

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

**Hamburg School
Board of Education**

Fall 2020

RESTART & RECOVERY PLAN

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Introduction

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

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

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

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

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

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

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

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

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

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THE HAMBURG SCHOOL'S 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.

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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.
 - (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.

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- (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

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

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

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- (a) In each classroom (for staff and older children who can safely use hand sanitizer).
- (b) At entrances and exits of buildings.
- (c) Near lunchrooms and toilets.
- (d) Children ages five and younger should be supervised when using hand sanitizer.
- (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

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

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

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

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

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

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

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

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

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

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

- (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
 - (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or 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.

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

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

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- (a) Doing so would inhibit the individual's health.
- (b) The individual is in extreme heat outdoors.
- (c) The individual is in water.
- (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
- (e) The student is under the age of two and could risk suffocation.

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

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

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

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- (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 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);

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(viii) Buttons on vending machines and elevators;

(ix) Shared telephones;

(x) Shared desktops;

(xi) Shared computer keyboards and mice;

(xii) manual pencil sharpeners

(xiii) Drinking fountains; and

(ixx) School bus seats and windows.

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

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

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

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

(a) Stagger times to allow for social distancing and clean and disinfect between groups.

(b) Discontinue family style, self-service, and buffet.

(c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.

(d) Space students at least six feet apart.

(e) Require individuals must wash their hands after removing their gloves or after directly handling used food service items.

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

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- 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 cleaning protocol for all playground equipment used by students.
 - (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
 - (g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
 - (i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.
 - (ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.

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- (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.
- (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.

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

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

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

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

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

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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

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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

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

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

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

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

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

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- (8) School safety personnel;
 - (9) Members of the School Safety Team; and
 - (10) Parents.
- g. The Pandemic Response Team is responsible for:
- (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
 - (2) Adjusting or amending school health and safety protocols as needed.
 - (3) Providing staff with needed support and training.
 - (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
 - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
 - (6) Providing necessary communications to the school community and to the school district.
 - (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.
- [See Appendix M – Pandemic Response Team]
3. Scheduling
- a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.

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

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

[See Appendix N – Scheduling of Students]

4. Staffing

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

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

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

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COVID-19 state of emergency and related limitations.

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

[See Appendix O – Staffing]

5. In-Person and Hybrid Learning Environments: Roles and Responsibilities

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

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

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

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

e. Educational services staff members should:

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

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

g. Substitutes

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

- a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:
 - (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
 - (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).

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

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

[See Appendix O – Staffing]

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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]

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C. Policy and Funding

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

1. School Funding

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

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

- b. School District Budgets

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

- c. School Funding

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

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(1) Purchasing

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

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

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

(3) Costs and Contracting

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

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D. Continuity of Learning

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

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

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

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

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

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

2. Technology and Connectivity

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

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- b. Districts should:
 - (1) Conduct a needs assessment.
 - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
 - (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
 - (4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
 - (a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.
- 3. Curriculum, Instruction, and Assessment
 - a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).
 - b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.
 - c. Virtual and Hybrid Learning Environment
 - (1) Curriculum
 - (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.

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

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particularly for newcomer students and students with lower English language proficiency levels.

- (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(3) Assessment

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

4. Professional Learning

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

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e. Evaluation

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

5. Career and Technical Education (CTE)

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

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

e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

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Appendices

Restart and Recovery Plan to Reopen Schools

Hamburg School Board of Education

Fall 2020

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Appendix A

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

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

Protocol for High Risk Staff Members

- Hamburg School's health office maintains all health related documentation.
- Staff identified as high risk (as per the NJDOE's "The Road Back") from a medical professional will communicate such with the school nurse/administration.
- Hamburg School will maintain high priority social distancing and safe distancing mandates as outlined by the CDC and local/state health agencies
- Hamburg School will adhere to any/all reasonable accommodations for higher risk staff members as outlined under Critical Area of Operations #1 – General Health and Safety Guidelines outlined in this policy.
- All illnesses identified through the school's health professional and BOE approved school physician that are deemed COVID related will be immediately relayed to the Sussex County Department of Health.
- Instruction and reinforcement of proper handwashing with soap and water for at least 20 seconds will be monitored.
- Face coverings (disposable) will be made available to staff in need.

Protocol for High Risk Students

- Hamburg School's health office maintains all health related documentation.
- Parent/guardians of students identified as high risk from a medical professional will communicate such with the school nurse/administration.
- Hamburg School will maintain high priority social distancing and safe distancing mandates as outlined by the CDC and local/state health agencies
- Hamburg School will adhere to any/all reasonable accommodations for higher risk students members as outlined under Critical Area of Operations #1 – General Health and Safety Guidelines outlined in this policy.
- High risk students who are unable to maintain onsite instruction will be transitioned to an online instructional platform.
- All illnesses identified through the school's health professional and BOE approved school physician that are deemed COVID related will be immediately relayed to the Sussex County Department of Health.
- Instruction and reinforcement of proper handwashing with soap and water for at least 20 seconds will be monitored.
- Face coverings (disposable) will be made available to students in need.

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Appendix B

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

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

Social Distancing in Instructional and Non-Instructional Rooms

- Desk shields (barriers) have been purchased for use during instruction and therapy sessions
- Additional instructional purchases have been made to address no sharing of objects
- Outdoor air sources and ventilation have been checked and meet CDC guidelines.
- All filters have been replaced within the school.

Procedures for Hand Sanitizing/Washing

- Students will be instructed in proper hand washing protocols by the school nurse.
- Proper handwashing will be reinforced by instructional staff.
- Hand washing signage has been posted throughout the school
- Portable hand sanitizing stations are available at each entry and throughout the school
- Each classroom is outfitted with a hand sanitizer station
- Hand sanitizer is inclusive of 60% alcohol base

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Appendix C

Critical Area of Operation #3 – Transportation

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

Student Transportation

- Hamburg School is a walking district.

Social Distancing on School Buses

- Courtesy, paid busing is available through EKW Discovery Years, as an independent contractor
- Guidelines from EKW Discovery Years will be updated in Appendix C and shared with our parent community upon receipt.

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Appendix D

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

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

Location of Student and Staff Screening

- Thermal detection non-contact facial temperature scanners will be utilized at pod entries.
- Students will enter the school building utilizing pod entries. Entry process will be social distanced where students will enter in single file (practicing social distancing) to utilize the non-contact temperature detection device at said entry. Upon entry the non-contact temperature detection devices will be used to take temperatures daily.
- Staff will enter the school building utilizing one of the two main entries. Entry process will be social distanced where staff will enter in single file (practicing social distancing) to utilize the non-contact temperature detection device at said entry. Upon entry the non-contact temperature detection devices will be used to take temperatures daily.
- Staff members will be assigned duties to assist in monitoring the temperature detection devices each morning upon arrival.
- Additional entry/exits to the school will be monitored by the school nurse and/or trained staff to use hand held thermal non-contact temperature detection devices.
- All entry to the school will follow a single file protocol practicing social distancing guidelines.
- All hallways within the school building will be clearly marked using a color coded system to serve as a reminder for social distancing.
- The school nurse/administration will monitor checklists from the temperature detection devices throughout each day. Checklists will only be inclusive of name, affiliation to the school (staff, student, visitor) and whether temperature was taken (yes/no).

Social Distancing in Entrances, Exits, and Common Areas

- Outside communal areas will be social distance marked using spot markers.
- Staff will be assigned to outdoor areas at arrival and dismissal to monitor all social distancing practices.
- Students will enter and exit the building in single file practicing social distancing.

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- Hallways will be marked with directional routes and 6 feet social distancing markings
- CDC guideline posters will be displayed on all walls throughout the school building.

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Appendix E

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

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

Screening Procedures for Students and Staff

- Thermal detection non-contact facial temperature scanners will be utilized at pod entries.
- Students will enter the school building utilizing pod entries. Entry process will be social distanced where students will enter in single file (practicing social distancing) to utilize the non-contact temperature detection device at said entry. Upon entry the non-contact temperature detection devices will be used to take temperatures daily.
- Staff will enter the school building utilizing one of the two main entries. Entry process will be social distanced where staff will enter in single file (practicing social distancing) to utilize the non-contact temperature detection device at said entry. Upon entry the non-contact temperature detection devices will be used to take temperatures daily.
- Staff members will be assigned duties to assist in monitoring the temperature detection devices each morning upon arrival.
- Additional entry/exits to the school will be monitored by the school nurse and/or trained staff to use hand held thermal non-contact temperature detection devices.
- All entry to the school will follow a single file protocol practicing social distancing guidelines.
- All hallways within the school building will be clearly marked using a color coded system to serve as a reminder for social distancing.
- The school nurse/administration will monitor checklists from the temperature detection devices throughout each day. Checklists will only be inclusive of name, affiliation to the school (staff, student, visitor) and whether temperature was taken (yes/no).
- The screening protocol will take into account students and employees with disabilities and accommodations will be made in the screening process for those students and employees.

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Protocols for Symptomatic Students and Staff

- School nurse, administration, and trained personnel will visually check students and employees for symptoms upon arrival (inclusive of temperature checks) and/or confirm with families that students are free of COVID-19 symptoms according to CDC guidelines.
- Teaching staff will visually monitor students for signs of illness and will report such to the school nurse.
- Daily health related checklists will be documented and kept as means of record.
- Hamburg School will allow staff, students, and families to self-report symptoms and/or suspected exposure, upon request.
- Medical PPE will be made available to the school nurse (as needed) as well as any/all staff needed assigned to assist the school nurse in time of exposure to anticipated infection.
- Students and employees with symptoms related to COVID-19 will be safely isolated from others in an area outside of routine health services under the supervision of a certified staff member or health related professional hired to assist the school.
- If the school district becomes aware that an individual who has spent time in our school facility tests positive for COVID-19, administration and/or the school nurse will immediately notify local health officials. Administration will contact staff and families of a confirmed case while maintaining confidentiality.

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SITUATION:	CONTAINMENT RESPONSE	NOTE
Confirmed Case (Student or Faculty)	<ul style="list-style-type: none"> • May recommend school-wide virtual instruction for a day to allow health department to complete investigation and contact tracing • All students and faculty in class or on bus with a confirmed case are quarantined for 14 days • Confirmed case will isolate for at least 10 days since their symptoms first appeared and they have no fever for 24 hours (one full day without the use of medicine to reduce fever) and symptoms improved. 	
Probable Case (Student or Faculty)	<ul style="list-style-type: none"> • May recommend school-wide virtual instruction for a day to allow health department to complete contact tracing investigation • All students and faculty in class or on bus with a probable case are quarantined for 14 days or until Probable Case tests negative • Probable Case will isolate for at least 10 days since their symptoms first appeared and they have no fever for 24 hours (one full day without the use of medicine to reduce fever) and symptoms improved. • Probable Case is recommended for testing 	Probable cases should already have been under quarantine as close contacts and should not have been in school.
Reported Symptoms of COVID-19 with no known exposure to a confirmed case (Student or Faculty)	<ul style="list-style-type: none"> • Student and faculty member with symptoms of COVID-19 stays home for at least 10 days since their symptoms first appeared and they have no fever for 24 hours (one full day without the use of medicine to reduce fever) and symptoms improved. May return earlier after negative COVID-19 test or alternative diagnosis is confirmed • Symptomatic person is recommended for testing 	Based on NJDOH COVID-19 Guidance for Reopening Childcare 7/20/20
Close Contact (Student or Faculty)	<ul style="list-style-type: none"> • Student or faculty that are close contacts of confirmed cases outside the school will quarantine for 14 days from last date of exposure 	

Assumption:

- There is a low confidence that students and teachers can remain 6 feet apart during a class period
- There is a low confidence that students can be six feet apart on the school bus. All bus trips are longer than 10 minutes
- When a 6 foot distance cannot be maintained, the use of face coverings and physical barriers in a classroom are protective measures to decrease the risk of disease transmission, but do NOT eliminate the recommendation for individuals in the class or bus to quarantine if there is a positive or probable case.

Definitions:

- Confirmed Case: A person with a lab test confirming COVID-19
- Probable Case: A person with clinical symptoms of COVID-19 with known exposure to a confirmed case
- Close Contact: A person who was within 6 feet of a confirmed or probable COVID-19 case for at least 10 minutes

Protocols for Face Coverings

- All staff and students will be required to wear a face covering
- Visitors will be required to complete a temperature check and must wear a face covering
- NOTE: Face coverings will be required for all persons within the school unless doing so would inhibit the individual's health or the individual is under two years of age. Further, face coverings for all persons with the school will be required when social distancing cannot be maintained, unless doing so would inhibit the student's health.
- If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to our school facility will be denied.
- Accommodations for students who are unable to wear a face covering will be addressed according to that student's need and in accordance with all applicable laws and regulations.

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- Acceptable face coverings as outlined below:
 - Bandanas are not a safe means of face covering and will not be allowed
 - Face covering must include a full nose to chin covering
 - Masks may be colorful and animated, but must be appropriate for school (Refer to Policy 3216: Dress and Grooming Code)
 - As per CDC guidelines, the use of surgical masks or other personal protective equipment (PPE) intended for healthcare workers will not be allowed
- In the event of oppressive heat (in conjunction with face covering mandates); the Hamburg School will transition to an online platform for the day. Ample notification will be provided to our parent community.

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Appendix F

Critical Area of Operation #6 - Contact Tracing

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

- Students within the school will be assigned to pod (Kingdom) environments throughout their instructional day.
- Each pod (Kingdom) within the school will have access to restrooms and an entry/exit(s).
- Each pod (Kingdom) will be assigned a custodial member to clean and sanitize on a continual basis.
- Staff will move within pods (Kingdoms) only as needed (instructional Special Education staff, Child Study Team members, custodial staff, administration, school nurse, special area staff, and students in need of emergent health related services)
- Staff member movement among instructional pods (Kingdoms) will be monitored and documented.
- Pod (Kingdom) environment mapping is available upon request.
- The school will assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts.
- The school will ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them prior to the start of school.
- The school's Vice Principal, Mr. Baumgartner, is responsible for providing notifications and carrying out other components that could help ensure notifications are carried out in a prompt and responsible manner.

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

- Each custodial employee will be assigned to a pod environment
- Custodial staff schedules will be staggered to allow cleaning of the building and grounds throughout the day.
- The use of custodial substitutes will be employed for staff shortages. There are currently four substitutes available.

Classrooms (without bathrooms and sinks)

Frequency : Custodial staff will work in the classroom during non-instructional time. This will limit student and staff exposure to cleaning products. If schedules allow (outdoor breaks, lunch, recess or specials), custodial staff will enter the classroom during the school day to disinfect high frequency touch points. The Daily Checklist will be posted in each classroom daily. Custodial staff will initial each grid after cleaning. Staff will not be required to clean the classroom or workspace, but may do so if they are familiar with the product, its ingredients and the manufacturer's instructions for use. Desks, chairs and other hard surfaces that students frequently contact and/or may contact food products will be cleaned using disinfecting wipes per the manufacturer's instructions.

Floors will be cleaned using a mop and disinfecting solution diluted per the manufacturer's instructions.

Custodial staff are NOT to use the electrostatic atomizer / fogging machine near electronics like computer CPUs, laptops, Chromebooks, or electronic device storage units (carts).

Target Areas : door knobs, light switches, pencil sharpeners, student desks & chairs, teacher desks & chairs, keyboards, drawer handles, tables / horizontal work surfaces, white board trays & utensils (markers/erasers), telephones, computer equipment (keyboards/mice), hand sanitizing station

Methods : The classroom door will remain open to improve ventilation. The classroom will be marked "CLOSED" or "Wet Floor" using signage at the entrance. Throughout the process, custodial staff will wear protective equipment (gloves, masks, eye protection) per the manufacturer's instructions / recommendations. Custodial staff will begin disinfecting from the farthest point from the classroom's entry. Using a top-down approach (highest target area), each target area will be disinfecting using the listed materials. Upon completion, disinfecting products will be stored near the door. Custodial staff will then mop the floors working from the point farthest the entry back to the door. The classroom will then be closed and the exterior door handle disinfecting. At this point, custodial staff will finalize the Daily Cleaning Checklist for submission. The

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classroom will remain closed for the time matching the longest length (per manufacturer's instructions) associated with cleaning products used in that space.

Materials : Electrostatic atomizer / Fogging machine with food-grade disinfecting solution, Clorox Disinfecting Wipes, Botanical Cleaner Disinfectant Wipes or other disinfecting products

Classrooms (with bathrooms and/or sinks)

Frequency : Custodial staff will work in the classroom during non-instructional time. This will limit student and staff exposure to cleaning products. If schedules allow (lunch, recess or specials), custodial staff will enter the classroom during the school day to disinfect high frequency touch points. The Daily Checklist will be posted in each classroom daily. Custodial staff will initial each grid after cleaning. Staff will not be required to clean the classroom or workspace, but may do so if they are familiar with the product, its ingredients and the manufacturer's instructions for use.

Desks, chairs and other hard surfaces that students frequently contact and/or may contact food products will be cleaned using disinfecting wipes per the manufacturer's instructions.

Floors will be cleaned using a mop and disinfecting solution diluted per the manufacturer's instructions.

Custodial staff are **NOT** to use the electrostatic atomizer / fogging machine near electronics like computer CPUs, laptops, Chromebooks, or electronic device storage units (carts).

Classroom Bathrooms will be cleaned using a Electrostatic atomizer / Fogging machine with food-grade solution and/or disinfecting wipes per the manufacturer's instructions

Target Areas :

Instructional Space = door knobs, light switches, pencil sharpeners, student desks & chairs, teacher desks & chairs, keyboards, drawer handles, tables / horizontal work surfaces, white board trays & utensils (markers/erasers), telephones, computer equipment (keyboards/mice)

Bathrooms / Sinks = door knobs, light switches, toilet seat and bowl, flusher handle, sink (basin, faucet and knobs), soap dispenser, toilet paper dispenser, paper towel dispenser, bathroom handrails / supports

Methods : The classroom door will remain open to improve ventilation. The classroom will be marked "CLOSED" or "Wet Floor" using signage at the entrance. Throughout the process, custodial staff will wear protective equipment (gloves, masks, eye protection) per the manufacturer's instructions / recommendations. Custodial staff will begin disinfecting the classroom bathroom using a top-down approach (highest target area). Both bathroom door handles will be disinfected at this time. Custodial staff will then disinfect from the farthest point from the classroom's entry. Using a top-down approach, each target area will be disinfected using the listed materials. Upon completion, disinfecting products will be stored near the door. Custodial staff will then mop the floors in the bathroom. Then they will work from the point farthest the entry back to the door. The classroom will then be closed and the exterior door handle disinfected. At this point, custodial staff will finalize the Daily Cleaning Checklist for submission. The classroom will remain closed for the time matching the longest length (per manufacturer's instructions) associated with cleaning products used in that space.

Materials : Electrostatic atomizer / Fogging machine with food-grade solution, Clorox Disinfecting Wipes, Botanical Cleaner Disinfectant Wipes or other disinfecting products

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Classroom toys & instructional materials :

When applicable, small student toys and instructional devices will be disinfected using a large, mesh laundry bag and the school's washing machine.

Hallways & Stairwells

Frequency : Custodial staff will clean hallways and stairwells when students are not present in the building. When cleaning, an area will be marked "CLOSED" or "Wet Floor" using signage.

Locks / lockers will be disinfected using the electrostatic atomizer / fogging machine and a disinfectant solution diluted per the manufacturer's instructions on the days the floors are fogged. This will be done a minimum of twice during a five day week.

Floors will be cleaned using a mop and disinfecting solution diluted per the manufacturer's instructions or the electrostatic atomizer / fogging machine and a disinfectant solution diluted per the manufacturer's instructions on a rotating basis. This will be done when students are not in the building to reduce the risk of slips/falls. Hallways will be mopped at least once a week and as needed throughout the course of the workweek .

Target Areas : Handrails, door knobs and push plates / bars, disinfecting stations, lockers

Methods : Throughout the process, custodial staff will wear protective equipment (gloves, masks, eye protection) per the manufacturer's instructions / recommendations. Custodial staff will disinfect and clean starting at the point farthest from their supplies storage closet. High frequency touch-points will be disinfected using a top-down approach (highest target area). After reaching the storage closet, disinfecting items will be securely stored per manufacturer's instructions. If the floors are scheduled to be mopped, custodial staff will first mark off the area to be mopped with signage. They will use the same path, working back to their storage closet.

Interior and exterior door handles and handrails will be cleaned daily using an electrostatic atomizer / fogging machine with disinfectant solution diluted per the manufacturer's instructions or disinfecting wipes.

Materials : Electrostatic atomizer / Fogging machine with Buckeye Eco One-Step Disinfectant and other disinfecting / cleaning products for mopping

Bathrooms

Frequency : Custodial staff will work in the restrooms when students are not present. When cleaning, a restroom will be marked "CLOSED" and the students will be directed to an alternative lavatory. This will limit student and staff exposure to cleaning products. The Daily Checklist will be posted outside each restroom daily.

Target areas will be cleaned using the electrostatic atomizer / fogging machine and a disinfectant solution diluted per the manufacturer's instructions. This will occur throughout the school day and once before the beginning each school day (the evening before or morning of).

Floors will be cleaned using a mop and disinfecting solution diluted per the manufacturer's instructions. This will be done when students are not in the building to reduce the risk of slips/falls. This will occur once before the beginning each school day (the evening before or morning of).

Garbage can lids will be removed to reduce contact points.

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Target Areas : door knobs, stall latches, light switches, toilet seat and bowl, flusher handles, sink (basin, faucet and knobs), soap dispenser, toilet paper dispenser, paper towel dispenser, handrails / supports

Methods : The bathroom door will remain open to improve ventilation. The bathroom will be marked “CLOSED” or “Wet Floor” using signage at the entrance. Throughout the process, custodial staff will wear protective equipment (gloves, masks, eye protection) per the manufacturer's instructions / recommendations. Custodial staff will begin disinfecting the bathroom using a top-down approach (highest target area). Custodial staff will then disinfect from the farthest point from the bathroom's entry. Using a top-down approach, each target area will be disinfected using the listed materials. Upon completion, disinfecting products will be stored near the door. Custodial staff will then mop the floors in the bathroom. Then they will work from the point farthest the entry back to the door. The bathroom will then be closed and the exterior door handle disinfected. At this point, custodial staff will finalize the Daily Cleaning Checklist for submission. The bathroom will remain closed for the time matching the longest length (per manufacturer's instructions) associated with cleaning products used in that space.

Materials : Electrostatic atomizer / Fogging machine with Buckeye Eco One-Step Disinfectant

Playground Equipment

Frequency : Custodial staff will work in the playground area when students are not present. Playground equipment received a scheduled cleaning daily. When cleaning, target areas will be sprayed with a soap and water solution per CDC guidelines. The soapy solution will then be rinsed and allowed to dry before use.

Target Areas : railings, monkey bars, slides, ladders and other high-frequency touch points.

Methods : Throughout the process, custodial staff will wear protective equipment (gloves, masks, eye protection) per the manufacturer's instructions / recommendations. Using an inline garden sprayer attached to a standard garden hose, the custodial staff will spray a general purpose cleaner / degreaser on all surfaces and high-frequency touch points. The soapy solution will be removed using the sprayer without soap solution. The playground will be allowed to dry before use. This method is suggested in the CDC Cleaning and Disinfecting guidelines released on April 28, 2020; use of disinfectants are “not an efficient use of supplies.”

Materials : Fullscrub cleaner / degreaser

Offices

Frequency : Custodial staff will work in offices when not in use. This will limit staff exposure to cleaning products. If schedules allow (outdoor breaks, lunches), custodial staff will enter the offices during the school day to disinfect high frequency touch points. The Daily Checklist will be posted in each office daily. Custodial staff will initial each grid after cleaning. Staff will not be required to clean the workspace, but may do so if they are familiar with the product, its ingredients and the manufacturer's instructions for use.

Desks, chairs and other hard surfaces that staff frequently contact and/or may contact food products will be cleaned using disinfecting wipes per the manufacturer's instructions.

Hard floor surfaces will be cleaned using a mop and disinfecting solution diluted per the manufacturer's instructions. Soft floor surfaces (carpets) will be cleaned using the

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electrostatic atomizer / fogging machine and a disinfectant solution diluted per the manufacturer's instructions, followed by vacuuming with a HEPA filtered vacuum cleaner.

Custodial staff are NOT to use the electrostatic atomizer / fogging machine near electronics like computer CPUs, laptops, Chromebooks, or electronic device storage units (carts).

Target Areas : door knobs, light switches, desks & chairs, teacher desks & chairs, keyboards, drawer handles, tables / horizontal work surfaces, telephones, computer equipment (keyboards/mice), hand sanitizing station

Methods : The office door will remain open to improve ventilation. The office will be marked "CLOSED" or "Wet Floor" using signage at the entrance. Throughout the process, custodial staff will wear protective equipment (gloves, masks, eye protection) per the manufacturer's instructions / recommendations. Custodial staff will begin disinfecting from the farthest point from the office's entry. Using a top-down approach (highest target area), each target area will be disinfected using the listed materials. Upon completion, disinfecting products will be stored near the door. When applicable, custodial staff will then mop the floors working from the point farthest the entry back to the door. In carpeted offices, the electrostatic atomizer / fogging machine and a disinfectant solution diluted per the manufacturer's instructions will be sprayed, followed by vacuuming with a HEPA filtered vacuum cleaner. The office will then be closed and the exterior door handle disinfected. At this point, custodial staff will finalize the Daily Cleaning Checklist for submission. The office will remain closed for the time matching the longest length (per manufacturer's instructions) associated with cleaning products used in that space.

Materials : Electrostatic atomizer / Fogging machine with food-grade disinfecting solution, Clorox Disinfecting Wipes, Botanical Cleaner Disinfectant Wipes or other disinfecting products

Documents : Daily Checklists (available upon request)

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Appendix H

Critical Area of Operation #8 – Meals

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

- Food services area will be cleaned and disinfected prior to and at the conclusion of food preparations for the day using a food safe disinfectant.
- Food service employees will wash their hands each time gloves are removed and/or after directly handling used food service items.
- Food services will be offered daily to all students and staff via a grab and go bag.
- Bagged lunches will be prepared daily by the Maschio Food Services staff on site.
- Bagged lunches will be delivered to classrooms by custodial staff. Custodial staff will not handle food products.
- Bagged lunches will be distributed to students upon dismissal.
- Students will be allowed to consume an allergy appropriate snack each instructional day, as scheduled by the classroom teacher.
- Noncontact point-of-sale system will be utilized by our food service provider. This will limit cross-contamination of pods and aid contact tracing practices.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

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

- The Hamburg School will initially operate on an early dismissal schedule, thus eliminating a scheduled recess time.
- The school’s playground will be cleaned throughout the day and will allow for a predetermined use schedule for our students. As stated in the CDC guidelines released on April 28, 2020, the use of disinfecting sprays on outdoor playgrounds “is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public.” See Appendix G for information regarding cleaning procedures.
- Social distancing guidelines will be maintained during any/all outside activities.
- Spot markers will be used as visual reminders for students and staff to maintain social distancing.
- Locker rooms will remain closed during physical education classes for the 2020-2021 school year.
- Students will be required to wear physical education appropriate clothing and footwear to school on scheduled Physical Education days.
- Physical education lessons will be altered to meet all guidelines with regard to equipment use.
- Physical education lessons will include a physical fitness component.
- One class per day will be allowed to utilize physical education single use equipment where that equipment will be sanitized at the conclusion of each day using proper cleaning procedures as outlined in Appendix G.
- Students will maintain a pod (Kingdom) environment during physical education classes, unless the weather allows for outdoor activity.

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Appendix J

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

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

- Physical attendance field trips for the 2020-2021 have been canceled.
- Virtual field trips for the 2020-2021 school year will be encouraged and supported.
- Extra-curricular activities/clubs will be supported only if the club can be hosted via an online, virtual platform at the conclusion of an instructional day.
- Extra-curricular sports have been postponed for the 2020-2021 school year.
- The Hamburg School will not be able to allow outside groups (until further notice) to use school facilities due to instructional area usage and reconfiguration.

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Appendix K

Academic, Social, and Behavioral Supports

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

Social Emotional Learning (SEL)

- Social Emotional Learning will be supported by the school's Special Services department and the school counselor.
- SEL lessons will continue to be integrated into daily instructional lessons.
- Staff will have the ability to seek additional resources through virtual professional development opportunities.
- The Hamburg School will continue to utilize a daily school wide system of morning meetings. These will be inclusive of daily announcements, words of wisdom to engage classroom discussions.
- Continue community updates as means of transparency.
- Support students with masks via mask breaks and outside instructional opportunities, as weather permits.
- Support students with an outlet for energy via outside breaks, as weather permits.
- Utilize the school's psychologist and counselors as an outlet for feelings.
- Provide educational videos for students to preview as means of introduction and support for anticipated new procedures.
- Sharing of social stories as means of emotional support.

Multi-Tiered Systems of Support (MTSS)

- Attention to the physical layout for students/classrooms will remain a priority in following social distancing mandates.
- Physical barriers will allow for small group learning environments to support instruction.
- Universal screeners and benchmark assessments (NWEA, DRA, Kindergarten) will be administered on a frequent basis to keep continuous measures on student instructional progress.
- The Hamburg School will administer and examine data using their benchmark assessment within the first 10 school dates to determine academic baseline for 2020-2021.
- Academic support teachers will be used in grades K-5 to assess students and provide interventions.

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- The Response to Intervention (RTI) referral process will transition to a paperless model.
- Staff and administration will work collaboratively to address regression from Spring 2020 remote learning.

Wraparound Supports

- Staff and students at Hamburg School will participate in empathy training through a series of instructional lessons.
- Virtual support presentations will be utilized to reinforce empathy lessons.

Food Services and Distribution

- Hamburg School will offer a Bag and Go breakfast/lunch option to all students.
- Hamburg School food services will utilize a cashless option for payments using a point of sale (POS)

Quality Child Care

- Courtesy, paid child care is available through the Sussex County YMCA, as an independent contractor
- Guidelines from the Sussex County YMCA will be updated in Appendix K and shared with our parent community upon receipt.

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Appendix L

Restart Committee

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

Staff Member	BOE Member	Administration	Parent
Michelle Bifano	David Dreifus	RJ Baumgartner	Terri Brucato
Catherine Blake	Bob Jones	Kim Sigman	Emily Conklin
Mary Brady	Tricia Schels		Gina DeSino
Michelle Clark	Brian Tobachnick		Christina Dickinson
Ronie Danko			Christina Floris
Pam Dean			Dawn Frangipane
Laurie Dora			Mike Frangipane
Louise Murphy			Stacie Gopie
Antionette Ratzer			Jilliane Grant
Michele Sealander			Jennifer Hastrup
Dot Smalley			Anne Nathan
Christen Sylvester			Victoria Pensyl
June Tarantino			Andrea Rastello
Sharon Triolo			Alison Roopchand

The above includes:

- Board of Education President
- Hamburg Education Association President
- Hamburg PTA President
- Hamburg School Nurse
- School Psychologist
- School Counselor

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Appendix M

Pandemic Response Teams

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

- Hamburg School's Pandemic Response team is inclusive of:
 - Chief School Administrator
 - Vice Principal
 - School Nurse
 - President of HEA
 - Teacher In Charge
 - Business Administrator
 - Custodial Staff
 - Staff inclusive of certified teaching staff & paraprofessionals
 - BOE President or designated assignee(s)

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Appendix N

Scheduling of Students

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

School Day

In response to the added needs of the school community, Hamburg School will use a 4.5 hour in-person school day. This will allow for continuity of both in-person and remote instruction, enhanced cleaning protocols, and aid contact tracing. The schedule is based Hamburg Schools eight period schedule with 45 minute periods, but condensed thirty minute periods with two scheduled breaks.

- i. An eight period day will make the return to a traditional school day a seamless transition. Period order will remain the same, simply longer.
- ii. Maintaining eight periods allows students access to most of the classes they would traditional enjoy.
- iii. In the absence of a scheduled in-person lunch period, staff members will have added leverage in providing interventions to students in need of assistance.
- iv. The time used after student dismissal will provide staff members time for their contracted preparation time, lunch, remote instruction lessons and professional learning communities. This time may also be used to address educator wellbeing.
- v. The custodial staff will use the time after student dismissal to thoroughly disinfect student areas that would otherwise disrupt our young learners. Classrooms and restrooms will be the top priorities in the window of time.

Arrival	7:40 - 8:10
1	8:10 - 8:40
2	8:40 - 9:10
3	9:10 - 9:40
Air Break	9:40 - 9:50
4	9:50 - 10:20
5	10:20 - 10:50
6	10:50 - 11:20
Air Break	11:20 - 11:30
7	11:30 - 12:00
8	12:00 - 12:30

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Educational Program

As noted above, Hamburg School's educational programs will remain unchanged with few exceptions.

- i. Alterations will be made to accommodate the shorter in-person instruction times.
- ii. Some grade levels may switch from rotating specials (art, music, library/media, world language) daily, to changing each marking period and/or designated week schedule. This is being done to improve contact tracing if needed.
- iii. Individualized Educational Plans (IEPs) are being followed to the greatest extent possible, whether students select an in-person or remote modality. Related services are still being scheduled as though students were on a traditional, seven hour school day.
- iv. A remote learning program is being offered to students at all grade levels.

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Appendix O

Staffing

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

- Hamburg Staff will maintain grade/content specific assignments throughout the 2020-2021 school year.
- Adherence to the Hamburg Education Association (HEA) contract will continue as the binding agreement.
- The Hamburg School Restart & Recovery Plan takes into consideration the health, well-being and social/emotional health of all staff members.
- Each instructional staff member will be provided a Chromebook as means of technology for remote learning.
- Board of Education approved job descriptions will continue to be followed.
- Administration will support staff to maintain quality instruction for students.
- The following practices will be supported:
 - 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.
 - 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).
- Staff will be provided social / emotional support through professional development and day to day practices.

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Appendix P

Athletics

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

- Athletics for Hamburg students have been canceled until further notice.

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CHART OF USEFUL LINKS

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

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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/

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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

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

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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