly those of younger students, with meeting the expectations of the school district's remote learning option.

D. Procedures to Transition from Full-Time Remote Learning to In-Person Services

- A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, by submitting a written request to the Principal of the building the student will attend. This request must be submitted at least four calendar days before the student is eligible for in-person services.
- A student is only eligible to transition from full-time remote learning to in-person services commencing within seven school days after receiving written approval of the Principal or designee.
- The written request from the parent for the student to transition from full-time remote learning to in-person services shall include:
 - The student's name, school, and grade;
 - The in-person program may only commence for a student transitioning from full-time remote learning to in-person services; and
 - Any additional information the Principal or designee determines would be important on the student's transition from full-time remote learning to in-person services.
- A student previously approved for remote learning wanting to transition into the school district's in-person program must spend at least seven school days in remote learning before being eligible to transition into the school district's in-person program.
 - This will allow parents to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction for the student.

RESTART & RECOVERY PLAN

- The Principal or designee will review the request for compliance with the Policy, and upon satisfaction of the procedures in the Policy, will provide the parent of the student a written approval of the student entering the school district's in-person program.
 - In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.
- Upon approval of the student's transition from full-time remote learning to in-person services, the school district will provide specific student and academic services to better assist parents anticipate their student's learning needs and help educators maintain continuity of services.
- School districts that offer Pre-K will consult their Pre-K curriculum providers regarding appropriate measures to assess a Pre-K student's learning progress during the transition from full-time remote learning to in-person learning.

RESTART & RECOVERY PLAN

Appendix R Policy and Funding

The Policy and Funding section focuses on existing and pending federal and state legislation, regulations, and guidance to predict the potential impact on districts and provide targeted assistance to help districts cope.

Federal Funding

The Stafford Township School District will capitalize on Federal funding (ESSER) and use it as a one-time, non-recurring revenue, and consider dedicating these resources to non-recurring expenditures or replacing a short-term loss in revenues.

The district applied for assistance through the New Jersey Office of Emergency Management website for FEMA's Public Assistance program which reimburses 75% of eligible expenses that are a direct result of the declared emergency. NJDOE encourages districts to apply as soon as possible.

State Aid

The Stafford Township School District will use the most recent State aid figures released by the Department for planning purposes, but these figures are not final. NJDOE will provide more detailed accounting guidance.

Purchasing

The Stafford Township School District will consider purchasing through an established State contract or through a cooperative purchasing consortium to lower costs, especially for items the district may not have needed to purchase in the past, such as PPE and cleaning supplies.

Use of Reserve Accounts, Transfers, and Cash flow

The Stafford Township School District will consider making expenditures from various accounts or over budgeted line items to meet unanticipated costs and to manage cash flow. Please note the Commissioner's approval may be necessary for withdrawal from certain accounts.

Costs and Contracting

The Stafford Township School District will explore the federal E-rate program, which provides schools with funding support for high-speed broadband connectivity and internal connections equipment.

RESTART & RECOVERY PLAN

The Stafford Township School District will explore cooperative contracts through the state, NJSBA, County Cooperative Contracts, and County Educational Services Commissions to procure technology and connectivity services.

RESTART & RECOVERY PLAN

Appendix S Continuity of Learning

The Continuity of Learning section presents standards and considerations designed to account for a range of potential instructional delivery models, anticipating that many students will need support for any unfinished learning from the 2019-2020 school year. To close achievement gaps, the district recognized the value of in-person learning for students with disabilities, ELL students, homeless youth, low-income students, and other historically underserved populations.

Special Education and Related Services

Since the closure in March, the district has provided services to students with disabilities virtually, including related services and Extended School Year to the greatest extent possible. In person evaluations resumed on July 7, 2020. A procedure has been put into place to ensure staff and student safety during these evaluations.

The Child Study Team (CST) will hold meetings for students who are medically fragile to determine, in consultation with the child's family and doctor, the safety of the student returning to in person instruction. Additionally, during meetings the CST will have discussions with all stakeholders to determine what goals were not met during remote instruction and they will work with the IEP team to develop a plan moving forward.

Beginning September 2020 the Stafford Township School District will provide students with disabilities with in-person COVID-19 compliant, mandated services, as per their IEP.

- All students in self-contained classes will remain with their HR teacher 5 days per week
- All Resource Room Pull-Out Replacement (POR) students will meet with their Resource Teacher 5 days per week, as per their IEP
- All Resource Room In-Class Support (ICS) students will meet with their Resource Teacher 5 days per week, as per their IEP
- All Students will receive their related services monthly, as per their IEP

Students will be assessed using benchmark assessments or teacher made assessments to determine progress or regression of IEP goals and objectives. These assessments will be used as information to determine what compensatory services students may require as a result of the closure. Meetings to determine compensatory will take place within the first couple of months of school, once the data is collected.

RESTART & RECOVERY PLAN

Technology and Connectivity

Prior to the school closure, the Stafford Township School District had in place 1:1 devices for all students in 1st-6th grade. All families in the Stafford Township School District were given ample opportunities to request a district provided Chromebook and/or iPad. During the Health Related School Closure the district was available every Monday to assist in giving out the technology, replacing any Chromebooks that families had difficulty using, as well as assisting families to learn how to use the device. From March to June, the district provided approximately 600 devices to those in need. For those families who had numerous children in one household, the district provided more than one Chromebook. Students in the district were provided with internet access via a local company. Our administrators and staff assisted families in connecting with these outside resources. The district has conducted needs assessments of families multiple times, via technology surveys and on our reopening plan questionnaires.

The district has ordered additional Chromebooks and will be utilizing CARES funding and local funds to assist families that are unable to get internet access via a local company. The district is purchasing wifi hotspots to help families.

The district utilized a technology survey in our overall district reopening survey on July 1st. From this survey we will determine if we need to purchase more devices. The school district will track participation rates in remote learning by monitoring all our programs.

The district has identified a committee of teachers to create a ‘best practice’ document for staff members to support remote learning, training for online programs for both staff and parents/guardians. There will be student training on our various online programs and platforms. There will be several in person technology workshops for parents and guardians in August. These will also be video and put on our district website for others to view.

The district will track participation rates in remote learning through the monitoring of online programs and digital engagement with students

If necessary, the district will pilot software programs or web-based learning platforms as necessary to meet district needs

The district will provide training for staff, students, and parents on technology

- Students - training in the various online programs and platforms (i.e. Google Classroom) is embedded into classroom instruction from day 1
- Staff - will be trained in online programs needed to support remote learning (both out of house and in-house trainers). We also have a Technology Integration specialist on hand and provide best practices document for staff members to

RESTART & RECOVERY PLAN

support remote learning; training for online programs embedded in the Professional Development Academy

- Parents - The district will provide in-person/virtual training for parents/guardians who want it. The district has also created a help desk for parents/guardians to reach out to the Technology Integration specialist. Parents/guardians also provided tips to support remote learning.

Curriculum, Instruction, and Assessment

The Stafford Township School District prioritizes safely returning students to school five days a week through reduced capacity in classrooms, with alternating classroom instruction and extension/practice activities. To close achievement gaps, the district will provide support for historically underserved subgroups, including: students with disabilities, English language learners, homeless youth, and low-income students.

The Stafford Township School District plan accounts for the loss of learning that may have taken place during the extended closures during SY19-20

The district will use an online assessment system to help evaluate students' knowledge of prerequisite skills for various subject areas in their current grade level.

Lesson plans should be flexible and allow for hybrid learning, including virtual and in person, as necessary. The district will use student achievement data to identify students, individually and in groups, who have academic gaps. Administrators and I&RS teams will review data reports.

ESL ACCESS Testing will be administered in September. This will assist in identifying gaps of students learning. Data from this testing will be shared with teachers to help plan instruction.

An Instructional committee (Lead by Director of Curriculum & Instruction, will also include administrators and staff) are responsible for analyzing all NJSLS for a given grade level to identify the major standards and areas of focus. In addition, they will help draft instructional plans (including a scope/sequence for Math and ELA) that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members.

Professional Learning

The Stafford Township School District will provide professional learning that will better equip leaders, staff, substitutes, students, and parents/caregivers with the resources necessary to adapt to altered educational environments and experiences.

The most critical focus areas are training prior to the school year:

- In the use of the technology platforms to be used in remote instruction, including considering such training for parents/caregivers

RESTART & RECOVERY PLAN

- To address the learning loss for the most vulnerable students, i.e. students with disabilities, English language learners, students without proper technology or internet access
- To prepare and support educators in meeting the social, emotional, health, and academic needs of all students.

To best understand and meet the needs of staff, the district has created a Summer Learning Committee. This committee is assisting with the revision of pacing guides, grading, and other areas needed in Curriculum. In addition, this committee will work on a remote only pacing guide should the district have the need to go to online learning only. This group will help provide additional guidance and information about teaching and learning within the parameters of this plan.

Professional Development will continue to be offered to staff during articulation, certified staff meetings and if necessary professional development days during the school year. These professional development will be presented to help grow each educator's professional capacity to deliver developmentally appropriate standards instruction (in the classroom and remotely. Professional development plans for teaching staff and administrators will be flexible and adapt to the changing needs of the district, school or individual.

Mentoring

The Stafford Township School District will provide all novice provisional teachers with 1:1 mentoring. Qualified mentors will provide sufficient support to novice provisional teachers. The district is fully prepared to do in-person and online mentoring. The meetings will be asynchronous (recorded) and synchronous (live) as needed. The district has also facilitated a New Educator Academy for not only novice provisional teachers, but new staff to the district as well. The district will hold these meetings in-person or virtually as needed.

Evaluation

The Stafford Township School District will modify annual evaluation training as needed to review any procedures and processes that will be impacted due to our reopening plan and/or the potential of fully remote learning. The district will follow relevant DOE Educator Evaluation Guidance, for flexibilities and requirements for the evaluation as necessitated by any hybrid schedule, school closures or executive orders. The district will review the requirements and best practices and be differentiated for those with provisional certificates, non-tenured and those on corrective action plans. The observation schedule will be developed with our reopening plan in mind. The DEAC will meet to review evaluation policies and procedures. School Improvement Panels (SCIP) will also be considered.

RESTART & RECOVERY PLAN

CHART OF USEFUL LINKS

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

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

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://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtbgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

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