

RESTART & RECOVERY PLAN

Restart and Recovery Plan
to Reopen Schools

Monroe Township School District



2020-2021

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

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

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

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

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

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The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. The Board of Education will adopt (August 2020) 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 Monroe Township School District'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 District's Plan identifies Ten Critical Areas of Operation which the District 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 District's Plan and related protocols, as applicable.

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The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are also consistent with the Board's general obligation to ensure the health and safety of its students and staff pursuant to N.J.S.A. 18A:40-6 and N.J.A.C. 6A:16-2.1. District officials should abide by the advice of local health officials to determine the safest course of action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the District'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, if possible.
 - (c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.
 - (d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings. Daily health questionnaires will be completed by all staff and parents. Daily screening will occur for all students.

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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 30 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) When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
 - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (3) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (4) Use of shared objects should be limited when possible or cleaned between use.
- (5) 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.
- (6) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
 - (a) In each classroom (for staff and older children who can safely use hand sanitizer).
 - (b) At entrances and exits of buildings.
 - (c) Near lunchrooms and toilets.

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- (d) Children ages five and younger should be supervised when using hand sanitizer.
 - (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- (7) School officials will 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 and after eating, before and after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
- (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

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

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

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

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

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

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

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

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

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

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

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(e) The student is under the age of two and could risk suffocation.

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

[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.

(4) Contact tracing will not be conducted by the district, but the district will work in collaboration with the Department of Health.

[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 District's Plan and Board's Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:

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- (a) A schedule for increased routine cleaning and disinfection.
- (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).
- (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
- (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 - (i) Classroom desks and chairs;
 - (ii) Lunchroom tables and chairs;
 - (iii) Door handles and push plates;
 - (iv) Handrails;
 - (v) Kitchens and bathrooms;
 - (vi) Light switches;
 - (vii) Handles on equipment (e.g. athletic equipment);
 - (viii) Buttons on vending machines and elevators;
 - (ix) Shared telephones;
 - (x) Shared desktops;

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

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

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

- (1) The District’s Plan regarding recess and physical education should include protocols to address the following:
- (a) Stagger recess, if necessary.

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

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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 District’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.

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

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

2. Academic, Social, and Behavioral Supports

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

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.

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The district will utilize the Whole Child Committee to create a tiered plan for addressing social-emotional needs of staff and students.

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.

All schools will utilize the MTSS/RTI process for identifying students in need of extra support.

c. 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. The School District will continue to comply with the requirements of the Free and Reduced Lunch Program, and our security staff will continue to deliver the meals to the homes of the Free and Reduced Lunch Students. We will also offer paid meals to non- Free and Reduced Lunch students upon request. We also intend on delivery of these paid meals out of consideration to minimize visitors to our campus.

d. Quality Child Care

Understanding that child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families who otherwise would not utilize child care will now require it, the District has created a plan to expand our successful Falcon Care Program, which currently provides before and after school care to District students, to now also temporarily include Full Day Care Services to be provided to K-5 grade students using certified teachers to oversee the educational components of the program. We have facility space to hold approximately fifty students. It will be a first come first serve registration process and the District will charge a fee with a profit motive intention.

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

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B. Leadership and Planning

The Leadership and Planning Section of the District’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 District’s Plan and corresponding protocols, as applicable.

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

1. Establishing a Restart Committee

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

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[See Appendix L – Restart Committee]

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

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- (10) Custodian; and
 - (11) Parents.
 - g. The Pandemic Response Team is responsible for:
 - (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
 - (2) Adjusting or amending school health and safety protocols as needed.
 - (3) Providing staff with needed support and training.
 - (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
 - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
 - (6) Providing necessary communications to the school community and to the school district.
 - (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
 - h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]
3. Scheduling
- a. The District's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.

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- c. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
 - (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
 - (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

- c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
 - (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
 - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:
 - (1) Provide teachers common planning time.
 - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.

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

[See Appendix N – Scheduling of Students]

4. Staffing

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

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- c. The District’s Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
 - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers’ individual needs.
 - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
 - (3) Certification
 - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE’s waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the 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 districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.
 - b. Instructional staff should:
 - (1) Reinforce social distancing protocol with students and co-teacher or support staff.
 - (2) Limit group interactions to maintain safety.
 - (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
 - (4) Become familiar with district online protocols and platforms.
 - (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
 - (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
 - (7) Provide regular feedback to students and families on expectations and progress.
 - (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 or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
 - (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
 - (15) Limiting on-line activities for pre-school students.
- c. Mentor teachers should:
- (1) Plan for "virtual, 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 "virtual, 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 should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
 - (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
 - (3) Prioritize vulnerable student groups for face-to-face instruction.
 - (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
 - (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
 - (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
 - (7) Define and provide examples of high-quality instruction given context and resources available.
 - (8) Assess teacher, student, and parent needs regularly.
 - (9) Ensure students and parents receive necessary supports to ensure access to instruction.
 - (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.
 - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.
 - (2) Facilitate the virtual component of synchronous online interactions.
 - (3) Manage online platform for small groups of in-person students while teacher is remote.

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

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(8) 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.

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

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

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

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

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

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

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

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

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- (1) Train student teachers to use technology platforms.
- (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
- (3) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

c. Student teachers, under the direction of the cooperating teacher, should:

- (1) Co-teach with cooperating teacher and maintain social distancing.
- (2) Facilitate one-to-one student support.
- (3) Provide technical assistance and guidance to students and parents.
- (4) Develop online material or assignments.
- (5) Pre-record direct-instruction videos.
- (6) Facilitate student-centered group learning connecting remote and in-person students.

d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:

- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
- (2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).

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- (3) Roles and responsibilities of teacher leaders in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
- (5) Identify 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 District’s Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

1. School Funding

- a. The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty. The options the Board shall explore include, but are not limited to, the following:
 - (1) Elementary and Secondary School Emergency Relief Fund;
 - (2) Federal Emergency Management Agency – Public Assistance; and
 - (3) State School Aid.
 - (4) External Grants
 - (5) Additional fees and charges for external use of building
 - (6) Additional fees passed through to parents, for non-mandated programs and services.

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b. School District Budgets

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

c. School Funding

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

(1) Purchasing

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

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

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

(3) Costs and Contracting

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

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Continuity of Learning

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

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

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

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

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

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

2. Technology and Connectivity

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

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

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for the loss of learning that may have resulted from the extended school building closures.

- (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
- (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

(2) Instruction

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

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- (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
- (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(3) Assessment

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

4. Professional Learning

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

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- e. Evaluation
 - (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
 - (2) School districts should develop observation schedules with a hybrid model in mind.
 - (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
 - (4) School districts should consider the School Improvement Panel's (SciP) role in informing professional learning, mentoring, and other evaluation-related activities.
 - (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.
- 5. Career and Technical Education (CTE)
 - a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
 - b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
 - c. Guiding Principles
 - (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
 - (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.
 - d. Quality CTE Programs

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

e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

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Appendices

Restart and Recovery Plan to Reopen Schools

Monroe Township School District



2020-2021

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Appendix A

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

As required by the NJDOE Guidance and referenced in the District's Plan – Section A.1.a., Monroe Township School District will:

- Establish and maintain communication with local and state authorities to determine current mitigation levels in our community through updates from the county and local departments of health as well as briefings from the Monroe Township Police Department, when applicable. The contact persons in the district will be the Superintendent and Director of Pupil Personnel Services.
- In the Critical Area of General Health and Safety Guidelines, Monroe Township Public Schools will protect and support staff and students who are at higher risk for severe illness by implementing the following:
 - For staff: To ensure the privacy of MTSD employees, and prevent unintended discrimination, no individual staff member will be considered "high risk" except at the request of the employee. Should the employee feel that they are at a higher risk for severe illness, he/she should contact the Office of Pupil Personnel Services and seek special accommodations under the Americans with Disabilities Act. Each request and response for accommodations will be handled individually and in accordance with applicable laws, regulations and applicable contract language. A medical recommendation for special accommodations will be required as part of the process.
 - For students: Parents/Guardians may elect to waive district provided transportation. Parents/Guardians may request that a student obtain instruction solely through remote instruction for the duration of the pandemic. This request should be made in writing through the online form in Parent Portal of Genesis and state the reason why the parent/guardian believes that their child requires exclusively home instruction via remote instruction to best protect and support him/her. The building principal will review the requests for home instruction via remote instruction and upon approval by the Superintendent, the principal will inform the parent/guardian of the remote learning opportunities available to his/her child. These remote learning opportunities will vary by grade level, will be virtual and utilize primarily asynchronous learning activities aligned to the district approved curricula. Students who are solely learning remotely will be given the opportunity to check in daily with the teacher and receive academic support with teachers via email and synchronously through virtual appointments throughout remote learning.
 - For classified students or those with a 504 Plan, provisions will be made to provide a remote program of studies consistent with the

RESTART & RECOVERY PLAN

student's IEP/504 plan and related services will be provided in-person or remotely when possible and if allowable.

Monroe Township School District will remain abreast of changes to, and follow the CDC's Guidance for Schools and Childcare Programs and NJDOE.

Monroe Township School District will promote behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate through reminders via email and phone blasts; encouraging the practice of hand hygiene and respiratory etiquette through training by school nurses and reinforcement through the positive behavior in schools, system of expectations, recognition and reward; requiring the use of face coverings by all students, visitors and staff on buses and in all buildings, except where doing so would inhibit the individual's health or if the individual is under two years old; providing and displaying signage and messages in and around school buildings depicting positive behaviors that are known to reduce the spread of COVID-19.

Monroe Township School District will provide reasonable accommodations, using the guidelines indicated above, 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: chronic lung disease or asthma (moderate to severe); serious heart conditions; Immunocompromised; severe obesity (body mass index, or BMI, of 30 or higher); diabetes; chronic kidney disease undergoing dialysis; liver disease; medically fragile students with Individualized Education Programs (IEPs); students with complex disabilities with IEPs; or students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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Appendix B

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

As required by the NJDOE Guidance and referenced in the District's Plan – Section A.1.b.,:

Monroe Township School District will allow for social distancing within the classroom to the maximum extent practicable.

- To ensure social distancing in classroom spaces, the district will divide available classroom space allowing for students to have 6 feet perimeter of socially distanced space.
- Unnecessary furnishings will be removed.
- Room occupancy will be limited to those that can be accommodated while maintaining social distance.
- In rooms where physical distancing of six feet would be impractical, for example small group rooms, plexiglass dividers or other barriers will be provided.

Monroe Township School District will require face coverings for all students, staff, and visitors, unless it medically excused.

Monroe Township School District will ensure that all instructional and non-instructional rooms in schools and district facilities comply with social distancing standards to the maximum extent practicable. Students will be grouped by cohort and follow alternating A/A/B/B schedules K-8 and identified cohorts 9-12 will receive in person instruction.

Other procedures include:

- Arranging desks in rows all forward facing maintaining the required distance between.
- Providing barriers between individuals in non-instructional rooms when necessary and where possible.
- Placing markings on the interior, e.g., on the walls and floors, at six feet intervals in common areas such as the hallways, cafeteria, and gymnasium.
- Establishing and monitoring a one way directional flow through buildings, when possible.
- Reminding students and staff of distancing protocols through daily messages and signage.

Monroe Township School District will limit the use of shared objects when possible:

- By assigning sets of supplies, such as math manipulatives, to individual students and keeping those supplies in a sealable container for the sole use by the student the supplies are assigned to, until cleaning can occur between uses.
- By limiting technology use within the school and following proper cleaning protocol between uses.

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Monroe Township School District will ensure that all indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air units have a fresh air component, windows will be opened, if practical, to further assist in bringing fresh air into indoor spaces. If air conditioning is provided, filter(s) for A/C units will be maintained and changed according to manufacturer recommendations and in accordance with the district's preventive maintenance plan.

Monroe Township School District will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol) or other approved sanitizers when and where appropriate. These stations will be located: in each classroom; at entrances and exits of buildings; near common areas and toilets. Children ages five and younger will be supervised when using hand sanitizer. In classrooms that have existing handwashing stations, stations will be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol) or other approved sanitizers when and where appropriate.

Monroe Township School District will develop school-wide plans for hand washing:

- Where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, before and after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
- Signage will be prominent throughout the building.
- Includes a provision where washing with soap and water is not possible, that washing with an alcohol-based hand sanitizer (at least 60% alcohol) or other approved sanitizer be used.

RESTART & RECOVERY PLAN

Appendix C

Critical Area of Operation #3 – Transportation

As required by the NJDOE Guidance and referenced in the District's Plan – Section A.1.c., Monroe Township School District will develop transportation protocols.

Transportation Protocol

- Masks must be worn by all students, drivers, and aides at all times while on the bus.
- Students board buses from back to front during pick up and exit from front to back.
- Buses and vans may have only one student per seat unless from the same household in which case 2 students can share a 3-passenger seat. Sharing a 2-passenger seat is not permitted under any circumstance.
- Windows must be kept at least partially opened. This must be done by the driver.
- Post signs reinforcing social distancing, hygiene rules and no touching windows in all buses.
- Bus cleaning/disinfecting
 - o Buses and vans must be wiped down between runs and at the end of the day for high touch surfaces (tops of seats, fronts of seat cushions, hand rails and seatbelts) using a disinfectant.
 - o Bus drivers will conduct enhanced cleaning and disinfection of buses at the end of each school day. This will include each of the following areas:
 - Bus seats
 - Handrails
 - Windows
 - Seat belts
 - Driver compartment
 - Steering wheel
 - Hand-held radio
 - o Cleaning supplies will be in accordance with the US Environmental Protection Agency for efficacy against SARS CoV-2 and provided to each driver by the Transportation department.

RESTART & RECOVERY PLAN

- o Bus cleaning to be conducted wearing disposable gloves, with windows open.
- o Training for bus cleaning and disinfection will be provided.

Waiver of Pupil Transportation Policy

8613 - WAIVER OF PUPIL TRANSPORTATION

The Board of Education is required to provide transportation services for the school year to an elementary pupil living more than two miles from the public school of attendance or to a secondary school pupil living more than two and one-half miles from the public school of attendance in accordance with the provisions of N.J.S.A. 18A:39-1 et seq.

The Board shall determine pupil transportation needs and approve pupil transportation routes based on all pupils eligible for transportation in accordance with the provisions of N.J.S.A. 18A:39-1 et seq. and any less than remote, courtesy busing, and/or hazardous route transportation determined by the Board of Education. However, while providing school bus seats for those pupils eligible for transportation each school year, the Board recognizes certain pupils eligible for transportation services voluntarily elect not to use the transportation services offered by the Board resulting in empty seats on school buses going to and from school. To assist the Board in operating the school district's transportation system in the most cost effective manner, the Board may provide a pupil's parent/guardian the option of waiving transportation services for that school year in accordance with the provisions of N.J.S.A. 18A:39-1c. In the event the Board provides this option, a pupil's parent/guardian will be required to sign a written statement indicating the pupil waives transportation services for that school year. The written statement shall be in such form as determined by the New Jersey Department of Education. In the event a parent/guardian of a pupil eligible for transportation services waives transportation services for that school year and circumstances change during that school year due to a family or economic hardship, the school district will reinstate the pupil's eligibility for transportation to and from school.

N.J.S.A. 18A:39-1; 18A:39-1c
Adopted: May 13, 2015

RESTART & RECOVERY PLAN

Parent Transportation Waiver Form

PARENTAL TRANSPORTATION SERVICES WAIVER FORM

STUDENT TRANSPORTATION SERVICES

I understand that, if eligible, the Monroe Township Board of Education (“Board”) is obligated to transport my child to and from school pursuant to N.J.S.A. 18A:39-1 et seq.

In accordance with N.J.S.A. 18A:39-1c, I agree to waive said transportation services provided by the Board. I understand that I will be responsible to provide transportation for my child (student name) to and from (school name) each school day and the Board will not be required to provide transportation services to my child for the 2020-2021 school year.

I have received and read the Board’s Transportation Waiver Policy and agree to the terms for waiving Transportation Services. Understand I may reinstate my child’s transportation services upon written request and a showing of a need due to family or economic hardship as defined by the Transportation Waiver Policy.

Parent/Guardian Signature

Parent/Guardian Printed Name

Date: _____ Daytime telephone: _____

Email address:

For District Use Only

Date Waiver

Received _____

BOE Notification

Date: _____

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Appendix D

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

As required by the NJDOE Guidance and referenced in the District's Plan – Section A.1.d., Monroe Township School District will develop protocols for screening, student flow, and social distancing.

Location of Student and Staff Screening

- All students and staff must complete an online screening questionnaire daily. Parents will complete it in Genesis each day and staff will complete it via Office365. Questions include:

- Name and date
- Which school(s) do you work at/student attend?
- Is your temperature greater than 100 degrees Fahrenheit?
- Are you experiencing a cough or shortness of breath?
- Are you experiencing a sore throat?
- Are you experiencing chills?
- Are you experiencing a headache?
- Are you experiencing a new loss of taste or smell?
- Are you experiencing abdominal pain, nausea, vomiting, or diarrhea?
- In the last 14 days, have you been in close contact with someone who is showing signs of COVID-19 or is known to have COVID-19?
- Have you been diagnosed with COVID-19 in the past ten days?
- Do you have reason to believe that you have COVID-19?
- Have you traveled outside of NJ , NY, CT, PA, DE and stayed for more than 24 hours in the past 14 days?
- Have you traveled internationally within the last 14 days?

Any positive responses to the questions will send an email to the sender to not show up at the school and will send an email to the school nurse and school administrator.

- Each school will develop a screening protocol similar to the one here
 - Buses will enter the existing bus loop and will make a stop at the school checkpoint.
 - At the checkpoint, there will be screening stations with staff members present to screen students as they disembark.
 - At the screening station, staff will verify completed paperwork and use a thermometer to screen each student.
 - Students who have required paperwork and pass the temperature screening will receive hand sanitizer and proceed into the building.

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- Students who do not have the required paperwork or fail the temperature screening will be moved to a designated area.
- Students will be screened again for temperature after a few minutes or when deemed appropriate.
- Parents who are dropping students off at schools will drive up to the designated point. Students will proceed to the checkpoint and follow same procedures as above.
- Students who are dropped off at Falcon Care (before care program) will follow same procedures.

Other precautions the district will be taking include:

- Building access will be limited to only staff and students. No visitors will be allowed in the building unless the visitor is a contracted service provider or is performing maintenance or repairs to the building operational systems.
- Entrance locations at the building will be limited so that all entering the buildings will be screened.
- Any child or staff member who develops symptoms during the day will be seen by the nurse for a temperature check and symptom assessment.
- The parents/guardians of students who are unable to wear face coverings must supply a medical note explaining why he/she is unable to wear a face covering. Accommodations for students unable to wear face coverings will be made on a case by case basis.
- Students will not be sent to the nurse or main office without specific communication to the nurse's office or main office.
- Signage will be posted in all areas of the school.
- Regular reminders to all building occupants to maintain social distancing and follow hygiene precautions.

Monroe Township School District will develop a protocol for state mandated drills.

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Appendix E

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

As required by the NJDOE Guidance and referenced in the District's Plan – Section A.1.e., Monroe Township School District will develop and follow the guidelines below:

Protocols for Face Coverings: In the Critical Area Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms Monroe Township Public Schools will require school staff and visitors to wear face coverings unless doing so would inhibit the individual's health.

- Staff must produce a physician's note explaining why a face covering cannot be worn.
- No visitors will be allowed in the building during school hours with the exception of those approved by the principal for extenuating reasons as outlined above.

Screening Procedures for Students and Staff

In the Critical Area Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms Monroe Township Public Schools will adopt Board Policy regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures will include the following:

- The district will develop a mechanism that confirms with families that students are free of COVID-19 symptoms before the student is sent to school.
 - Staff will visually check students for symptoms upon arrival with temperature scanning devices.
 - Health checks will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. Students who are recorded with the temperature scanner to have a temperature of over 100 degrees will be brought to an isolation room for confirmation of an elevated temperature and a further assessment.
 - Results will be documented when signs/symptoms of COVID-19 are observed.
 - Accommodations that may be needed in the screening process for those students with disabilities and/or special needs.
- o All students and staff must review an online screening questionnaire daily. Form follows recent CDC guidance for screening.
 - o Each school will develop a screening protocol similar to the one here.

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- Buses will enter the existing bus loop and will make a stop at the school checkpoint.
- At the checkpoint, there will be screening stations with staff members present to screen students as they disembark.
- At the screening station, staff use a thermometer to screen each student.
- Students who pass the temperature screening will receive hand sanitizer and proceed into the building.
- Students who fail the temperature screening will be moved to a designated area.
- Students will be screened again for temperature after a few minutes or when deemed appropriate.
- Parents who are dropping students off at schools will drive up to the designated point. Students will proceed to the checkpoint and follow same procedures as above.
- Students who are dropped off at Falcon Care (before care program) will follow same procedures.

Protocols for Symptomatic Students and Staff:

Monroe Township Process Map for COVID-19

Exclude children and staff from the school building for ANY of the following reasons: Positive COVID-19, prolonged exposure (ex. Classroom, bus, home, etc.) to someone who is sick with COVID-19 symptoms and who may or may not have COVID-19

Person has symptoms and tests positive OR suspected to Have Covid-19

- Person reports while at school/work
 - Person reports to/contacts administration/nurse and leaves to get medical care or call 9-1-1 if life-threatening symptoms occur. Isolate, if unable to immediately leave building.
- Person reports while at home
 - Person will notify appropriate administration. Staff-notify administration. Students/parents notify nurse and attendance office.
- District will send general and specific communication regarding potential exposure
- Person should contact their primary care physician. Self-isolate at home for 14 days from symptom onset and experience at least 72 hours of no fever (less than 100°F) without fever reducing medication.

Person tests positive but has no symptoms for COVID-19

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- Staff contacts administration. Students/parents contact nurse and attendance office.
- District will send general and specific communication regarding potential exposure.
- Person should contact their primary care physician, and avoid public spaces for 14 days since testing positive. Person can return to school after 14 days of self-isolation as long as no symptoms develop.

Person reports someone at home has symptoms OR someone at home has tested positive for COVID-19.

- Staff reports to administration. Students/parents contact nurse and attendance office.
- District will send general and specific communication regarding potential exposure.
- Person should contact their primary care physician, self-quarantine for 14 days. Person should monitor for symptoms and contact primary care physician if they develop. If no household symptoms, may return to school with TWO negative test results spaced apart by 24 hours, AND written medical note.

□ Person has prolonged exposure to someone who has tested positive or has symptoms for COVID-19.

- Staff reports to administration.
- Students/parents report to nurse and attendance office (unless it was the school who notified staff or students of prolonged exposure).
- District will send general and specific communication regarding potential exposure.
- Person should contact their primary care physician, self-isolate, and self-quarantine for 14 days. Person should monitor for symptoms and contact primary care physician if they develop.

General COVID-19 Symptoms (this list is not all inclusive)

- Cough, shortness of breath or difficulty breathing. Fever, chills, muscle pain, sore throat, new loss of taste or smell. Other, less common symptoms include gastrointestinal issues like nausea, vomiting or diarrhea.

CO

COVID-19 Symptoms in Children (this list is not all inclusive)

- Similar to adults; however, children generally show mild symptoms, including cold-like symptoms, such as fever, runny nose, cough. Vomiting and diarrhea have also been reported.

RESTART & RECOVERY PLAN

In order to return to school you must NOT have any of the following:

- A fever or temperature over 100°F WITHOUT fever reducing medicine.
- Any COVID-19 symptoms.

Protocols for Positive Case: The district will work in collaboration with the Department of Health if a positive case is identified.

In the Critical Area Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms Monroe Township Public Schools will adopt 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 isolation procedure will include:

- Establishment of an isolation space. Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. Students will remain in isolation with continued supervision and care until picked up by an authorized adult. Staff members who exhibit symptoms related to COVID-19 will be asked to leave the school. Students who are recorded as having a temperature of 100 degrees or higher will be escorted by a staff member to the nurse's office or isolation room, where their temperature will be rechecked and their health further assessed.
- Both the student and the escorting staff members will wear face coverings, which will be provided if the student/staff member does not have their own.
- If after further assessment, the student still presents with an elevated temperature, the student will be sent home, even if no other symptoms exist.
- If a student or staff member is checked by a nurse and no elevated temperature or other symptoms are found, the student/staff member will return to the classroom or location of job responsibility.

The reporting procedure will:

- Follow current Communicable Disease Service guidance for illness reporting.
- Require the nurse to log all incidences of students sent home in the Genesis Student Information System.

Upon learning that a member of district staff or a student of the district has tested positive for Covid-19, a staff member will report that information to the school nurse.

- The school nurse will relay that information to the local health department and develop a plan to institute contact tracing.
- In consultation with the local health department, the school nurse, and school principal will determine which staff and student families will be notified that a person in the building has tested positive for COVID-19. The notification will not

RESTART & RECOVERY PLAN

include identifying information and will be consistent with all privacy laws and regulations.

- In consultation with, and under the guidance of the Middlesex County Department of Health, the Superintendent may, with knowledge of the Board of Education President, close one or more school buildings if the situation warrants.

The district will utilize re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.

- After detecting an elevated temperature via a thermo scanner, or at any time during school day, the nurse will take or confirm a temperature reading in the isolation room.
- For Temperature over 100 degrees F, the requirement is for the person to stay home for 3 days and return with a physician's note indicating that the staff member/student is medically cleared to return. The note must have a specific date for return.
- A student who is sent home with a temperature of 100 degrees F will be marked for school exclusion in Genesis with the date that they are cleared to return.
- Failure to provide a physician's note will require a 14 day quarantine before the staff member or student will be allowed to return to the building.

RESTART & RECOVERY PLAN

Appendix F

Critical Area of Operation #6 - Contact Tracing

As required by the NJDOE Guidance and referenced in the District's Plan – Section A.1.f., Monroe Township School District will develop a plan to collaborate with Department of Health for contact tracing.

Contact tracing is the process used to identify those who come into contact with an individual who has tested positive for a contagious disease, including COVID-19. Contact tracing is a long-standing practice not only in New Jersey but around the world and is an integral function of local health departments in order to keep communities safe from the spread of disease. All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district will be provided with information regarding the role of contact tracing in keeping school communities safe.

Monroe Township School District will collaborate with the local health department to follow all requirements for contact tracing. The school district does not conduct contact tracing but will provide information to the Department of Health to assist them in their efforts, when needed.

Upon notification that a person has tested positive for COVID-19, the local health department will call district administration. District administration will assist the health department in determining close contacts of the ill individual. The local health department defines close contact as any individual who was within six (6) feet of the ill individual for a period of at least 10 minutes.

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

As required by the NJDOE Guidance and referenced in the District's Plan – Section A.1.g., Monroe Township School District will create a facilities cleaning checklist and protocol for all district facilities.

Monroe Township School District is working with Dr. Richard Lynch, a Council-Certified Indoor Environmental Consultant (CIEC) with experience in Indoor Air Quality, Mold Testing, Industrial Hygiene, Water Quality testing, and Energy Performance, to create training videos and protocol for staff and students in cleaning protocols.

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The district will expand custodial staff during the school day to provide extra cleaning and sanitizing during the school day. All schools will be sanitized every evening. A schedule and checklist of all required cleaning will be developed and shared with custodial staff.

The district will ensure that all cleaning products are approved for use in schools.

If students or staff are required to clean any surfaces, training and proper equipment will be provided.

Appendix H

Critical Area of Operation #8 – Meals

As required by the NJDOE Guidance and referenced in the District’s Plan – Section A.1.h., Monroe Township School District will ensure the following:

- No lunches will be served during the 4-hour sessions
- Lunch delivery protocol: 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. The School District will continue to comply with the requirements of the Free and Reduced Lunch Program. We will also offer paid meals to all students upon request. Pickup times and places will be communicated to family.
- Snack protocols
 - Elementary:
 - We would request that snacks be “nut free” as students will be eating in the classrooms.
 - We would request that parents send their child in with 2 water bottles each day (no juice).
 - Snacks will not be shared
 - Hands will be cleaned before and after snack – one of the questions we discussed was whether students would need to wash their hands, or if hand sanitizer was sufficient.
 - Middle School: Under teacher direction, students will be permitted to eat snack in the classroom. When their snack is complete, students will dispose of their own trash in the trash can and immediately sanitize their hands at the classroom sanitizer station and/or utilize the restroom where appropriate.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

As required by the NJDOE Guidance and referenced in the District’s Plan – Section A.1.i., Monroe Township School District will ensure the following:

- No recess during 4-hour session
- Locker rooms will not be used
- Building Principals will inventory possible outdoor spaces by building
- Physical education lessons will be provided to students in open outdoor spaces between students in a particular cohort/group, weather permitting.
- Activities will be limited to those that do not require contact and allow for the applicable physical distancing and other safety requirements in place at the time.
- Students will be encouraged to wear comfortable clothing and shoes when they are scheduled to attend in-person instruction.

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Appendix J

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

As required by the NJDOE Guidance and referenced in the District's Plan – Section A.1.j., Monroe Township School District will ensure the following:

- Field trips are suspended at least through June
- Extra-curricular activities will continue remotely as much as possible.
- Facility use has been suspended since March and will continue through the health emergency.

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Appendix K

Academic, Social, and Behavioral Supports

Academic, Social, and Behavioral Supports section in the District's Plan – Section A.2.a. through A.2.e. outlines support for students and staff.

- Whole Child Committee will meet to develop a tiered approach for all students to support SEL.
- Columbia Suicide Assessment Protocol: The district has trained school counselors and other mental health professionals in The Columbia Protocol (C-SSRS) certification and Training. The Columbia Protocol (C-SSRS) is designed to teach counselors and mental health professionals within the district how to help an adolescent who is experiencing a mental health crisis.
- RTI Protocols: All Monroe Township schools have a Response to Intervention (RTI) and/or Intervention and Referral Service (I&RS) process for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavior, or health difficulties and to assist staff who have difficulties in addressing students learning, behavior, or health needs. RTI and I&RS services are part of a larger district Multi-Tiered Systems of Supports (MTSS), a framework of academic and behavioral supports and interventions to improve student achievement.
- Falcon Care Expansion: The district is researching ways to expand our current extended day program for child care for families and staff.

RESTART & RECOVERY PLAN

Appendix L

Restart Committee

As required by the NJDOE Guidance and referenced in the District's Plan – Section B.1., Monroe Township School District will create a restart committee.

- The district created a Reopening Task Force with multiple subcommittees to develop the Reopening Plan. District Task Force Committees included:
 - Athletics
 - Greg Beyer, Supervisor of Health/PE
 - Michael Collins, Assistant Principal Monroe Township High School
 - Scott Sidler, Assistant Principal Monroe Township Middle School
 - Nicholas Isola, Teacher
 - Steven Mackenzie, Teacher
 - Katy Elias, Teacher
 - Kathleen Dillon, Teacher
 - Cheryl Whinna, Teacher and Athletic Trainer
 - Mary Howroyd, Teacher
 - Transportation
 - Kathleen MacDonald, Director of Transportation
 - Zachary Morolda, Supervisor of Applied Arts and Career Technology
 - Lauren Dipierro, Teacher
 - Jennifer Biddick, Teacher
 - Carol Majewski, Driver
 - Linda Sieczkowski, Driver
 - Joann Vincent, Driver
 - Tiffany Crane, Transportation Specialist
 - Sarah Cummings, Teacher
 - Samantha McCloud, Principal Woodland School
 - Joseph Capodanno, Driver
 - Michael Gorski, Business Administrator/Board Secretary
 - Andy Paluri, Board Member, Parent
 - Health and Safety
 - Dr. Dori Alvich, Superintendent
 - Kristen Mignoli, Principal Mill Lake School
 - Laurie McConnell, Supervisor of Grants and Testing
 - Pete Piro, Director of Security
 - Gerald Tague, Director of Facilities
 - Bethanne Augsbach, MTEA President
 - Dr. James Cernansky, Assistant Principal Monroe Township High School

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- Marietta Ruela, Director of PPS
- Chari Chanley, Principal Monroe Township Middle School
- Charlene Lombard, Teacher, Parent
- Alicia Realmuto, School Nurse
- Kimberly Wasnesky, CST
- Nancy Poland, Teacher
- Jennifer De Lellis, Teacher
- Victoria DeCarlo, Teacher
- Alyssa Sliwoski, Teacher
- Ashlee Torres, Teacher
- Karen Wasdin, Teacher
- Noreen Clifford, Speech/Language Therapist
- Kathryn Echevarria, Teacher
- Sharon Jenson, Director of Falcon Care
- Nancy Mitrocsak, Director of Food Service
- Warren Lay, Head Custodian
- David Tessein, Custodian, Parent
- Reeshemah Zielinski, HR Coordinator, Parent
- Kathy Kolupanowich, Board Member
- Adi Nikitinsky, Board Member, Parent
- Governance
 - James Higgins, Assistant Principal Monroe Township Middle School
 - Mary Smith, Board Attorney
 - Dr. Giuseppe Calella, Assistant Principal Monroe Township High School
 - Dr. Michele Critelli, Supervisor of Guidance
 - Joseph Romano, Teacher
 - Christine Vizoki, Teacher, Parent
 - Laura Horoszewski, Teacher
 - Erinn Mahoney, Principal Barclay Brook School
 - Patricia Dinsmore, Principal Oak Tree School
 - William Jacoutot, Assistant Principal Woodland, Applegarth, and Brookside Schools
 - Kristine Christie, Director of HR
 - Laurie Budrewicz, Teacher
- Teaching and Learning
 - Dr. Adam Layman, Assistant Superintendent, Parent
 - Magdalena Fidura, Assistant Principal Barclay Brook and Mill Lake Schools
 - Pam Amendola, Assistant Principal Oak Tree School
 - Dawn Graziano, Principal Applegarth School
 - Theresa Weiss, Teacher (Assistant Principal Monroe Township High School starting September 1)

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- Patricia Smith, Assistant Principal Monroe Township Middle School
- Dr. Kelly Roselle, Supervisor of ELA, ELL, World Language, Media
- Susan Gasko, Supervisor of Mathematics and Educational Technology, Parent
- Danielle Drust, Supervisor of Science and Social Studies
- Randy Flaum, Supervisor of Special Education
- Antonio Pepe, Principal Brookside School
- Dr. Kevin Higgins, Principal Monroe Township High School
- Andrea Feminella, Teacher
- Scott Zimms, Teacher
- Caitlyn Prestridge, Teacher
- Dana Green-Witter, CST
- Margaret Delmonaco, Teacher
- Jodi Rubenstein, Teacher
- Melissa Fletcher, Teacher, Parent
- Adrienne Shanfield, Teacher
- Christopher Ciarlariello, Teacher
- Maryann Procopio, School Nurse
- Danielle Kutcher, Teacher
- Patrick Comey, Teacher and MTEA Vice President
- Katie Nguyen, Teacher
- The district has now developed a Restart Committee. Members include:
 - Dr. Dori Alvich, Superintendent
 - Dr. Adam Layman, Assistant Superintendent
 - Michael Gorski, Business Administrator
 - All School Principals
 - Zachary Morolda, Supervisor of Fine, Performing and Applied Arts
 - James Higgins, Assistant Principal, Monroe Township Middle School
 - William Jacoutot, Assistant Principal, Brookside, Applegarth, Woodland
 - Gregor Beyer, Supervisor of Athletics/PE
 - Kristine Christie, Director of Human Resources
 - Gerald Tague, Director of Facilities
 - Peter Piro, Director of Security
 - Kathleen MacDonald, Director of Transportation
 - Marietta Ruela, Director of PPS
 - Eliot Feldman, Director of IT
 - Bethanne Augsbach, MTEA Union President
 - Warren Lay, Teamsters Union President
 - Reeshemah Zielinski, Representative of Support Staff Union
 - Ashlee Torres, Special Education Teacher
 - Kristie DeLuca, Teacher

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- Karen Berecsky, Teacher
 - Danielle Sano, Teacher
 - Donna Colossi, Guidance Counselor
 - Gail DeMarco, Teacher
 - Deb Force and Alicia Realmuto, Nurse
 - Parents: Natasha Bacchus, Jennifer Shonk, Maria Facciponti, Piyush Patel, Zakiya Davidson, Jessica Balz, Alyson Black
 - Board of Education Members: Adi Nikitinsky, Vice President, Karen Bierman, Katie Belko, Chrissy Skurbe, Rupa Siegel,
- Local Health Authorities
 - Monroe Township OEM
 - Middlesex County Board of Health

RESTART & RECOVERY PLAN

Appendix M

Pandemic Response Teams

As required by the NJDOE Guidance and referenced in the District's Plan – Section B.2. School Pandemic Response Teams are being developed. Teams will include administrators, teachers, security, CST members, nurses, custodians, parents, and students.

Each team will consist of the following personnel:

- (4) Certificated staff members
- (1) School nurse
- (1) Safety personnel
- (1) Custodian
- School administrators
- Parent

High School

All building admin (Higgins, Cernansky, Calella, Collins, Weiss), Michele Critelli, Pete Piro, Dominick Tringali
Andrea Feminella
Nicholette Hommer
Cathy Lestingi
Deb VanLiew
Traci Rickert
Kelly Rick
Parents: Denise DeMeola, Chrissy Skurbe, Kelly Antonacci, Jill Harrington, Diane Casale-Giannola, Paul Rutsky

Middle School

All building admin (Chanley, Higgins, Sidler, Smith), Frank Hareslak
Deborah Force
Mary Nguyen
Kristie Zimmerman
Christine Viszoki
Alyssa Sliwoski
Ray Durski
Parent: Maria Facciponti

MILL LAKE

Kristen Mignoli, Maggie Fidura, David Tessein
Brian Barry
Kris Cauda
Madyson Dombrowiecki
Dana McGee

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Kristie Deluca
Melissa Fletcher
Parent: Jennifer Shonk

WOODLAND

Samantha McCloud, William Jacoutot, Ed Butkiewicz

Pete Klaskin
Maryann Procopio
Nick Reinhold
Karen Berecsky

Parent: Jennifer Shonk

OAK TREE

Patricia Dinsmore, Pam Amendola, Kevin McDermott

Lauren Colflesh

Jamie Juliano

Ashlee Torres

Nancy Hanlon

Marc Jimenez

Mary Ferguson

Maria Colon

Parent: Natasha Bacchus

APPLEGARTH

Dawn Graziano, William Jacoutot, William Shearn

Todd Abrahams

Nancy Poland

Kathleen Majewski

Ania Shanholtzer

Christopher Bierman

Parents: Corrine Master, Piyush Patel

BARCLAY BROOK

Erinn Mahoney, Maggie Fidura, Mark Daldos

Marlena Beaton

Brittney Ragusa

Brian Taylor

Danielle Sano

Maureen Sutter

Christine Velardi

Shafqat Shaikh

Parent: Jessica Balz

BROOKSIDE

Antonio Pepe, William Jacoutot, Paul Junkierski

Julie Freeman

Jodi Rubenstein

Nicole Prinzo

Donna Colossi

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Maria DeBellis
Anthony Giordano
Parent: Zakiya Davidson

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Appendix N

Scheduling of Students

As required by the NJDOE Guidance and referenced in the District's Plan – Section B.3., Monroe Township School District will develop schedules for all students.

School Day

Delivery of Full Virtual (eFalcon) and Hybrid Instruction

Overview of Schedule Design:

Monroe Township School District is offering two models for school this fall: 1) In-Person Hybrid Model and 2) Full-Remote Model (eFalcon). Parents were asked to choose which model they preferred for their children. The district will use the eFalcon model if the whole district needs to go fully remote for any reason. Beginning April 12, 2021, cohorts are combined and students will attend all days.

For elementary and secondary educational levels, all students and staff members, while physically at school, will maintain social distancing and wear face masks, the latter unless medically or behaviorally contra-indicated. All staff and students will review a screening protocol questionnaire before arriving at school buildings. The district will conduct temperature checks of all students and staff members upon their arrival at school, where we'll implement enhanced cleaning protocols. For all schools, cohort designations will reflect the alphabetical order of surnames. We will continue to educate our special-education students based on each child's I.E.P. We will deliver related services in person to the extent possible while adhering to C.D.C. health-and-safety guidelines as well as virtually.

Elementary Schools

- Our elementary schools will operate in person on a four-hour schedule, exact time based on their building schedules, five days per week: Mon., Tues., Wed., Thurs., and Fri.
 - o Brookside and Barclay Brook 9:05am – 1:05pm
 - o Applegarth 9:05am – 1:05pm
 - o Oak Tree 8:55 – 12:05pm
 - o Mill Lake 8:50 – 12:50pm
 - o Woodland 8:10am – 12:10pm

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- Beginning April 12, 2021, cohorts will be combined and all students will attend five days per week.
- November 2020 to April 9, 2021, students were placed in Gold and Purple cohorts and attended school in person 2-3 days per week.
- For children whose parents opt to have 100% remote-schooling we'll provide a structured schedule that will parallel that of our in-school cohort. Monroe Township School District teachers will be their instructors.
- Children in both cohorts will participate in related arts and receive supplemental instruction in all areas, including E.S.L (English-as-a-second - language) support.
- Kindergarten students will also participate in one of two models; in person blended learning (hybrid) or full remote.
- For children in the Kindergarten blended learning model will be in attendance in school (at a reduced capacity) for 2 specific days for 4 hours, and engaged in remote learning when not in physical attendance in the school building.
- For children in the Kindergarten full remote eFalcon model will be engaged in remote and virtual learning activities everyday (5 days a week) for 2.5 hours per day.
- Our full remote model—eFalcon 100% remote model—will differ from our models that were in place from mid Mar. through Jun. With the expansion of our technology distribution students will be able to participate in live (real-time) interaction with teachers, engage in instructional videos and follow a structured schedule allowing virtual interactions with whole classes, groups of students, and individualized support.
- Parents may apply for their children to participate in our all-virtual model based through the parent portal in Genesis.
- Teachers in our all-virtual model will be certificated staff from Monroe Township School District. These teachers will meet the same professional expectations that we have for their peers, and we'll seek ways to ensure that eFalcon students can participate remotely in activities and experiences with hybrid model learners

Middle School

- Our middle school will operate in person on a four-hour schedule, 8:10am to 12:10pm, five days per week: Mon., Tue., Wed., Thu., and Fri.
- Beginning April 12, 2021, cohorts will be combined and students will attend all days.
- November 2020 through April 2021, students were placed in Gold and Purple cohorts and attended in person 2-3 days per week.
- On Mon. - Fri., after the dismissal of their in-person cohort, our teachers will work directly with our remote cohort. Our remote cohort will have engaged in assigned, independent, Standards-based work earlier in the day; an abbreviated schedule will run the PM, our teachers will interact with students online.

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- For children whose parents opt to have 100% remote-schooling we'll provide a structured schedule that will parallel that of our in-school cohort. Monroe Township School District teachers will be their instructors.
- Children in both cohorts will participate in related arts and receive supplemental instruction in all areas, including E.S.L (English-as-a-second -language) support.
- Our full remote model—eFalcon 100% remote model—will differ from our models that were in place from mid Mar. through Jun. With the expansion of our technology distribution students will be able to participate in live (real-time) interaction with teachers, engage in instructional videos and follow a structured schedule allowing virtual interactions with whole classes, groups of students, and individualized support.
- Parents may apply for their children to participate in our all-virtual model based through the parent portal in Genesis.
- Teachers in our all-virtual model will be certificated staff from Monroe Township School District. These teachers will meet the same professional expectations that we have for their peers, and we'll seek ways to ensure that eFalcon students can participate remotely in activities and experiences with hybrid model learners.

Monroe Township High School

Monroe Township High School will open in phases.

- PHASE 1- (approximately 3-4 weeks long)
 - o ALL high school students will be learning virtually on a four hour schedule, 7:27-11:27, five days per week, Mon.- Fri.
 - o Twenty-five percent of the student body (about 600 students) will be invited to participate in virtual learning while inside the school building. They will receive the same exact instruction as students learning virtually from home.
 - o Identified students will come from all different populations of students including general education and special education.
 - o Special education students will have access to modifications required by law via the IEP. Identified general education students will have access to needed resources in the building such as an ELL teacher, teacher mentor, 504 modifications, etc.
- PHASE 2 - (beginning late September/early October)
 - o ALL high school students will be learning virtually.
 - o The students who were learning from home will be placed into four cohorts of approximately 475 students. Each cohort will be invited to come to the school building 1 or 2 days per week depending on the schedule.
 - o The total number of students in the building each day will not exceed 1100 students.
 - o Any student/parent that wishes to remain on full remote learning may do so.

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o The daily schedule remains the same

Beginning April 12, 2021, cohorts will be combined and students will attend all days.

SAMPLE DAILY/WEEKLY SCHEDULES

Sample Kindergarten weekly schedules can be found on the .

Sample eFalcon Full Virtual Gr. 1-5 Weekly Schedule

4 Hour AM Session	<p style="text-align: center;">eFalcon</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Elementary Schedule <input type="checkbox"/> Virtual Instruction in Math, ELA, Science, Social Studies <input type="checkbox"/> Virtual Related Arts <input type="checkbox"/> Virtual Related Services
LUNCH	
1 HOUR PM Session	<p style="text-align: center;">eFalcon</p> <p>One to One/Small Group Sessions with Independent Work, Intervention, Enrichment</p>

Sample Blended Learning Gr. 1-5 Weekly Schedule

	Virtual Students	In person students
4 Hour AM Session	<ul style="list-style-type: none"> •Students engage in assignments or tasks assigned during the in-person days •Virtual interactions with Math and ELA interventionist, Reading 	<ul style="list-style-type: none"> •Face to Face Instruction •Students attend a complete 8 period schedule in their elementary school

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	Specialists, etc.	
	LUNCH	
1 Hour PM Session	<ul style="list-style-type: none"> •Teachers interact virtually with students •Full Class, One to one, small group interactions 	<ul style="list-style-type: none"> •Teachers interact virtually with students •Full Class, One to one, small group interactions

Sample eFalcon Full Virtual
MTMS Weekly Schedule

4 Hour AM Session	<p style="text-align: center;">eFalcon</p> <p>Complete 6 Period Schedule</p> <p>Virtual instruction for All Subjects</p> <p>Virtual Related Services</p>
LUNCH	
2 HOUR PM Session	<p style="text-align: center;">eFalcon</p> <p>One to One/Small Group Sessions with teachers, enrichment, intervention, independent work.</p>
90 Minute Tuesday/Thursday	Remote Clubs and Activities

Sample MTMS Blended Learning
Weekly Schedule

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	In person students	Virtual students
4 Hour AM Session	<ul style="list-style-type: none"> •Face to face instruction at MTMS •Students complete 6 period schedule in person (no in school lunch) 	<ul style="list-style-type: none"> •Students work from home on assignments and/or tasks assigned during in person instructional days •Virtual interactions with interventionists/support staff.
	LUNCH	
2 Hour PM Session	<ul style="list-style-type: none"> •Virtual interactions with teachers to review work completed independently and prepare for the next day. 	<ul style="list-style-type: none"> • Virtual interactions with teachers to review work completed independently and prepare for the next day.
	90 Minutes After School Activities- Tuesday/Thursday	

Sample MTHS Weekly Schedule

4 Hour AM Session	SCHOOLGY
	Students attend classes virtually or in-person following A/B Block Schedule
	Break Out Rooms/Students work on Assignments/Group Work
LUNCH and TRAVEL HOME	

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75 min PM Session	<p style="text-align: center;">SCHOOLGY</p> <p>One to One/Small Group Sessions</p> <p>independent work, Enrichment, Interventions</p>
60 Minute	Remote Clubs and Activities

INSTRUCTIONAL SUPPORTS

Multi-tiered Systems of Support (MTSS) – A School-wide Framework for Selecting, Delivering, and Evaluating the Success of Student Supports and Interventions

1. Multi-Tiered Systems of Support (MTSS) is a systematic approach to prevention, intervention, and enrichment in grades PK-12 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. Monroe Township School District uses a collaborative team approach that allows ALL students to be successful academically, socially and emotionally in the least restrictive environment by making meaningful progress as determined by multiple assessments, data analysis, and research-based interventions.
2. Our strong core instructional program ensures all students receive the highest quality, equitable educational experience. Teachers, academic and behavior interventionists, parents, and administrators work collaboratively to support students in the learning process and provide targeted student interventions based on individual learning needs. This is done through utilizing a variety of evidence-based practices designed to improve achievement and promote positive student outcomes. Through regular progress monitoring of student performance using a variety of assessment data (including but not limited to universal screening tools, pre-assessments, post-assessments, formative data, and observations), teams will continue to make data-driven decisions to provide a continuum of supports, interventions, and coaching to accelerate student learning when an opportunity gap is determined. Students will continue to receive small group instruction and one-on-one interventions virtually as appropriate.

Curriculum, Instruction and Assessments

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Because Monroe Township School District is committed to providing the highest quality educational experience for all students, the following supports will continue to be in place regardless of the nature of the learning environment:

Curriculum:

- ☐☐ Continue to monitor the effects of pandemic-era learning environments on the pacing of instructional delivery, and adjust as needed to ensure all students meet grade-level and content-specific NJSL standards;
- For administrators, continue to be aware of adjustments being made, and support teachers in making appropriate shifts in teaching and learning;
- Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction, and to continue to develop and build skills essential in this ever-changing, evolving world, especially in remote and hybrid learning environments;
- Review and update (as applicable) data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology to ensure these policies adequately address home use of devices.
- Based on the supply and demand for devices and internet accessibility, facilitate virtual learning as necessary.
- Determine structures for the collaborative creation of content for virtual learning (i.e., district-created, teacher-created, and a mixture of district-created and teacher-created). The implementation of Blended Learning/Remote Instructional teams to identify and organize resources for teachers in a weekly pacing guide.
- Utilize Google Suites, Microsoft 365, Schoology, in addition to other district-approved technology, K-12 to facilitate online learning, manage coursework online, and communicate with students, to minimize the number of online platforms used to reduce the learning curve for students and teachers and ease transitions between in-person and virtual learning.
- Utilize a vetting process and monitor the tools made available or recommended to ensure that the tools are appropriate for K-12 audiences and aligned to district policies, including data privacy and acceptable use.

Instruction:

- Monroe Township staff continue to plan standards-based lessons to meet the needs of students at various levels, ensuring that teaching and learning are made accessible to students whether in an in-person, hybrid, or virtual learning environment;
- Continue to utilize structures that support high levels of student engagement and foster student ownership of learning, include student “voice & choice”, and promote independent learning by designing learning experiences that utilize technology in the service of learning;

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- Build student understanding by linking together concepts within and across grade-levels and content areas;
- Provide a variety of learning opportunities, including support for struggling learners as well as enrichment activities;
- Leverage student interest;
- Address real-world issues.
- Provide supports that allow students to meet the requirements of grade-level and content-specific learning goals, including a variety of teaching structures (e.g., whole group and small group instruction, individual conferences, adjustment of materials, pacing, and delivery, timely and actionable feedback based on ongoing assessment) to support students' progress toward those goals;
- Provide regular feedback to students and families on expectations and progress based on a variety of assessment indicators;
- Distribute materials, manipulatives and items purchased by the district for at-home activities at no cost to families for all students;
- Plan and implement developmentally appropriate on-line activities for preschool students;
- Recognize the impacts that home and societal environments may have on learning as students re-acclimate to in-person learning and adjust to new instructional models and schedules;

Assessment:

- Review screening tools used at the opening of school, considering the implications of delivering these in a potentially remote learning environment with respect to 1) the logistics of administration, 2) the validity of screening outcome decisions, and 3) the ways in which assessment data can be used to inform instructional decisions;
- Utilize a variety of assessment tools (pre-assessments, formative assessment, interim assessment, student self-assessment, summative assessments) to determine students' strengths and readiness for instruction, particularly as it relates to any learning loss that may have been experienced as a result of school closures at the end of the 2019-2020 school year. This will include assessments that can be delivered in a remote learning environment, including but not limited to: DRA2 Benchmark Assessment; DRA2 Progress Monitoring; DRA2 Word Study; NWEA MAP Assessments; Running Records, Conferencing records for reading and writing; as well as performance-based and project-based assessment.
- Utilize ongoing formative assessment data (e.g., assessments that are administered informally to monitor students' progress toward goals, including student self-assessment) to monitor and adjust instruction;
- Assess the district data on how English Language Learners experienced instruction during remote or hybrid learning (particularly for newcomer students and students with lower English language proficiency levels), and its impact on

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their progress. Utilize this information, along with formative, informative, and NJDOE-required assessment data to plan high-impact instruction;

- Continue to monitor the progress of students with IEPs towards learning goals, and adjust instruction based on ongoing formative and summative assessments.

Grading

Elementary Grading/Assessment

Monroe Township School District will continue to monitor growth of every student throughout this pandemic. In pre-pandemic learning environments Monroe Township School District utilized multiple forms of assessment, the District will continue to utilize these to plan instruction in both the blended learning and full remote environment. Students' progress will be reported at the end of each marking period or trimester. The purpose of these performance reports is to describe students' learning progress based on the districts' curricula aligned to the New Jersey Student Learning Standards.

Middle School and High School Grading/Assessment

- □□ The district values quality learning experiences and plans to deliver those experiences to students in virtual and hybrid environments. Those experiences include measuring students' progress in mastering standards. This will be equivalent for virtual and hybrid students.
- Grades will be issued and Genesis will be open.
- Assessments will be equivalent in virtual and hybrid environments. We are currently identifying resources and developing processes to ensure a fundamental fairness between the different models.
- No student should be disadvantaged in grades/GPA due to the selection of one model over another.

Data Analysis

- Facilitate opportunities to create structures that support a staff culture committed to collaborative analysis of data to confirm or refute hypotheses, inform additional questions that need to be answered, and to establish next steps;
- Incorporate meaningful and appropriate assessment strategies into the strategic plan in order to evaluate the needs of students, and for the planning of instruction;
- Because students will need time to adjust to the school environment, which may look different than what they have previously known, it is imperative to consider the social and emotional elements of learning as a focal point prior to the start of assessments to ensure the conditions for students to demonstrate their proficiency and receive instruction are optimized.

Instructional Staff Should:

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

TECHNOLOGY

Monroe Township Access to Technology: Supplement gaps in student access to devices and internet connectivity. Deploy available devices to students without technology or connectivity to avoid exacerbating existing achievement gaps to the greatest extent possible. Consider making tools and resources platform-agnostic to increase access to resources for students who may not have dedicated devices for virtual learning.

Technology and Connectivity

- Monroe Township School District will strive to ensure that every student has access to a device and internet connectivity and prioritize the provision of technology, or, alternatively, in-person instruction, to students that are otherwise without access.
- Monroe Township School District has utilized funding from a variety of sources including grant funding and general budget funds to increase technology access at the PK-8 level. Chromebooks have been purchased to support students who need a dedicated device as a part of their virtual learning experience. These devices will be loaned out from the schools and when schools return to being open at full capacity, these devices will be housed in carts within the buildings.
- Monroe Township School District utilizes Google Classroom (K-8) as a virtual learning platform and Schoology, Learning Management System (LMS) in Monroe Township High School. These platforms will provide teachers, students, and parents a common platform for locating learning resources and assignments. All online instruction will be done using these platforms.

SPECIAL EDUCATION

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Every child and adolescent with a disability is entitled to a free and appropriate education and is entitled to special education services based on their individualized education program (IEP). Students receiving special education services may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.

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Appendix O

Staffing

As required by the NJDOE Guidance and referenced in the District's Plan – Sections B.4., B.5., and B.6., Monroe Township School District will outline the roles of staff members and support services for staff members.

Staff Support: The district will support its staff members:

- By providing a working environment which makes the safety of staff and students a priority.
- By reducing in person daily cohort class rosters based on current physical distancing guidelines and classroom square footage.
- By providing information to staff members and responding to their questions and concern.
- By providing necessary PPE, guidance and assistance when and wherever necessary.
- By providing adequate planning time to meet the uniqueness of the circumstances brought on by COVID-19.

Role of Paraprofessionals: The school district will consider access and equity for all staff to ensure continuity of student learning.

- All paraprofessionals are expected to report to school for in person instruction when school is in session, the building is open and students are assigned to report.
- Paraprofessional who are providing individual instruction and work with small groups of students under the supervision of a special education and or general education teacher will follow their normal schedule.
- Paraprofessional who take care of student physical needs, will follow their normal schedule.
- Paraprofessionals who monitor individual and/or groups of students in a variety of settings (e.g. rest rooms, playgrounds, hallways, bus loading zones, cafeteria, emergency drills, etc.) will follow their normal schedule.
- Paraprofessionals will assist identified students with all aspects of toileting (e.g.) in/out of wheelchair positioning students, toilet training, diapering, etc.), to maintain student's personal hygiene, as assigned.

Professional Development

Because teachers' roles in supporting students' acclimatization to pandemic-era learning environments is so critical, the following professional learning opportunities will be

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considered to support teachers through Monroe Township's extensive professional development program including building based professional development, in-service days prior to opening schools, on-demand professional development throughout the school year, and through yearlong professional development that is focused on technology and social emotional learning:

- Become familiar with district online protocols and platforms;
- Become familiar with modified and/or new assessment tools and procedures that will need to be utilized in a remote learning environment;
- Become familiar with high-quality online resources that support student learning;
- Explore impactful predictable routines and structures for students in a virtual learning environment that will maintain high levels of student engagement, including clear expectations for remote and in-person students;
- Explore instructional methods that maintain high levels of students' engagement, including but not limited to the use of "office hours" for additional support, synchronous whole and small group lessons, the use of technology to provide asynchronous learning experiences;
- Explore ways in which to deliver instruction focused on the maintenance of good practice in digital citizenship;
- Provide regular time to collaborate with colleagues, both within and across buildings in order to ensure consistency of practice, coordination of assignments, cross-curricular learning opportunities, and common lessons and modules.

Planning professional development for reentry and virtual openings to the 2020-2021 school year began in March 2020. The district has developed web based trainings in commonly utilized technology, developed a multi-day fully virtual new teacher orientation, and had developed training modules in best practices in remote/distance learning. The themes for the district yearlong professional development include technology and social emotional learning. Staff has already selected and planned for the October in-service day and the remaining days will be organized this Fall.

Mentoring and Induction:

- One-to-one mentoring must be provided to novice provisional teachers by qualified mentors.
- Mentoring must be provided in both a hybrid and fully remote learning environment.
- Induction must be provided for all novice provisional teachers and teachers new to the district.
- Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
- Mentors and novice provisional teachers should agree upon the scheduling, structure and communication strategies they will use to maintain the mentoring experience.

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- Use online collaborative tools to remain connected to other mentors, new teachers and administrators to maintain a sense of communal support.

Teacher Evaluation

- Monroe Township School District will modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
- Monroe Township School District will develop observation schedules with a hybrid model in mind.
- Monroe Township School District will consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures which may be impacted by a hybrid or fully remote system.
- Monroe Township School District will consider the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities which occur in individual schools

Technology Survey to parents

Monroe Township School District conducted a technology needs assessment in the Spring of 2020 to identify internet access and device related access within the district. Monroe Township School District will conduct an updated needs assessment in August of 2020 to inform expanded technology distribution for the 2020-2021 school year.

Grading and Assessment Protocols

For the purposes of this document, the different assessment types are defined as follows:

Pre-assessment: Assesses a student's strengths, weaknesses, knowledge, and skills prior to instruction of new units.

Formative: A planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.

Interim: A comparison of student understanding or performance against a set of uniform standards within the same school year at periodic intervals, frequently at the end of a grading period. It may contain hybrid elements of formative and summative assessments, or a summative test of a smaller section of content, like a unit or semester.

Summative: A comparison of the performance of a student or group of students against a set of uniform standards to measure a student's achievement at the end of instruction.

Summative assessments are not appropriate for evaluating the needs of students and planning instruction; therefore, educators should focus on locally developed pre-assessments and formative assessments upon returning to school. In the absence of spring 2020 summative assessment data, school districts should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts. Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation

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of student strengths and 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.

Communication: Clear and consistent communications with stakeholders are vital to successful implementation. Recognizing that flexibilities in implementation come with unique challenges, craft a strong communications plan to share strategies and rationale with parents and other members of the local education community.

Determine Appropriate Assessment Tools: Develop an inventory of various assessment tools available and determine which would be most appropriate to utilize in order to evaluate student strengths and areas for improvement per the hypotheses made based on the available student performance data.

Develop Assessment Strategy: At the start of an instructional unit, based on the student data available, create a strategy that test the hypotheses made based on the available student performance data by carrying out instructional changes that are likely to increase student learning, and use appropriate assessment tools to gather more, current student performance data. Restart the feedback loop by collecting and interpreting the new student performance data to evaluate the impact of instructional changes and make further hypotheses.

Professional Development: Provide educators and parents with guidance to support assessment and data literacy.

Educator Planning Time: Educators will require opportunities to collaborate and plan for developing pre-assessments which will complement the initial instructional units that will be covered as schools reopen in the fall.

Data Analysis: Facilitate opportunities to build-up staff culture for collaborative analysis of data to confirm or refute hypotheses, inform additional questions that need to be answered, and to establish next steps.

Students will need time to adjust to the school environment, which may look different than what they have previously known. Social and emotional elements of learning will be an important focal point to consider before students are assessed to ensure the conditions for students to receive instruction and demonstrate their proficiency are optimized.

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Appendix P

Athletics

As required by the NJDOE Guidance and referenced in the District's Plan – Section B.7., Monroe Township School District will develop protocols for athletics.

**All recommendations are to be used for each sport to submit individual plan to the Athletic Director

Transportation (follow the guidelines laid out by the transportation subcommittee)

Training The district will:

- Follow recommendations of NJSIAA.
- Temperature check all individuals prior to training.
- Ensure coaches record each player who enters practice each day.
- Sanitize area prior to entering field and when exiting by custodial staff.
- Ensure masks are worn when not competing or socially distanced.
- Mark off designated spots for players to put equipment and rest.
- Make an emphasis on small group training whenever possible.
- Ensure players are ready to train when entering field (exception putting on cleats).
- Players should not share equipment. Coach should assign each player a shirt color to wear each day.
- Rotate areas in which players take breaks.
- Ensure athletes bring individual water bottles.
- Ensure adequate water breaks.
- Ensure equipment is cleaned after each session (Coaches).
- Masks will be worn when entering complex and leaving.
- Provide each sport with one practice location each day.
- Ensure a minimum of 2 coaches at each game and practice session.

Competition (Home) The district will:

- Follow recommendations of NJSIAA.
- Conduct screenings and temperature checks prior to entering field.
- Sanitize prior to entering field and when exiting.
- Ensure masks are worn when not competing.
- Use of chairs placed socially distant for all players, sanitized after each session.
- Ensure players do not share equipment.
- Ensure coaches are responsible for picking up and cleaning equipment after each session.
- Ensure masks worn when entering and leaving complex.
- Ensure no handshakes (come up with universal sign of sportsmanship).
- Ensure teams are placed on opposite sides of field.

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- Potentially limit the number of players on the sideline dressed for competition.
- Potentially no fans or limit the number of fans.

Locker room The district will:

- Follow state guidelines and NJSIAA.
- Recommend no locker rooms used.
- If locker rooms are required, they will be disinfected daily.
- Ensure athletes keep clothes in a bag (in locker) and bring them home daily.
- Ensure masks must be worn inside locker room.
- Ensure everyone uses hand sanitizer prior to entering and when leaving area.
- Limit number of teams at one time (recommended to limit use of locker room).

Sub Varsity Sports

- Freshmen and JV teams will have fewer games, practices and participants in order to safely manage our programs.
- Games will be determined by opponent availability and the NJSIAA recommendations set to come out at the beginning of August.
- Freshmen and JV teams will need to practice on alternating days so that teams can be efficiently monitored.
- Follow NJSIAA Guidelines.

Middle School

- Fall Sports will be Intramural with a small potential for interscholastic (maybe one or two games)
- Follow guidelines for what students have to do to come to school.
- Parents would be responsible for bringing the athlete back to school at 3pm and picking up after practice.
- Players need clearance by a doctor to return after a failed screening.
- All equipment will be cleaned between sessions.
- All athletes are required to bring their own water labelled with their name to practices/games, minimum 32 ounces.
- Tryouts will be conducted with smaller groups of students for an extended period of time.

Check in for sessions

- Coaches will identify a groups of students which will attend each practice session.
- Students will need a mask and labeled bottles of water before checking in.
- Students will check in following same guidelines developed for entry to school.
- Athletic trainers and coaches from all sports will be involved in the check in. Some will be checking in students and others monitoring the students who have cleared the check in process making sure students are socially distanced and wearing a mask.
- Once Check in has been completed, teams will be led out to the field for practice.

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Virtual Sessions will occur during the virtual time period August 29 – September 13 for high school and September 8 – September 13 for Middle School. The same will be true if we have to go into virtual practices during the season.

Resources will be available to all coaches and athletes through the district website.

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Appendix Q

Remote Learning Options for Families

The school district should have developed protocols and draft Policy Guide 1648.02 addressing the anticipated minimum standards as required by the NJDOE Guidance titled “Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021”.

District Protocols

1. Create a Genesis form for parent access that has the attached four questions.
 - a. How many children do you have enrolled in the Monroe Township School District Kindergarten through grade 8?
 - b. How many devices does your household have that you are using for remote learning (do not include cell phones)?
 - c. What is the primary device your child(ren) use for remote learning?
 - d. Does your household currently have access to broadband internet (i.e. Verizon, Cablevision, Comcast)?
2. Create a **Device Request Microsoft Form** for school principals. This form will be used by principals to request a student device. The form will auto email **Dr. Layman** and **Director of IT**.
3. Create an **online spreadsheet** to document/inventory all devices that are loaned to students. This will include student ID, device type, model, serial number, etc. This **online spreadsheet** will be maintained by **Technology Department**.

INITIAL DISTRIBUTION OF DEVICES

1. The parent survey will help us determine the initial households that need devices. The tech department will begin issuing devices, pulling Chromebooks from student carts at individual schools. Once we know the number of devices needed we can choose which schools/carts we can pull from.
2. All information will be documented in the **online spreadsheet**.
3. We will need to coordinate a pickup time/date with school principals so parents/guardians can pick up devices.

SECONDARY DISTRIBUTION OF DEVICES

4. After the initial distribution of devices we will use the **Device Request Microsoft Form** for any future distribution of devices.
5. Any device that is loaned to a family will be documented in the **online spreadsheet**.
6. Director of Security will be notified of any device drop-offs that are needed. Parents should also have the option of coming to the individual school to pick up the device.

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Section	Title	Link
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President’s Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana

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	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/buses-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
Section	Title	Link
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus

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	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/
Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/evaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml

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	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf

Policy and Funding

Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Section	Title	Link
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bsol/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf

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	Emergency Procurement Guidance	
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualprofessionallearning.shtml
Section	Title	Link
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml

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Education (CTE)		
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html