

# RESTART & RECOVERY PLAN

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## Restart and Recovery Plan to Reopen Schools

### *Somerset County Vocational & Technical School (SCVTS)*

### Board of Education

Fall 2020

(Revised 7/30/2020) (8/26/20) (8/27/20) (9/4/20) (9/14/20)

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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 SCVTS 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.

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

The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. The SCVTS 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 BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

The SCVTS 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 have abided by the advice of local health officials to determine the safest course of action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Board's Plan.

## Ten Critical Areas of Operation

- a. Critical Area of Operation #1 - General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan
  - (1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:
    - (a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
    - (b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.
    - (c) The CDC's Guidance for Schools 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



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- (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
- (2) Since social distancing may be difficult or impossible at all times, face coverings will be required for students, and face coverings are required for visitors and staff unless it will inhibit the individual's health.
  - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, students can take a face covering break either while seated in the desk or away from others out in the hallway or outside.
- (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) 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 establishes 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 SCVTS Board has procedures in place 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 SCVTS district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials will 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 will 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.

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- (ii) Following current Communicable Disease Service guidance for illness reporting.
  - (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 Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
  - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
  - (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
  - (5) Students are required to wear face coverings and re to practice social distancing, 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.

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- (6) Exceptions to requirements for face coverings shall be as follows:
  - (a) Doing so would inhibit the individual's health.
  - (b) The individual is in extreme heat outdoors.
  - (c) The individual is in water.
  - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
  - (e) The student's proximity to hazardous or dangerous tools or supplies would increase safety risks if face coverings are worn, face shields will be available in these cases.
- (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.

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

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

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

(2) The Board’s Plan and Policy establishes 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. door knobs, light switches, classroom sink handles, countertops).

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

(d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:

(i) Classroom desks and chairs;

(ii) Lunchroom tables and chairs;

(iii) Door handles and push plates;

(iv) Handrails;

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- (v) Kitchens and bathrooms;
  - (vi) Light switches;
  - (vii) Handles on equipment (e.g. athletic equipment);
  - (viii) Buttons on vending machines and elevators;
  - (ix) Shared telephones;
  - (x) Shared desktops;
  - (xi) Shared computer keyboards and mice;
  - (xii) Drinking fountains; and
  - (xiii) School bus seats and windows.
- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

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

- h. Critical Area of Operation #8 – Meals – Anticipated Minimum Standards Incorporated into the Plan
- (1) Cafeteria and dining areas 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) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
    - (c) Space students at least six feet apart.



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

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

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

- (1) The Board’s Plan regarding recess and physical education includes 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 activities.
    - (e) Stagger the use of Physical education equipment and establish a frequent disinfecting protocol for all 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.

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(ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.

- (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.
- (3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

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

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

- (1) The Board’s Plan to continue extra-curricular activities will adhere to all applicable social distancing requirements and hygiene protocols during any 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. Usage will be suspended to all outside agencies with the exception of contracted educational service providers.

[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

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as these elements are not “anticipated minimum standards” in the NJDOE Guidance. However, the NJDOE recommends school officials consider the following elements while developing the Board’s Plan.

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

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

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

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

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

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

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

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

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Currently Being Utilized

c. Wraparound Supports

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment. Linkages school-based services provide counseling and recreational activities and mentoring on-site.

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 has been established as collaboration is critical to the development of the Board’s Plan.
- b. The Restart Committee includes district and school-level administrators, the President or designee from the local Board of Education, the President and Vice President of the SCVTEA, and a diverse set of content experts, educators, parents, and students.
- c. The District level Restart Committee includes all members of the Pandemic Response Team (Safety and Security Committee), local, and County Health Department representatives, county and municipal law enforcement officers, and others in municipal and county government as necessary to develop the district Plan. Restart subcommittees Committees and Pandemic Response Teams help address policies and procedures for the Board’s Plan.
- d. The Restart Committee reflects the diversity of the school community and the demographics unique to Somerset county including representatives for students with disabilities and those representing diverse racial, ethnic, and socioeconomic demographics.

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- e. The Restart Committee consists of 7 school and district level subcommittees that focus on age or grade-level specific needs, school specific needs, and they address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

## 2. Pandemic Response/Safety and Security Team

- a. A district wide Pandemic Response Team has been established to centralize, expedite, and implement COVID-19 related decision-making. School level teams provide input to the district plan.
- b. The school level input is reported to the district team, through lead administrators charged with specific areas of focus. The co-chairs of the district team report to district-level administrators to ensure coordinated actions across the district.
- c. The school and district level teams solicit input from a cross section of administrators, teachers, staff, and parents.
- d. Pandemic Response Teams represent a cross-section of the school district, including gender and racial diversity, so that decision-making and communication is more effective and relevant to the community.
- e. The district’s existing School Security and Crisis Response Team, serves as the Pandemic Response Team.
- f. Pandemic Response Team is comprised of, at a minimum, the following members, if applicable:
  - (1) School Principal; Hector Montes, Student disciplinarian; Jaime Morales
  - (2) Teacher; Louis Violante Law and Public safety, Johanna Scholl, Chris Miller teacher leaders.
  - (3) Child Study Team member; Dr. Melissa Norrbom
  - (4) School Counselor and mental health experts; Susan Kiser, School counselor, Elaine Howe, Linkages Director/Counselor

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(5) Subject Area Supervisors; Maria Johnson, Director of Special Services, Teresa Morelli , Academic Supervisor, Robert Carrig Supervisor of CTE, Dr. Duane Wallace , Supervisor of technology-based learning.

(6) School Nurse: Peggy Pregioso

(7) Teachers representing academics and Career and technical education programs; Louis Volante, Johanna Scholl, Chris Miller teacher leaders.

(8) School safety personnel and School resource officers; Karissa Hahn SRO, Virginia Fanelli Lead Security

(9) Director of building and grounds; Steve Boettger

(10) Superintendent: Dr. Chrys Harttraft, Business Administrator: Raelene Sipple

(11) Parent representative: Eric Rogus

(12) Support staff representatives: Linda Caterinicchia H.S.Office, Susan Santiago Front Office

g. The Pandemic Response Team is responsible for:

(1) Overseeing the 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 climate as necessitated by the challenges posed by COVID-19.

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- (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/Safety and Security team meets monthly and will adjust its meeting schedule to meet weekly or as often as needed to address any changes to protocols and communicate such changes..

[See Appendix M – Pandemic Response Team]

## 3. Scheduling

- a. The Board's Plan accounts for a remote only start up from September 8 through October 4, with a Hybrid remote and in-person option being offered on October 5. Scheduling decisions are informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
- b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
  - (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours.
  - (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
- c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.



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- (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
  - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period. Accommodation requests will be reviewed on a case-by-case basis via an interactive process with the individual.
- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in the classroom receive instruction. School officials may:
- (1) Provide teachers common planning time.
  - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
    - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced. Recording of classroom instruction should exclude students (frontal view) as much as possible. When staff are conducting remote instruction this will take place in their classrooms, during both the fully remote timeframe and once the Hybrid model is in place.
    - (b) The SCVTS district seeks to engage communities through direct communication and through that of their sending districts to better understand the landscape of challenges and opportunities when crafting policies.

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- (3) SCVTS has secured multiple resources necessary to ensure the safety of students and staff.
  - (4) SCVTS will encourage and support the sending districts' protocols for social distancing on buses and help to ensure that students understand social distancing best practices while awaiting pickup at bus stops. Any behavior problems including refusal to wear masks and social distance will be jointly addressed by the sending district and SCVTS's disciplinarians and/or counseling staff.
  - (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. SCVTS will monitor and evaluate instructional activities based on what is developmentally appropriate for its students.
- e. School officials have considered implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See Appendix N – Scheduling of Students]

[See Appendix Q for Full-time Remote Learning Option for Families 2020-2021]

## 4. Staffing

- a. SCVTS has considered access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year considers 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 complies with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State and Federal laws.
- c. SCVTS' Plan identifies roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that ensures continuity

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of learning and leverages 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 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.

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[See Appendix O – Staffing]

5. In-person and Hybrid Learning Environments: Roles and Responsibilities
  - a. In a fully in-person or hybrid learning environment SCVTS will 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. Facilitate students' cleaning protocols.
    - (2) Limit group interactions to maintain safety.
    - (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
    - (4) Become familiar with district online protocols and platforms.
    - (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
    - (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
    - (7) Provide regular feedback to students and families on expectations and progress.
    - (8) Set clear expectations for remote and in-person students.
    - (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
    - (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).

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- (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 and Professors in Residence (PIRs) will provide support to teachers when making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- c. Mentor teachers should:
- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
  - (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
  - (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
  - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
  - (5) Continue to maintain logs of mentoring contact.
  - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
  - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
  - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.

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

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- (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.
- e. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.
  - (2) Facilitate the virtual component of synchronous online interactions.
  - (3) Manage an online platform for small groups of in-person students while teacher is remote.
  - (4) Assist with the development and implementation of adjusted schedules.
  - (5) Plan for the completion of course requests and scheduling.
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- (6) Assist teachers with providing updates to students and families.
  - (7) Support embedding of SEL into lessons.
  - (8) Lead small group instruction to ensure social distancing.
  - (9) Consider student grouping to maintain single classroom cohorts.
  - (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- f. Support staff/Instructional Aides 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.
  - (5) Provide real-time support during virtual sessions.
  - (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
  - (7) Support families and students in accessing and participating in remote learning. Instructional aides 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.
- g. Substitutes
- (1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.



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- (2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- (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) Instructional technology staff members will be available to provide ongoing support with technology to students, teachers, and families.
  - (2) Surveys of teachers and families have been used to determine technology needs/access and to consider those students who are sharing personal devices with others.
  - (3) To the extent possible, SCVTS will provide district one-to-one instructional devices and connectivity where individual or public wi-fi is unavailable..
  - (4) Prior to the start of the school year, district informational email addresses and details regarding access to online platforms will be provided and accessible via the district website..
- b. To ensure student teachers are prepared to start supporting instruction on day one, SCVTS will:
  - (1) Train student teachers in the use of technology platforms.
  - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
  - (3) Survey student teachers to determine technology needs/access.

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- (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.
- c. Student teachers will assist by:
- (1) Obtaining a substitute credential to gain the ability to support students without supervision as needed.
  - (2) Leading small group instruction (in-person to help with social distancing).
  - (3) Co-teaching with cooperating teachers and maintain social distancing.
  - (4) Managing online classrooms for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
  - (5) Implementing modifications or accommodations for students with special needs.
  - (6) Facilitating one-to-one student support.
  - (7) Leading small group instruction virtually while the classroom teacher teaches in-person.
  - (8) Providing technical assistance and guidance to students and parents.
  - (9) Developing online material or assignments.
  - (10) Pre-recording direct-instruction videos.
  - (11) Facilitating student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - SCVTS will 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 encourages in-person instruction when possible, social distancing requirements, however, limit in-person

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capacity to approximately 50% given our building and classroom size.

- (2) SCVTS will develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance.
- (4) Roles and responsibilities of teacher leaders and PIRs include supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
- (5) School counselors, mental health and wellness personnel and Linkages counselors remain available to all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

## 7. Athletics

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

[See Appendix P – Athletics]

## C. Policy and Funding

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

### 1. School Funding

- a. The Board is exploring 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:

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

b. School District Budgets

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

c. School Funding

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

(1) Purchasing

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

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

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

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## (3) Costs and Contracting

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

## D. Continuity of Learning

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

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, SCVTS 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.

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- c. The NJDOE recommends that districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
  - (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
  - (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
  - (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
  - (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
  - (5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.
  - (6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.
- 2. Technology and Connectivity (addressing the digital divide)
  - a. SCVTS will strive to ensure that every student has access to a device and internet connectivity. Additionally, SCVTS will include

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in their reopening plan, steps taken to address the technology deficit and how it will be resolved as soon as possible.

- b. SCVTS has:
  - (1) Conducted needs assessments.
  - (2) Is considering the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
  - (3) Prioritizing the purchase and roll-out of 1 to 1 devices and/or hot spots for connectivity.
  - (4) For students with special needs, accommodations according to their instructional program will be addressed as appropriate for each student.

### 3. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment for reopening, SCVTS is focusing 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 have developed 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/or caregivers.
- c. Virtual and Hybrid Learning Environment
  - (1) Curriculum
    - (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.
    - (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked

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with identifying what unfinished learning needs to be addressed.

- (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate support necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.
  - (d) Special attention will be given to students seeking industry credentials and required skill-based hours unattainable via virtual instruction.
- (2) Instruction
- (a) SCVTS is preparing for the upcoming school year, with instructional plans that are flexible, creative and innovative approaches and taking advantage of the strengths of school leaders, teachers, students, and family and community members so that students are best equipped to adapt to the changing learning environments as may be necessary.
  - (b) In crafting an instructional plan, SCVTS has considered the following:
    - (i) Developing a shared understanding among staff, students, and families across career pathways regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure that all students have access to high-quality instruction.
    - (ii) Designing for student engagement and fostering student ownership of learning.
    - (iii) Developing students' meta-cognition.
    - (iv) Collaborating with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.



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- (v) Assessing the district's data on how various demographics experience instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
  - (vi) Assessing various career pathways regarding levels of engagement and access in an in-person, virtual, or hybrid learning environment.
- (3) Assessment
- (a) For the purpose of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
  - (b) Educators are focused 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 will identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
  - (d) Online pre-assessments and formative assessments will 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 will be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

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4. Professional Learning
  - a. SCVTS will provide professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
  - b. SCVTS is focused 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 are:
    - (1) Presented at the beginning of the year, and during the summer months;
    - (2) Presented throughout the school year via Professional Learning Communities, teacher leader supports, and Professors in Residence via William Paterson University, and through various live and virtual training courses;
    - (3) Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
    - (4) Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members; and
    - (5) Professional development plans (PDPs) for teaching staff and administrators, as always, will remain flexible and adaptable to the changing needs of the district, school, and individual educator.
  - d. Mentoring and Induction

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

e. Evaluation

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

5. Career and Technical Education (CTE)

- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.

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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 SCVTS is consider 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 will also be considered as CTE programs are adapting to new learning environments.

d. Quality CTE Programs

(1) When planning for in-person instruction, SCVTS will 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. SCVTS will 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 will be developed to maintain program quality.

g. CTE Recruitment and Retention

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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

SCVTS 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

### *Somerset County Vocational & Technical Schools* Board of Education

**Fall 2020**

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## Appendix A

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

#### Conduct staff training

Introduce all returning staff to new and updated policies, procedures, and protocols prior to students returning to school.

Obtain written acknowledgement of training and compliance to new protocols from each staff member (sign in sheets).

Conduct audits of buildings, classrooms and employee spaces prior to students and staff returning. Audits indicate the number of students allowable per classroom (academic 15, CTE varies by size of shop) and allowable furniture and storage units, also sets capacity limits for each room in the building.

Discourage close gatherings of individuals by closing areas where congregating generally takes place, where practical. Requested that the faculty room be closed.

Keep documentation of COVID-19 related adjustments.

Regularly evaluate the effectiveness of new measures implemented.

#### Protocol for High Risk Staff Members

According to the CDC, the risk of getting severely ill from COVID-19 increases as you get older. Persons with severe underlying medical conditions like heart or lung disease or diabetes, cancer, COPD, chronic kidney disease, immunocompromised states, obesity, sickle cell disease, and type 2 diabetes seem to be at higher risk for developing complications from COVID-19 illness. The list of conditions is lengthening to include additional conditions (see CDC updated list for high risk predispositions).

Staff conflicted regarding their risk level will need to seek medical consultation regarding return to work recommendations. The district will seek options based upon needs evidenced by the employee's physician and when necessary, via the district's physician. Utilizing sick and vacation time, FMLA, Federal Cares Act options or as a last resort unpaid leave time may be used in cases where employees are unwilling or unable to return to work. In cases where remote instruction or working from home is a viable option, the district will seek this option using a 504 type mechanism where essential functions are not compromised. Throughout the planning process the district will engage

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the employee in interactive conversations to assess needs regarding specialized PPEs, leave accommodations, schedules or location changes.

## **Protocol for High Risk Students**

Students with disabilities (IEPs) or 504 plans will be assessed in terms of needs relative to the hybrid instructional model. Whereas the in-person model is deemed to be high risk despite the precautionary measures recommended and in place, a virtual option of instruction will be implemented.



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## Appendix B

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

#### Social Distancing in Instructional and Non-Instructional Rooms

Students and staff are expected to continue to practice social distancing of 6 feet or more when possible. All must adhere to the face covering requirement both in instructional and non-instructional rooms (see exceptions Pg.14 (6) (a-e)).

Students will be issued chromebooks and permitted to use personal calculators in an effort to reduce sharing of items. Hand sanitizer will be available in each classroom in addition to cleaning supplies to maintain cleanliness during class time and prior to implementation of custodians cleaning and disinfecting procedures.

#### Procedures for Hand Sanitizing/Washing

Handwashing is one of the best ways to protect yourself from getting sick. Students will be encouraged to refrain from touching their eyes, nose, and mouth with unwashed hands, and blowing their nose, coughing or sneezing into their hands and touching others or common objects.

Students will be encouraged to wash their hands before eating, after using the toilet, after blowing their nose, sneezing, or coughing, after touching garbage. Students will be advised to wash after being in public places where items were touched by others.

Signs indicating proper hand washing techniques will be posted in rest rooms. When washing hands is not practical, hand sanitizer will be available for use. Sanitizer used at SCVTS will consist of at least 60% alcohol.

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## Appendix C

### Critical Area of Operation #3 – Transportation Ventilation systems

#### Student Transportation

Students are required to be transported to vocational schools by each student's sending district. Students will be advised of their home district's busing protocols and encouraged to comply (see below). The student handbook outlines disciplinary actions for behavioral incidents including refusal to wear masks as required.

#### Social Distancing on School Bus Procedures to Reduce the Spread of Contagion

- To the maximum extent practicable, bus drivers will ensure that students and adults comply with appropriate social distancing practices (at least six feet between riders) while on the school bus. Hand sanitizer will be made available at the school bus entrance for use when boarding.
- Drivers should practice all safety actions and protocols as indicated for other staff, including hand hygiene and face coverings.
- Students must wear face coverings while riding on the bus if social distancing or physical barriers cannot be maintained. Accommodations for students who are unable to wear face coverings should be consistent with the student's IEP. For adults, accommodations shall be consistent with those provided by the school district for staff and others;
- Bus drivers will be reminded to implement certain personal hygiene actions (e.g., frequent hand washing) and be afforded the opportunity to do so (such as having sufficient time between routes);

SCVTS is planning in-person instruction for 50% of their total student population, using an A/B schedule commencing on October 5th. Efforts are being made to reduce each sending district's capacity to 50% where practicable. This will contribute to ensuring social distancing can occur on each bus.

SCVTS has one bus and one van that is used for transporting students during the day.

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Proper cleaning and sanitizing protocols are in place for vehicles to be cleaned and disinfected each day after each use.

## **Ventilation Systems**

Schools and districts must ensure that their indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate. Recirculated air must have a fresh air component. Open windows must be available if air conditioning is not provided and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.

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## Appendix D

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

#### Location of Student and Staff Screening

Daily symptom checks and reporting will be the responsibility of all staff, prior to entering the school building. Upon signing in each staff member will attest to temperature checks and symptom monitoring as well as exposure to confirmed cases and travel to states deemed hot spots (sign in will serve as daily attestation).

#### Social Distancing in Entrances, Exits and Common areas

All students will enter the building through a limited number of doors at which time temperature screenings will occur when practical. Parents and students over 18 will attest to conducting daily temperature screenings prior to getting on the bus or entering the building for those opting for personal transportation.

Classes will be modified to accommodate 11- 15 students (50%) capacity to enable social distancing.

Students will be released from class on a staggered basis to reduce numbers and interactions in the hallways.

Exits will be limited so that social distancing can be monitored and enforced. Common areas will be structured so that fewer students are in the common spaces at one time so that students are able to remain 6 feet apart.

All staff and students will be required to wear face coverings throughout the day, with specific opportunities built in for breaks so that coverings can be removed in an isolated area or outside.

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## Appendix E

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

SCVTS has developed protocols in consultation with the Local Health Departments (LHDs), 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**

- Staff will be required to sign in each day attesting to their compliance with morning temperature checks before leaving home, and cooperating with intermittent checks during the day as practicable. Staff will also attest each day to being symptom free before coming to the workplace.
- Health checks will be done safely and respectfully according to privacy laws and regulations.
- Results will be documented when signs and symptoms of COVID-19 are observed.
- Any screenings will take into account the student's disability and any need for accommodations.
- Parents and students over the age of eighteen will attest to complying with requirements to take temperatures each day prior to leaving for school and submitting to temperature checks upon entry as practicable.
- Daily attestations will include admission that the student is symptom free and has not traveled to any state deemed a "hot spot" whereas quarantine is required by a Governor's executive order. These circumstances are not static and attestations will be updated to include changes.

Note: Bridgewater LHD serves as SCVTS' direct contact.

#### **Protocols for Symptomatic Students and Staff**

- SCVTS will have an isolation room/area (such as a cot in the corner of a classroom that can be used to isolate a sick child), ensure that there is enough space for multiple people placed at least 6 feet apart (in the case that there are multiple persons involved).
- Persons will be isolated in a separate room while they wait to be picked up or until they can leave on their own. One isolation room will be located close to the central office parking area and door. The district will ensure that they have

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hygiene supplies available including face covering, facial tissues, and alcohol based hand rub.

- Staff who are monitoring the student or staff member with symptoms should wear a cloth face mask and practice social distancing.
- Health departments (State and local) are working on metrics to be considered for closure of schools regarding exposure rates as they monitor these rates.
- SCVTS ' direct contact regarding cases within the building is the Bridgewater LHD.

## **Protocols for Face Coverings/ PPE**

- Students and staff will be required to wear face coverings in the classroom and in public places where others are present. All staff and students will be issued face shields.
- The following exceptions will be in effect:
  - Doing so would inhibit the individuals health
  - Individual is in extreme heat outside
  - The individual is in water
  - A student's documented medical condition or disability precludes the use of face coverings
  - The students proximity to dangerous tools, supplies or equipment would increase risk of hazards if a face covering was worn. In these cases, a shield is recommended and 6' distancing will be observed where practical.
  - Visitors will only be permitted in the school building by appointment with the Administration.
  - Masks for all visitors and contracted workers are required when in open/public places.
  - Sanitizing stations will be available in each classroom and at entrances/exits and toilet rooms.

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## Appendix F

### Critical Area of Operation #6 - Contact Tracing

SCVTS will be working with local Health Departments to perform contact tracing to identify close contacts. School nurses will likely be the liaison with contact tracers. Administration and teachers will work with the school nurses to determine or communicate with the local Health Department representatives and with the school physician.

SCVTS will adhere to the following CDC guideline as practicable:

RISK LEVELS GREEN, YELLOW, AND ORANGE (IF OPEN FOR IN-PERSON LEARNING): •

- Require staff and students to stay home when sick or if they have been in close contact with someone with COVID-19 within the past 14 days.
- Parents/guardians, students and staff should notify school administrators of illness and known exposure. •
- Have a policy for daily symptom screening for students and staff; have plans for students and staff to report symptoms that develop during the day. •
- In conjunction with local health department, identify COVID-19 rapid testing resources (viral testing) for when staff and students develop COVID-19 compatible symptoms. •
- Clean and disinfect frequently touched surfaces at least daily. • Ensure adequate hand hygiene supplies are readily available. •
- Implement physical distancing measures (e.g., reducing occupancy (staggered schedules, use of alternate spaces), installation of partitions/physical barriers, cancelling large gatherings/events, maintaining defined cohorts). •
- Implement source control through wearing face coverings.

#### ALL RISK LEVELS

- Keep abreast of NJDOE and NJDOH COVID-19 guidance and surveillance indicators.
- Exchange after-hours contact information with your local health department.
- Stay Home When Sick or if Exposed to COVID-19
- Educate staff, students, and their families about when they should stay home and when they should return to school. Students and staff should stay home if they have: Tested positive (viral test) for COVID-19 • COVID-19 compatible symptoms •
- Potential exposure to COVID-19: o Recent close contact (being within 6 feet for at least 10 minutes) with a person with COVID-19 in the past 14 days. o
- Travelled to an area with high levels of COVID-19 transmission in the past 14 days: NJ travel advisory list:

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<https://covid19.nj.gov/faqs/nj-information/travelinformation/which-states-are-on-the-travel-advisory-list-are-there-travelrestrictions-to-or-from-new-jersey>

International travel advisory: <https://www.cdc.gov/coronavirus/2019-ncov/travelers/after-travel-precautions.html>

- Students and staff can consult with local public health authorities and refer to CDC guidance on when it is appropriate to return to work or school:
  - If they have been sick with COVID-19
  - If they have recently had a close contact with a person with COVID-19



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## Appendix G

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

#### **Facilities Cleaning Procedures to Reduce the Spread of Contagion**

The building principal in consultation with the maintenance supervisor shall develop a procedure for increased, routine cleaning and disinfection. The procedure shall include cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used, and shall address:

Routinely cleaning and disinfecting surfaces and objects that are frequently touched as follows:

- Sanitizing bathrooms;
- Classroom desks and chairs;
- Lunchroom tables and chairs;
- Door handles and push plates;
- Handrails;
- Kitchens and bathrooms;
- Light switches;
- Handles on equipment (e.g. athletic equipment);
- Buttons on vending machines and elevators;
- Shared telephones;
- Shared desktops;
- Shared computer keyboards and mice;
- Drinking fountains;
- School bus seats and windows

Using all cleaning products in accordance with directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. Whenever possible the list of products that are [EPA-approved for use against the virus that causes COVID-19](#) (available on the EPA's website) shall be used. The manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.) shall be used.

Sanitizing bathrooms daily, or between use as much as possible, using [protocols outlined by the Environmental Protection Agency \(EPA\)](#). In addition:

- Limiting the number of students who can enter at once in order to avoid crowds;
- Designating staff members to enforce limited capacity and avoid overcrowding;

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- Installing no-touch foot pedal trash cans, if possible;
- Propping doors open to avoid touching handles; and
- Including appropriate signage about the benefits of handwashing.

Cleaning and sanitizing drinking fountains and encouraging staff and students to bring their own water to minimize the use and touching of water fountains;

Making hand sanitizer available at the school bus entrance for each student to use when boarding. Similarly, students must be required to wear face coverings while riding on the bus if social distancing or physical barriers cannot be maintained;

Maintaining hand-sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):

- In each classroom;
- Entrances and exits of buildings;
- Near lunchrooms and toilets.
- For classrooms with existing handwashing facilities, preparing stations with soap, water and alcohol-based hand sanitizers (at least 60% alcohol);
- Reminding bus drivers to take certain personal hygiene actions (e.g., frequent hand washing) and affording them the opportunity to do so (such as having sufficient time between routes);
- Cleaning and sanitizing district vehicles including seats, rails and any highly touched surfaces before each run.
- Requiring contracted transportation providers to clean and sanitize seats, rails and highly touched surfaces touched before each run. The district shall collaborate with the contracted service provider to develop these procedures and ensure that they are consistently followed; a checklist may be developed to ensure compliance. The contracted service provider shall collaborate with the district in establishing cleaning/sanitation protocols that are consistent with social distancing practices. The contracted service provider shall ensure that employees are fully trained in the implementation of the established protocols:

All personnel responsible for cleaning school buses shall document the cleaning/sanitizing measures taken. Personnel are required to:

- Demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus; and
- Provide a certification that, before the route commenced, that required process was completed as required.

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- The procedures will identify sanitizing agents that may be used and will be limited to products included on the U.S. Environmental Protection Agency's list of products that have shown to be effective against COVID-19.
- These procedures will likely include two stages: cleaning, which removes dirt and germs from surfaces, and disinfecting, which kills germs on surfaces that remain after cleaning.

Routinely cleaning and disinfecting furniture, recognizing the varying materials used in furniture in each school building;

Providing EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use;

On a regular basis, ordering and stocking adequate supplies to support cleaning and disinfection practices.

Ensuring that cleaning and disinfection supplies are used and stored correctly and safely. This includes storing products securely away from children, while ensuring appropriate ventilation so students and staff are not exposed to toxins or fumes.

Placing physical barriers, such as plastic flexible screens, in high traffic areas where social distancing cannot be maintained.

Cleaning and disinfecting a school building after a person has been identified as COVID-19 positive:

The district may need to implement short-term closure procedures in a school regardless of community spread if an infected person has been in a school building. If this happens, the CDC-recommended procedures shall be followed:

- Close off areas used by a sick person and do not use before cleaning and disinfection;
- Wait 4 to 24 hours before cleaning and disinfecting;
- Open outside doors and windows to increase air circulation in the area; and
- Cleaning staff will clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.

Additional training shall be provided to the personnel responsible for cleaning and sanitizing school buses and facilities as necessary. Topics may include proper use of cleaning and disinfecting agents, the cleaning schedule for various surfaces, and safety

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precautions that need to be taken (e.g., ensuring adequate ventilation while cleaning and sanitizing).

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## Appendix H

### Critical Area of Operation #8 – Meals

#### Cafeteria/group dining areas:

- The district is adding a 4<sup>th</sup> lunch period.
- Students will be allowed to have lunch outside to allow for social distancing.
- Students will not be permitted to self-serve; cafeteria staff will place all items on student trays. Salad bar will be eliminated from the serving line as well as any self-serve buffets, condiments, etc.
- Students will be issued pin numbers to identify themselves to the cashier. Parents will be encouraged to use the district's POS system rather than cash.
- Plexiglass will be installed as a barrier between cafeteria staff and students.
- Cafeteria tables/surfaces will be cleaned and sanitized between each meal service, pursuant to the protocols outlined by the EPA.
- Students will be spaced six feet apart.
- Cafeteria staff must wash hands after removing gloves or after directly handling used food service items.
- Grab and go breakfasts and lunches will be prepared

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## Appendix I

### Critical Area of Operation #9 – Physical Education

- Locker rooms for students will be closed
- Students will be encouraged to wear comfortable clothes on PE days in order to participate in modified Physical education activities.

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## Appendix J

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

- Field trips are being cancelled until January when evaluation of COVID-19 circumstances can take place to either reinstate or continue the cancelation.
- Extra -curricular activities will take place during the school day with proper safety protocols in place.
- All outside agency rentals are being discontinued with the exception of contracted educational service providers.

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## Appendix K

### Academic, Social, and Behavioral Supports/Technology

#### Resources for Technology Procedures & Support/ Communication of resources

- Online resources and guides on website (special remote learning section)
- Surveys to parents/students/faculty/staff
- Principal's weekly InstantAlert messages
- Student Handbook
- Emails to parents/school community
- Physical packets to start the year
- NJDOE - The Road Back - Restart and Recovery Plan

#### Technology Support

- Tech Support online request
- Tech Support hotline for offsite support
- Online Resources for teaching and learning
- Moodle
- Technology PLC
- Workshops
- Professional Development

#### In-person training/PD for online teaching

- Zoom (Supervisor of learning technology )
- Google Classroom (Teacher Leaders)
- Teaching and learning online
- Online resources

#### Staff Resources to Support Online Learning

- Staff Issued Chromebooks
- GoGuardian
- WeVideo
- Flipgrid



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- Online educational content
- Genesis

## **Technology Device Sanitization**

- Alcohol and water solution - Safe for most tech equipment
- UV sanitization
- Classroom disinfecting wipes
- Relocation of Main Office attendance kiosk
- Daily cleaning of Interactive boards
- Classroom misting sanitization

## **Advantages of 1-to-1 take home**

- Laptops - high touch surfaces
- Enhance student instruction
- Device equitability / standard platform
- Hot spots purchased for students without internet or availability of public wi-fi

## **One-to-One Chromebook - Logistics**

- Full Time - 1:1 take home
  - ~350 Chromebooks assigned
- Share Time
  - ~200 Chromebooks remain in class for Share Time and backup usage
- Cases for Chromebooks - Quantity 350 (None available)
- Devices distributed during English class sections - 4 days total
  - Provide Avery labels - help identify device
  - Provide sign out sheets to teachers
- Genesis - Chromebook check out flag
- Student tech support - Cafeteria - first week(s)

## **Prep for 1:1 - Task List**

- Clean and sanitize all Chromebooks
- Verify full operation and functionality
- Configure at home filtering

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- Update all devices
- Dismantle Chromebook carts and chargers
- Prepare inventory lists

Deliver to distribution classrooms

## **Behavioral Supports**

Three areas of Wellness to be addressed for reopening;

1. Staff support and education
2. Student support and intervention
3. Climate and culture

Teacher/Staff PD prior to school starting for students with the focus being on sharing concerns, feelings, and ideas regarding returning to school and working with students under restrictions. This will start a dialogue that will be supportive of each other and validating concerns they may have. Teachers/staff need to take care of themselves first before taking care of students. Smaller break out groups will be offered after PD for discussions on the Self Awareness and Self Management areas in a smaller more personal setting.

Staff training will also include strategies in working with students upon reopening

- Identifying students with prior risk factors such as anxiety, depression, etc
  - In classroom reflection/discussion with students regarding their concerns or experiences related to the quarantine/COVID
  - Providing resources to students

Develop a Staff Wellness PLC/Group 1x per week to provide continued support staff

- Cultivate and encourage peer leaders and peer support groups
- Climate and Culture.
- Provide resource information and supportive messages throughout the school, announcements, in classrooms, etc.

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## Appendix L

### Restart Committee

SCVTS has convened a multi-disciplinary reopening committee and 7 subcommittees, consisting of district level administrators, members of the local Board of Education, President and Vice President of the SCVTEA, and a diverse set of content experts, educators, parents and students.

The 7 restart sub-committees are focused on the following topics: Wellness, Facilities, Governance, Instruction, School operations, Technology/Communications, and Post secondary advancement.

Subcommittees consult with stakeholders on the local, county and state level to inform the decision making process. In addition to in-person and virtual planning meetings the group has solicited input from the entire educational community with separate survey data being gleaned from students instructional and support staff as well as parents and families.

The department of education representatives have been communicated with regarding special needs students, career and technical education , legislative matters, as well as operational and instructional matters. Law enforcement and Health experts have weighed in on health protocols and safety and security measures.

The latest information promulgated by CDC, OSHA, The American Academy of Pediatrics has been incorporated where relevant for additional clarification and safety precautions.

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## Appendix M

### Pandemic Response Teams

A district wide Pandemic Response Team has been established to centralize, expedite, and implement COVID-19 related decision-making. School level teams provide input to the district plan.

The school level input is reported to the district team, through lead administrators charged with specific areas of focus. The co-chairs of the district team report to district-level administrators to ensure coordinated actions across the district.

The school and district level teams solicit input from a cross section of administrators, teachers, staff, and parents.

The Pandemic Response Team represents a cross-section of the school district, including gender and racial diversity, so that decision-making and communication is more effective and relevant to the community.

The district's existing School Security and Crisis Response Team, serves as the Pandemic Response Team.

The Pandemic Response Team is comprised of, at a minimum, the following members, if applicable:

- School Principal; Mr. Hector Montes
- Teachers;- Ms. Johanna Scholl, Ms. Kim Vasaturo, Mr. Louis Volante,
- Child Study Team member;- Dr. Melissa Norrbom
- School Counselor and mental health experts; Ms. Elaine Howe
- Subject Area Supervisors; Ms. Teresa Morelli,
- School Nurse; Ms. Peggy Prezioso
- Teachers representing academics and Career and technical education programs; Mr. Louis Volante, Ms. Sheila Sullivan
- School safety personnel and School resource officers;
- Director of building and grounds or designee; Mr. Steven Boettger
- Superintendent; and Business Administrator Dr. Chrys Harttraft, Ms. Raelene Sipple
- Safety and Security staff; Ms. Virginia Fanelli, Sheriff officers (SROs)
- Parent representative-

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The Pandemic Response Team is responsible for:

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

The Pandemic Response/Safety and Security team meets monthly and will adjust its meeting schedule to meet weekly or as often as needed to address any changes to protocols and communicate such changes relative to COVID-19 emergencies.

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## Appendix N

### Scheduling of Students

Plans to assess and update student enrollment and attendance policies are being made based on DOE guidance. At the close of the previous year, attendance policies were relaxed so that students would not be penalized given the various circumstances existing for device acquisition and internet inaccessibility.

This year it is expected that all students will have equal access to devices and the internet. Although timing of access will differ among families, SCVTS expects that its attendance procedures will be flexible enough to accommodate such variations during remote instructional days.

Using the guidance of the NJDOE, teachers will take attendance during assigned teaching periods:

- Daily attendance will be generated during the student's first period class of the day.
- Daily attendance, for the share time students who attend in the afternoon session, will be generated during period 7.
- Teachers will take attendance during each period of in-person instruction.
- During virtual instruction, teachers will record student attendance the next in-person teaching day when students provide the teacher with the work assigned while in remote instruction.

Parent communications:

- Periodic parent surveys have been generated and sent to parents to solicit feedback for returning to school

Student schedules:

- Master teaching schedules are being created with the following in mind:
  - Student and faculty arrival/dismissal schedules,
  - bus schedules,
  - lunch schedules for staff and students, and;

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- bell schedules with social distancing guidelines and facility access control in mind.

SCVTHS will generate an X-Day/Y-Day schedule for remote only model. It will rotate from Monday through Friday and continue the rotation the following Monday .

Upon assessment of the staffing matters throughout September, the district will plan for the Hybrid model beginning on October 5th.

SCVTHS will generate an A-Day/B-Day schedule for Hybrid model.

- A-Days (M & W)
- B-Days (T & Th)
- Alternating A-Day/B-Days (F)
- No changes in arrival/dismissal schedules to date.
- Staggered arrival/dismissal times are in discussion depending on teacher availability

The goal is to have 50% of the student population in each classroom to accommodate social distancing practices.

- Academic classrooms have been measured and it has been determined that 11-15 students will comfortably fit in each classroom.
- Classrooms with desks can accommodate up to 15 students.
- Classrooms with tables can accommodate up to 11 students.

SCVTHS will move to a 1:1 chromebook system:

- Full time students will be issued a chromebook during their English classes.
- The “Appropriate Use of Technology Form” will be updated to reflect the 1:1 chromebook system.
- Chromebooks will be updated and appropriate software will be uploaded to each for safety measures.
- Classroom chromebook carts will be modified to accommodate at least 5 chromebooks in the event students forget to bring their school issued chromebook to school
- Sanitizing protocols will be in effect if the classroom chromebooks are used.

Student & Teacher Handbooks:

- Updates will include NJDOE & CDC guidance for social distancing and mask protocol.

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- Training of new teachers and substitutes will be provided prior to the start of the new school year.



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## Appendix O

### Staffing

#### Staffing Guidance:

- Surveys are being generated to assess the staffing needs of the district.
- Interviews are conducted virtually.
- District administrators will take into consideration staff needs, possible accommodations and legal requirements to deal with return to work (labor) issues and problems.
- On August 5th all 12 month staff returned to the school buildings to fulfill work assignments, some flexible remote options have been offered depending on essential functions and job specifications.
- All 10 month employees will return to the School buildings on September 8th for remote instruction and continue throughout the school year barring any Governor's executive Orders to the contrary or emergency "stay at home" mandate from the State.

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## Appendix P

### Athletics

NJSIAA phase 1&2 guidance for “Return to Play “ has been shared with the coaches and PE teachers. Phase 3 guidance has been received. Soccer will begin in September with adherence to NJSIAA guidance and CDC recommendations issued for summer camps. Locker rooms will be closed to students.

Coaches have been selected and Board approved but are subject to changes whereas, prorating or rescinding of stipends may occur.

Fall sports will be assessed at a later date.

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## Appendix Q

**On August 26th the District determined that it would delay its Hybrid model start up and develop plans for a remote only start, beginning on September 8th. Upon review of its staffing matters the district will assess its ability to begin the Hybrid model anticipated on October 5th. The information below remains in place for students opting to participate in the remote - only not option for the start of the year and beyond regardless of the Hybrid offering. Changes to this choice can occur on quarterly basis as indicated below.**

### **Full Time Remote Learning Option for Families 2020-2021**

On July 24, 2020, the New Jersey Department of Education issued guidance regarding parent's unconditional opportunity to opt out of in-person instruction so that their child(ren) could be placed in a totally virtual instructional program.

#### **1- Unconditional Eligibility for Full time Remote Learning:**

All students are eligible for full time remote learning; eligibility is not conditioned on a family/guardian demonstrating a risk of illness or other selective criteria.

#### **2- Procedures for Submitting Full time Remote Learning Requests:**

SCVTS provides this option via an opt-out form. This form is to be completed and submitted by August 10, 2020 for the first quarter of the 2020/21 School Year. Requests will be reviewed promptly by the Pupil Services Department and notification of the student's remote schedule will be provided by September 1<sup>st</sup>. For students with disabilities, SCVTS will need to determine if an IEP meeting or an amendment to a student's IEP is needed for full time remote learning.

Opportunities to change to an in-person or hybrid learning program will be available no sooner than the following quarter. Transition discussions should take place with the student's school counselor or case manager, if applicable.

#### **3- Scope and Expectations of Full time Remote Learning:**

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A student participating in the Board of Education's full time remote learning option will be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs (e.g. students participating in a hybrid model). This includes, for example, access to standards-based instruction of the same quality and rigor as that afforded all other students of the district. The district will make its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible. It should be noted that career and technical remote education will not include hours relative to hands-on industry credentialing. Similar to in-person and hybrid programs, full time remote learning adheres to length of school day requirements pursuant N.J.A.C. 6A:32-8.3, local attendance policies, and any other local policies governing delivery of services to, and district expectations of, students participating in remote programs and their families. For families/guardians requesting that a service transition from in-person or hybrid delivery to full time remote delivery, the district will endeavor to provide any additional services, procedures, or expectations that will occur during the transition period, as well as supports and resources to assist families/guardians, with meeting the expectations of the district's remote learning option. Therefore, the scope and expectations of full time remote learning will be consistent with those electing the in-person and/or Hybrid model, whichever is in place.

#### **4- Procedures to Transition from Full time Remote Learning to In-Person Services:**

Students will be eligible to transition to in-person or remote learning whichever is in place no sooner than the next quarter. Prior to the end of each quarter parents will be contacted regarding the continuation of remote learning for the following quarter, at which time families can opt to engage in the Hybrid or in-person program whichever is in place using an Opt-in form.

#### **5- Reporting:**

To evaluate full time remote learning, and to continue providing meaningful guidance for districts, it will be important for SCVTS to report data to the NJDOE to understand the extent and nature of demand for full time remote learning around the State. Therefore, SCVTS will report to the NJDOE data regarding participation in full time remote learning, including but limited to, the number of students participating in full time remote learning by demographically categorized subgroups.

#### **6- Procedures for Communicating with Families:**

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Frequent communication with families/guardians will be included in the process to help ensure that the remote option is successful. Teachers, counselors and staff will be encouraged to check in with students to assess the level of engagement and the student's acclimation to the remote environment. Mental health and wellness professionals will be utilized to support students' social/emotional needs via virtual means. If a student is disengaged for two weeks or more and virtual attempts to communicate with the student or family has failed, the school resource officers will assist in determining the root causes for the disengagement.

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## CHART OF USEFUL LINKS

<b>Conditions for Learning</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President’s Plan for Opening American Up Again	<a href="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">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</a>
	Childcare, Schools, and Youth Programs	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html</a>
	People Who Are at Increased Risk for Severe Illness	<a href="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">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</a>
	Considerations for Schools	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a>
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	<a href="https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief">https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief</a>
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	<a href="https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance">https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance</a>
	When and How to Wash Your Hands	<a href="https://www.cdc.gov/handwashing/when-how-handwashing.html">https://www.cdc.gov/handwashing/when-how-handwashing.html</a>
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	<a href="https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana">https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana</a>
	What Bus Transit Operators Need to Know About COVID-19	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html">https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html</a>
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	<a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf">https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf</a>
	Handwashing (Printable Posters)	<a href="https://www.cdc.gov/handwashing/posters.html">https://www.cdc.gov/handwashing/posters.html</a>

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Critical Area of Operation #5	Communicable Disease Service	<a href="https://www.nj.gov/health/cd/">https://www.nj.gov/health/cd/</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
	COVID-19: Information for Schools	<a href="https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml">https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml</a>
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	<a href="https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf">https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf</a>
	Guidance for Child Care Programs that Remain Open	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html</a>
	General Business Frequently Asked Questions	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html">https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html</a>
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	<a href="https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf">https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf</a>
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	<a href="https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19">https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19</a>
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	<a href="https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19">https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19</a>
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	<a href="https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus">https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus</a>
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	<a href="https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf">https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf</a>
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	<a href="https://www.nj.gov/education/njtss/guidelines.pdf">https://www.nj.gov/education/njtss/guidelines.pdf</a>
	RTI Action Network	<a href="http://www.rtinetwork.org/">http://www.rtinetwork.org/</a>
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	<a href="https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf">https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf</a>
Wraparound Supports	SHAPE	<a href="http://www.schoolmentalhealth.org/SHAPE/">http://www.schoolmentalhealth.org/SHAPE/</a>

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	Child Care Resource and Referral Agencies	<a href="https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx">https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx</a>
	Coronavirus Resources for Mentoring	<a href="https://nationalmentoringresourcecenter.org/">https://nationalmentoringresourcecenter.org/</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
Food Service and Distribution	Benefits of School Lunch	<a href="https://frac.org/programs/national-school-lunch-program/benefits-school-lunch">https://frac.org/programs/national-school-lunch-program/benefits-school-lunch</a>
Quality Child Care	Child Care Resource and Referral Agencies	<a href="https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx">https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx</a>
	Division of Early Childhood Education	<a href="https://www.nj.gov/education/ece/hs/agencies.htm">https://www.nj.gov/education/ece/hs/agencies.htm</a>
<b>Leadership and Planning</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Scheduling	New Jersey Specific Guidance for Schools and Districts	<a href="https://www.nj.gov/education/covid19/sped/guidance.shtml">https://www.nj.gov/education/covid19/sped/guidance.shtml</a>
Staffing	Mentoring Guidance for COVID-19 Closures	<a href="https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml</a>
	Educator Evaluation During Extended School Closure as a Result of COVID-19	<a href="https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml">https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml</a>
	Performance Assessment Requirement for Certification COVID-19 Guidance	<a href="https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml</a>
	Educator Preparation Programs and Certification	<a href="https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml">https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml</a>
Athletics	Executive Order No. 149	<a href="http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf">http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf</a>
	NJSIAA COVID-19 Updates	<a href="https://www.njsiaa.org/njsiaa-covid-19-updates">https://www.njsiaa.org/njsiaa-covid-19-updates</a>
	NJSIAA provides return-to-play guidelines – Phase 1	<a href="https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1">https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1</a>
	Guidance for Opening up High School Athletics and Activities	<a href="https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf">https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf</a>
<b>Policy and Funding</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>



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Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	<a href="https://www.nj.gov/education/covid19/boardops/caresact.shtml">https://www.nj.gov/education/covid19/boardops/caresact.shtml</a>
	NJDOE EWEG	<a href="https://njdoe.mtmgms.org/NJDOEGMSWeb/logon.aspx">https://njdoe.mtmgms.org/NJDOEGMSWeb/logon.aspx</a>
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	<a href="https://njemgrants.org/site/rpasubmission.cfm">https://njemgrants.org/site/rpasubmission.cfm</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
Purchasing	New Jersey School Directory	<a href="https://homerom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission">https://homerom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission</a>
	NJSTART	<a href="https://www.njstart.gov/bso/">https://www.njstart.gov/bso/</a>
	Division of Local Government Services	<a href="https://www.nj.gov/dca/divisions/dlgs/">https://www.nj.gov/dca/divisions/dlgs/</a>
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	<a href="https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf">https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf</a>
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	<a href="https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf">https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf</a>
Costs and Contracting	E-rate	<a href="https://www.usac.org/e-rate/">https://www.usac.org/e-rate/</a>
	Technology for Education and Career (NJSBA TEC)	<a href="https://www.njsba.org/services/school-technology/">https://www.njsba.org/services/school-technology/</a>
<b>Continuity of Learning</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	<a href="https://sites.ed.gov/idea/">https://sites.ed.gov/idea/</a>
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	<a href="https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml">https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml</a>
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education	<a href="https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-">https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-</a>

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	during the COVID-19 Pandemic School Closures and Beyond	<a href="#">on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf</a>
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	<a href="https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf">https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf</a>
	Mathematics: Focus by Grade Level	<a href="https://achievethecore.org/category/774/mathematics-focus-by-grade-level">https://achievethecore.org/category/774/mathematics-focus-by-grade-level</a>
	Teacher Resources for Remote Instruction	<a href="https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml">https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml</a>
	NJDOE Virtual Professional Learning	<a href="https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml">https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
Professional Learning	Distance Learning Resource Center	<a href="https://education-reimagined.org/distance-learning-resource-center/">https://education-reimagined.org/distance-learning-resource-center/</a>
Career and Technical Education (CTE)	Communicable Disease Service	<a href="https://www.nj.gov/health/cd/topics/covid2019_schools.shtml">https://www.nj.gov/health/cd/topics/covid2019_schools.shtml</a>
	Considerations for Schools	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a>