



## Restart and Recovery Plan to Reopen Schools



**Sparta Township**  
*Public Schools*

Mr. Patrick McQueeney,  
Acting Superintendent of Schools

Fall 2020



# RESTART & RECOVERY PLAN

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## Introduction

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

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

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

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

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

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



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

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

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



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## THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

A. Conditions for Learning

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

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

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

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

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



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

## Ten Critical Areas of Operation

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





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

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

- b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan



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- (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
- (2) Face coverings will be required for all students, visitors, and staff unless it will inhibit the individual's health. Exceptions to requirements for face coverings shall be as follows:
  - (a) When doing so would inhibit the individual's health.
  - (b) When a student is in extreme heat outdoors.
  - (c) When a student is in water.
  - (d) If a student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of a face covering.
  - (e) If a student is under the age of two (2), due to the risk of suffocation.
  - (f) When a student is eating or drinking.
  - (g) If or when anyone has trouble breathing or is unconscious, is incapacitated, or is otherwise unable to remove the face covering without assistance (e.g., face coverings should not be worn by Pre-K students during nap time).
  - (h) The student is engaged in high intensity aerobic or anaerobic activities.
  - (i) During gym and music classes when individuals are in a well-ventilated location and able to maintain a



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physical distance of six feet apart (see number 2 below).

- (j) When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task (for example, students operating machinery in which face coverings may get caught).
- (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.
  - (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).



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- (7) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
  - (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

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

- (1) If the school district is providing transportation services on a school bus, a face covering must be worn by all students who are able to do so upon entering the bus.
- (2) Accommodations for students who are unable to wear a face covering due to health related concerns, 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

- (1) The Board's Plan should establish the process and location for student and staff health screenings.
- (2) If physical distancing (six feet apart) cannot be maintained for individuals in line waiting to enter or exit a building, face coverings shall be worn while in the line.



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- (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.

- (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



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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.
  - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of



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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) When doing so would inhibit the individual's health.
  - (b) When a student is in extreme heat outdoors.
  - (c) When a student is in water.
  - (d) If a student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of a face covering.



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- (e) If a student is under the age of two (2), due to the risk of suffocation.
  - (f) When a student is eating or drinking.
  - (g) If or when anyone has trouble breathing or is unconscious, is incapacitated, or is otherwise unable to remove the face covering without assistance (e.g., face coverings should not be worn by Pre-K students during nap time).
  - (h) The student is engaged in high intensity aerobic or anaerobic activities.
  - (i) During gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart (see number 2 below).
  - (j) When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task (for example, students operating machinery in which face coverings may get caught).
- (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.





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- (2) School officials should engage the expertise of their school nurses on the importance of contact tracing.
- (3) The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

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

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

- (1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
- (2) The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
  - (a) A schedule for increased routine cleaning and disinfection.
  - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. door knobs, light switches, classroom sink handles, countertops).
  - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
  - (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:



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

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

- h. Critical Area of Operation #8 – Meals – Anticipated Minimum Standards Incorporated into the Plan
- (1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board's Plan, if applicable:
    - (a) Stagger times to allow for social distancing and clean and disinfect between groups.



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

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

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

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



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- (g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
  - (i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.
  - (ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
- (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.
- (3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

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

- j. Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours – Anticipated Minimum Standards Incorporated into the Plan
  - (1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.
  - (2) The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

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



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## 2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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

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

\_\_\_ Not Being Utilized

\_\_\_ Being Developed by School Officials

X Currently Being Utilized

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b. Multi-Tiered Systems of Support (MTSS)

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

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

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c. Wraparound Supports

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

☐ Not Being Utilized

☒ Being Developed by School Officials

☐ Currently Being Utilized

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d. Food Service and Distribution

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

☐ Not Being Utilized

☐ Being Developed by School Officials

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☒ Currently Being Utilized

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e. Quality Child Care

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

☐ Not Being Utilized

☒ Being Developed by School Officials

☐ Currently Being Utilized

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

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

[\[See Appendix L – Restart Committee\]](#)

## 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





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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;
  - (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.



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- (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
  - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
  - (6) Providing necessary communications to the school community and to the school district.
  - (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[\[See Appendix M – Pandemic Response Team\]](#)

## 3. Scheduling

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



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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 the classroom receive instruction. School officials may:
  - (1) Provide teachers common planning time.
  - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
    - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
    - (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.



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- (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
  - (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[\[See Appendix N – Scheduling of Students\]](#)

## 4. Staffing

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



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- 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.

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



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- 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.).
  - (11) Instruct and maintain good practice in digital citizenship for all students and staff.



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



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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 an 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.
  - (2) Consider student grouping to maintain single classroom cohorts.
  - (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
  - (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
  - (5) Provide real-time support during virtual sessions.
  - (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
  - (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.



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- (8) Lead small group instruction in a virtual environment.
- (9) Facilitate the virtual component of synchronous online interactions.
- (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

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

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).



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



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

## 7. Athletics



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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.

[\[See Appendix O – Athletics\]](#)

## C. Policy and Funding

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

### 1. School Funding

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

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

### b. School District Budgets

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

### c. School Funding



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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.

D. Continuity of Learning

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



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

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

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

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
  - a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
  - b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
  - c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
    - (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
    - (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.





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- (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- (5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.
- (6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

## 2. Technology and Connectivity

- a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.
- b. Districts should:
  - (1) Conduct a needs assessment.
  - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.



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

## 3. Curriculum, Instruction, and Assessment

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



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



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

## (3) Assessment

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

## 4. Professional Learning

- 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.



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- 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 stakeholders, 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.
- e. Evaluation



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- (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**



**Sparta Township**  
*Public Schools*

**Sparta Twp. Public Schools  
Board of Education**

**Fall 2020**

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# RESTART & RECOVERY PLAN

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## Appendix A

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

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

- a. Protocol for High Risk Staff Members
- b. Protocol for High Risk Students
  1. The school nurse will be the point person for responding to COVID-19 concerns.
  2. Protections for staff and children at higher risk for severe illness from COVID-19.
    - 2.1. Among adults, the risk for severe illness from COVID-19 increases with age, with older adults at highest risk. For example, people in their 50s are at higher risk for severe illness than people in their 40s. Similarly, people in their 60s or 70s are, in general, at higher risk for severe illness than people in their 50s.
    - 2.2. People of any age with the following conditions are at increased risk of severe illness from COVID-19:
      - Chronic kidney disease
      - COPD (chronic obstructive pulmonary disease)
      - Immunocompromised state (weakened immune system) from solid organ transplant
      - Obesity (body mass index [BMI] of 30 or higher)
      - Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
      - Sickle cell disease
      - Type 2 diabetes mellitus
    - 2.3. Reasonable accommodations will be made for students at increased risk of severe illness that limit their exposure risk (e.g., fully remote learning).
    - 2.4. Reasonable accommodations will be made for staff at increased risk for severe illness that limit their exposure risk (e.g., telework, modified job responsibilities).
    - 2.5. Reasonable accommodations will also be made for:
      - 2.5.1. Medically fragile students with Individualized Education Programs (IEPs);
      - 2.5.2. Students with complex disabilities with IEPs; or
      - 2.5.3. Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).
    - 2.6. Currently there is limited data and information about the impact of underlying medical conditions and whether they increase the risk for severe illness from



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COVID-19. Based on what CDC knows at this time, people with the following conditions might be at an increased risk for severe illness from COVID-19:

- Asthma (moderate-to-severe)
- Cerebrovascular disease (affects blood vessels and blood supply to the brain)
- Cystic fibrosis
- Hypertension or high blood pressure
- Immunocompromised state (weakened immune system) from blood or bone marrow transplant, immune deficiencies, HIV, use of corticosteroids, or use of other immune weakening medicines
- Neurologic conditions, such as dementia
- Liver disease
- Pregnancy
- Pulmonary fibrosis (having damaged or scarred lung tissues)
- Smoking
- Thalassemia (a type of blood disorder)
- Type 1 diabetes mellitus



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## Appendix B

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

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

a. Social Distancing in Instructional and Non-Instructional Rooms

1. Social or physical distancing means staying at least six (6) feet (about two arms' lengths) from other people.
2. Seating/desks in classrooms will be spaced to maximize the amount of social distancing available. Desks will be arranged to create 3 - 6 feet of space between seated students. Desks are to be turned to face the same direction rather than facing each other. Students at tables are to sit on only one side.
3. When this physical distance is difficult or impossible in a classroom (e.g., when students or staff are moving about the room), face coverings must be worn. (See Appendix E, c.)
4. Avoid close group learning activities (e.g., reading circles).
5. Consider keeping classes together to include the same group of students each day as cohorts. Limit mixing between groups/cohorts, if possible.
6. Larger rooms (i.e., auditorium, cafeteria, gymnasium, library) may be used as remote learning spaces with social distancing or physical barriers in place between students.
7. Encourage use of outdoor spaces for classes, when seasonally appropriate.

b. Procedures for Hand Sanitizing/Washing

1. Teach and reinforce handwashing with soap and water for at least twenty (20) seconds and model frequent practice among students and staff.
2. Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately.
3. If soap and water are not readily available, hand sanitizer that contains at least sixty (60) % alcohol should be used.
4. Build in the practice of handwashing during transition times, when feasible.
5. Provide adequate supplies for healthy hygiene behaviors, including soap, hand sanitizer with at least sixty (60) percent alcohol, paper towels, tissues, disinfectant wipes, no-touch trash cans, and face coverings.



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## Appendix C

### Critical Area of Operation #3 – Transportation

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

- a. Student Transportation
  - b. Social Distancing on School Buses
1. Create physical distance between students on school buses by reducing capacity of buses by 50%.
  2. Face coverings are required for all passengers. Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need. (See Appendix E, c.)
  3. Encourage students to sit away from the aisle to increase physical distance.
  4. Assigned seating may assist in ensuring that such practices are followed consistently.
  5. Install clear physical barriers around the driver to mitigate risk of spread.
  6. Bus drivers should limit close contact with others by maintaining a distance of at least six (6) feet, when possible; avoid touching surfaces often touched by passengers.
  7. Provide tissues and no-touch disposal receptacles for use by bus drivers and passengers.
  8. Provide disposable disinfectant wipes so that surfaces commonly touched by the bus driver and passengers can be wiped down. Use gloves if required to touch surfaces contaminated by body fluids.
  9. Clean and apply disinfectant to school buses at least daily, if possible between routes, using electrostatic cleaning and disinfection tools as provided. It may be necessary to provide additional training to the personnel responsible for cleaning and applying disinfectant to school buses.
  10. Transportation vendors will be required to provide the district with their health and safety protocols for review.



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## Appendix D

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

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

a. Location of Student and Staff Screening

1. Daily screenings will be conducted at home for students and staff. Students will verify screenings via forms submitted biweekly. Staff will verify screenings via forms submitted weekly.
2. Once students report to their first class of the day, teachers are to conduct a visual inspection of the group for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, cough, or extreme fussiness. If this indicates a student is not well, the main office is to be contacted for direction as to where to take the student for medical consultation.

b. Social Distancing in Entrances, Exits, and Common Areas

1. Install physical barriers, such as plastic guards and partitions, in areas where it is difficult for individuals to remain at least six (6) feet apart (e.g., desks for reception, administrative assistants, nurses, CST, and guidance; food service areas; restroom sinks and urinals; small group instruction; bus rows).
  2. Install physical guides, such as tape on hallways or sidewalks and signs on walls, to help ensure that staff and students remain at least six (6) feet apart in lines and at other times.
  3. Install one-way signage in stairwells and hallways, where appropriate.
  4. Stagger use of communal shared spaces such as cafeterias and playgrounds; clean and apply disinfectant between uses.
  5. Limit access to lockers, when feasible, to keep traffic in the hallways within social distancing protocols.
  6. Avoid crowds in restrooms by limiting the number of students who can enter at a time. Prop doors open to avoid touching handles, where feasible.
  7. Post signs in highly visible locations (e.g., school entrances, restrooms, offices) that promote everyday protective measures, and describe how to stop the spread of germs (e.g., properly washing hands and properly wearing a cloth face covering).
  8. Broadcast regular announcements on reducing the spread of COVID-19 on public address systems.
  9. Include messages about behaviors that prevent the spread of COVID-19 when communicating with staff and families (e.g., websites, emails, social media).
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## Appendix E

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

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

#### a. Screening Procedures for Students and Staff

1. Daily screenings will be conducted at home for students and staff. Students will verify screenings via forms submitted biweekly. Staff will verify screenings via forms submitted weekly.
2. Once students report to their first class of the day, teachers are to conduct a visual inspection of the group for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, cough, or extreme fussiness. If this indicates a student is not well, the main office is to be contacted for direction as to where to take the student for medical consultation.
3. Staff members and students should not come to school if they are sick.
4. Staff members and students should notify the school nurse if they become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case.
5. School nurses and other healthcare providers should use CDC standard and transmission-based precautions when caring for sick people.

#### b. Protocols for Symptomatic Students and Staff

1. Students and staff who exhibit symptoms related to COVID-19 while in school must be safely and respectfully isolated from others in an identified isolation room separate from the nurse's office. Students are to remain with continued supervision and care (e.g., continuous monitoring of symptoms) until picked up by an authorized adult.
2. Individuals who exhibit symptoms related to COVID-19 should be sent home or to a healthcare facility depending on how severe their symptoms are, and follow CDC guidance for caring for oneself and others who are sick. If an ambulance is being called or someone is being brought to the hospital, try to call first to alert them that the person may have COVID-19.
3. Results must be documented when signs/symptoms of COVID-19 are observed. Follow current communicable disease service guidance for illness reporting.
4. If the school district becomes aware that an individual who has spent time in a district



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facility tests positive for COVID-19, officials must immediately notify local health officials to discuss notification of staff and families of a confirmed case while maintaining confidentiality.

5. Sick staff members or students should not return until they have met CDC's criteria to discontinue home isolation.
6. If someone tests positive for COVID-19, the written protocols detailing the district's response for symptomatic students and staff including contact tracing must be followed.
  - 6.1. Upon notification that a resident has tested positive for COVID-19, the local health department will call the school district to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least ten minutes.
  - 6.2. The district shall assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts.
  - 6.3. Contract tracing procedures including records of groups/cohorts, assigned staff, and daily attendance will be developed in collaboration between school nurses and the county health department.
  - 6.4. The school district shall ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them.
  - 6.5. School administrators, school safety specialists, counselors, and any other staff deemed appropriate by the district, will be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.
  - 6.6. Readmittance procedures will be consistent with Department of Health information for schools and communicable disease service guidance.
  - 6.7. [Department of Health Guidance for cases in school districts](#) (subject to change)

## c. Protocols for Face Coverings

1. All staff, students, and visitors are required to wear face coverings indoors, and in outdoor public spaces. Exceptions to requirements for face coverings shall be as follows:
  - 1.1. When doing so would inhibit the individual's health.
  - 1.2. When a student is in extreme heat outdoors.
  - 1.3. When a student is in water.
  - 1.4. If a student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of a face covering.
  - 1.5. If a student is under the age of two (2), due to the risk of suffocation.
  - 1.6. When a student is eating or drinking.



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- 1.7. If or when anyone has trouble breathing or is unconscious, is incapacitated, or is otherwise unable to remove the face covering without assistance (e.g., face coverings should not be worn by Pre-K students during nap time).
- 1.8. The student is engaged in high intensity aerobic or anaerobic activities.
- 1.9. During gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart (see number 2 below).
- 1.10. When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task (for example, students operating machinery in which face coverings may get caught).
2. Face coverings are the responsibility of the wearer and must:
  - 2.1. Fully cover the nose and mouth and be secured under the chin;
  - 2.2. Fit snugly but comfortably against the side of the face; and
  - 2.3. Be secured with ties or ear loops.
3. Parents are strongly encouraged to check the face coverings their students are wearing before they attend school and assure they meet the standards above.
4. If students or staff forget their face coverings on a given day, a disposable one may be provided by the school, supplies permitting. Continued failure to bring face coverings to school will be addressed by the administration.
5. Enforcing the use of face coverings at all times may be impractical for some young children or individuals with disabilities. Occasional breaks may be needed in classrooms for students and staff, but only when all are seated at least 6 feet apart. Staff are encouraged to use their best judgment.
6. Individuals should be reminded not to touch the face covering and to wash their hands frequently. Provide information to staff, students, and families on proper use, removal, and washing of cloth face coverings.
7. Face coverings should not be placed on children younger than two (2) years old, anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistance.





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## Appendix F

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

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

1. Staff members and students should notify the school nurse if they become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case.
2. School nurses and other healthcare providers should use CDC standard and transmission-based precautions when caring for sick people.
3. Students will have assigned seats in classrooms and on district buses to aid in providing information to the department of health for the purposes of contact tracing.
4. Students and staff who exhibit symptoms related to COVID-19 while in school must be safely and respectfully isolated from others in an identified isolation room separate from the nurse's office. Students are to remain with continued supervision and care (e.g., continuous monitoring of symptoms) until picked up by an authorized adult.
5. Individuals who exhibit symptoms related to COVID-19 should be sent home or to a healthcare facility depending on how severe their symptoms are, and follow CDC guidance for caring for oneself and others who are sick. If an ambulance is being called or someone is being brought to the hospital, try to call first to alert them that the person may have COVID-19.
6. Results must be documented when signs/symptoms of COVID-19 are observed. Follow current communicable disease service guidance for illness reporting.
7. 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 to discuss notification of staff and families of a confirmed case while maintaining confidentiality.
8. Sick staff members or students should not return until they have met CDC's criteria to discontinue home isolation.
9. If someone tests positive for COVID-19, the written protocols detailing the district's response for symptomatic students and staff including contact tracing must be followed.
  - 9.1. Upon notification that a resident has tested positive for COVID-19, the local health department will call the school district to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least ten minutes.
  - 9.2. The district shall assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts.



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- 9.3. Contact tracing procedures including records of groups/cohorts, assigned staff, and daily attendance will be developed in collaboration between school nurses and the county health department.
- 9.4. The school district shall ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them.
- 9.5. School administrators, school safety specialists, counselors, and any other staff deemed appropriate by the district, will be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.
- 9.6. Readmittance procedures will be consistent with Department of Health information for schools and communicable disease service guidance.
- 9.7. [Northwest Region COVID-19 School Community Containment Guidelines](#)



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## Appendix G

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

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

1. Clean and apply disinfectant routinely to frequently touched surfaces and objects (e.g., restrooms, cafeteria tables and chairs, classroom desks and chairs, countertops, sink handles, door handles and push plates, light switches; shared telephones and desktops, shared computer keyboards and mice, handrails, equipment handles, vending machine and elevator buttons, playground equipment, school bus seats and windows) at least daily and between use as much as possible.
2. Develop a schedule with procedures for increased routine cleaning and disinfectant application. These procedures will include two stages: cleaning, which removes dirt and germs from surfaces, and applying disinfectant, which is intended to kill germs on surfaces that remain after cleaning.
3. Develop and post cleaning and disinfectant application checklists in each room and bus with spaces to enter date, time, and employee who performed the cleaning and disinfectant application.
4. Ensure adequate supplies to support cleaning and disinfectant application procedures.
5. Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children. Use products that meet EPA disinfection criteria.
6. Cleaning and disinfection products should not be used near students. Staff should ensure that there is adequate ventilation when using these products to prevent students or themselves from inhaling toxic fumes.



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## Appendix H

### Critical Area of Operation #8 – Meals

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

1. Encourage proper hand washing/sanitizing before and after eating meals.
2. Serve meals in individually pre-packaged containers.
3. Meals will be available for all students each day prior to leaving the school buildings. Students will not be permitted to eat their meals at school or on school transportation.
4. Use disposable food service items (e.g., utensils, containers), where feasible. If disposable items are not feasible, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.
5. If food is offered at any event, have pre-packaged containers for each attendee.
- 6.



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## Appendix I

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

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

1. Stagger recess, when feasible. If two or more groups are participating in recess at the same time, they should have at least six (6) feet of open space between them.
2. Designate specific areas for each class during recess to avoid cohort mixing.
3. Stagger the use of playground equipment and establish frequent disinfectant application protocols.
4. Designate zones, use stations, mark off areas with floor markers, floor tape, flags, etc., for outdoor spaces to ensure separation among students.
5. Encourage proper hand washing or sanitizing immediately after outdoor activities.
6. Stagger use of locker rooms to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces. Clean and apply disinfectant between use.
7. In lieu of using locker rooms, students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
8. Mitigate risk by limiting direct contact with or sharing of equipment (e.g., design lessons with no equipment). If equipment must be shared, clean and apply disinfectant between each use.



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## Appendix J

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

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

1. Adhere to all applicable social distancing requirements and hygiene protocols during any gatherings, field trips, and extracurricular activities.
2. Be aware of local or state regulatory agency regulations related to group gatherings to determine if events can be held.
3. Pursue options to convene athletic events and participation in sports-related activities in ways that minimize the risk of transmission of COVID-19 to players, families, coaches, and communities.
4. Pursue virtual group events, gatherings, or meetings in lieu of field trips, extracurricular meetings, student assemblies, special performances, school-wide parent meetings, etc., as possible. Limit group size to the extent possible.
5. Limit nonessential visitors, volunteers, and activities involving external groups or organizations, as possible. All visitors will be required to complete a health screening form to be reviewed by the school nurse. These will be placed on each school's web page and be made available in hard copy in each school's secure vestibule.
6. School district facilities will be unavailable to outside organizations during the time period of our restart and recovery plans.



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## Appendix K

### Academic, Social, and Behavioral Supports

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

1. Student social, emotional, and mental health will be a priority, especially during the transition to hybrid instruction. Students need to feel connected and secure before academics can take center stage.
2. Schools will assess the social, emotional, and mental health of students at the beginning of the school year and at periodic intervals thereafter.
3. Student needs, once identified, will be shared with the intervention and referral services teams, guidance counselors, CST, or other school-based mental health professionals to develop individualized plans for school-based intervention and family support.
4. Social-emotional learning will be infused regularly into academic lessons and/or provided as stand-alone learning activities during dedicated SEL time periods..
5. Provide guidance counselors, social workers, school psychologists, and student assistance counselors as key resources for social, emotional, and mental health assistance.
6. Consider support groups for students run by school staff or external partners to process emotions (e.g., changes in their lives since COVID-19).
7. Crisis response teams will review and revise school safety and security plans to reflect COVID-19 policies, procedures, and practices.
8. Our community schools approach actively connects students and families with local external resources for social, emotional, mental, and physical health issues. External providers will continue to provide certain on-site health services to our students.
9. Family and student surveys included questions on self-support and training needs.
10. School climate surveys are a regular part of our data gathering and will provide ongoing data for reflection by school safety teams.
11. Provide families with contact information for specific mental health resources that they can access for their children and other family members confidentially.



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## Appendix L

### Restart Committee

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

<b>Name</b>	<b>Role</b>	<b>Name</b>	<b>Role</b>
Patrick McQueeney	Acting Superintendent	Saskia Brown	Director of Student Support Services
Adrienne Castorina	Supervisor of Special Services	Amanda Cronin	AES Teacher
Alexa Griffin	MAS Nurse	Angela Feldmann	HMS Teacher
Angela Deluccia	SHS Media Specialist	Christopher Burns	Asst. Supervisor of Buildings and Grounds
Ann Warhol	Special Services Secretary, SEA Vice President	Christopher Olivo	SHS Security
Brad Davis	SMS Vice Principal	Damon Modula	AES Custodian
Chris Tappen	Supervisor of Buildings and Grounds	Devon Esposito	SHS Nurse
Christine Aloisio	AES Nurse	Jamie Barker	SHS Vice Principal
Danielle Colte	Supervisor of College and Career Readiness	Jane Esposito	SHS School Psychologist
Deborah Gianuzzi	SHS Teacher	Jeff McCarrick	STPD, Det. Sergeant, Parent
Donna Gallagher	HMS Nurse	Kristine Demay	Asst. Business Administrator
Doug Layman	HMS Principal	Lillian Farrell	SMS Nurse
Frank Ciaburri	SMS Vice Principal	Michael Tobin	SHS Teacher
Giuseppe Leone	AES Principal	Niamh Grano	BOE Trustee, Parent
Katie Arbolino	Supervisor of Mathematics	Ron Smith	Business Administrator
Kim Bragg	BOE Trustee, Parent	Patricia Trojanowski	Asst. Supervisor of Transportation





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Laura Meade	SMS Teacher	Ria Gurski	Supervisor of Transportation
Laura Trent	MAS Principal	Robert Kelly	HMS Security
Marisa Wilson	Supervisor of Science	Robert Zywicki	BOE Trustee, Parent
Mary Hassenplug	Supervisor of ELA 6-12	Scott Kercher	Supervisor of SS/WL/ESL
Michael Lauricella	SHS Vice Principal	Steven Rendle	Technology and Network Specialist
Mike Cronin	Coordinator of Technology	Susan Dick	SHS Instructional Aide
Neil Spidaletto	STPD, Chief, Parent	Susan Lorentz	SHS School Psychologist
Peter Miller	AES Assistant Principal	Susan Sawey	SMS Teacher, SEA President
Ronnie Spring	SHS Principal	Suzanne Smith	MAS Teacher
Steve Stoner	SHS Athletic Director	Tara Rossi	Supervisor of Literacy (K-5)
Suzanne Onnembo-Olimpio	Interim Director of Special Services	Tracey Rivera	HMS Assistant Principal
Mike Gregory	Director of District Operations		



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## Appendix M

### Pandemic Response Teams

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

<b>Alpine Elementary School</b>		<b>Helen Morgan School</b>	
<b>Name</b>	<b>Role</b>	<b>Name</b>	<b>Role</b>
Joe Leone	AES Principal	Doug Layman	HMS Principal
Peter Miller	AES Assistant Principal	Tracey Rivera	HMS Vice Principal
Amanda Cronin	AES Teacher	Robert Kelly	HMS Security Guard
Christine Aloisio	AES Nurse	Pete Horuzy	HMS Custodian
Damon Modula	AES Custodian	Joe Parlapiano	HMS Teacher
Heather Yanoff	AES Guidance Counselor	Angela Feldmann	HMS Teacher
Kristi Diklich	AES Teacher	Jen Sawicki	HMS Teacher
Susan Parkes	AES Security Guard	Melissa Bandel	HMS Teacher
		Sonja Benson	HMS Teacher
<b>Mohawk Avenue School</b>			
<b>Name</b>	<b>Role</b>	<b>Name</b>	<b>Role</b>
		Toniann Labar	HMS Guidance Counselor
Laura Trent	MAS Principal	Amy DelCoro	HMS Teacher
		Patti Curtis	HMS Teacher
Dennis Burke	Custodian	Stephanie Bernardo	HMS Media Specialist
Pam Fauerbach	Main Office Secretary	Corrine Pitzer	HMS Teacher
Alexa Griffin	MAS Nurse	Morgan Bleakley	HMS Teacher
Katy Szatkiewicz	Guidance Counselor		
Keith Hannam	Security		
Sue Nademus	MAS Teacher		
Brittney Lukich	MAS Teacher		



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Shannon Sullivan	MAS Teacher	<b>Sparta Middle School</b>	
Marie Parisi	MAS Teacher	<b>Name</b>	<b>Role</b>
Suzanne Smith	MAS Teacher	Lillian Farrell	School Nurse
		John Demko	Security
<b>Sparta High School</b>		Carmel Spelman	Teacher
<b>Name</b>	<b>Role</b>	Michael Gregory	Principal
Amanda Sachenski	Teacher - World Languages	Frank Ciaburri	Vice Principal
Derek Hall	Teacher - Math	Vladmair Javornik	Custodian
Deborah Gianuzzi	Teacher - Music	Blair Scrudato	Guidance
Christy Graham	Teacher - Art	Brad Davis	Vice Principal
Jennifer Kucher-Csatos	Teacher - Art	Jason Kopp	Teacher
Micheal Tobin	Teacher - PE	Michelle Burdette	Teacher
Kenneth Scognamiglio	Teacher - Science	Mary Hassenplug	6-12 ELA Supervisor
Sandra Chiappini	Teacher - TCC	Jenna Mathesius	Guidance
Brent Rivers	Teacher - English	John Obermiller	Teacher
Frank Battaglia	Teacher - Special Ed	Sue Sawey	Teacher/SEA Rep.
Dale Marcino	Secretary - Guidance		
Andrea Langan	Secretary - Main Office		
Devon Esposito	Nurse		
Jenna Valleau	Guidance Counselor		
Sue Vnenchek	Teacher - Math		
Ann Warhol	Secretary - Special Ed		
Angela Deluccia	Teacher - MRC		
Kim Peterson	Secretary/Parent		
Jane Esposito	CST Special Ed/ALIGN		
Sue Lorentz	CST Special Ed		
Kate Brennan	Teacher - English		
Adrienne	Supervisor/Parent		



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Castorina			
Ronnie Spring	Principal		
Jamie Barker	Vice Principal		
Danielle Colte	Supervisor - Guidance		
Mike Lauricella	Vice Principal		
Steve Stoner	Athletic Director		
Scott Kercher	Supervisor		
Jeff Haakmeester	Head Custodian		



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## Appendix N

### Scheduling of Students

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

- a. School Day
- b. Educational Program

#### Remote Learning Option (UPDATED 8/21/2020)

1. **Effective 8/21/2020** - All students with the exception of students with IEPs in self-contained programs will be receiving instruction in a virtual environment until October 30th. Students receiving related services (OT, PT, and Speech) and students participating in Child Study Team Evaluations will be permitted to receive their services and participate in evaluations in person at their respective buildings.
2. **Effective 11/2/2020**
  - 2.1. Students and their families will have the choice of participating in a hybrid instructional model or a virtual instructional model. The hybrid instructional model and the virtual instructional model have been defined below.
  - 2.2. Students choosing to participate in the virtual instructional model will be required to stay in virtual instruction until December 9th.
  - 2.3. A procedure will be utilized for families in the virtual instructional model to transition to the hybrid instructional model after December 9th.
  - 2.4. Students that choose to participate in the hybrid instructional model may choose to transition to the virtual instructional model at any point and time. Once the decision is made to participate in virtual instruction, the students are required to stay in virtual instruction until December 9th.

#### Hybrid Instruction and Assessment

1. K-12 students will attend school for in-person hybrid instruction in two cohorts (A and B) that are composed of students separated alphabetically.
  - 1.1. Cohort A - Students with last names beginning A-K.
  - 1.2. Cohort B - Students with last names beginning L-Z.



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- 1.3. Consideration will be given to keep families together and should siblings or family members with different last names need to be placed in the same cohort, parents should contact their building administration to discuss.
2. Grades Preschool-5th Grade
  - 2.1. A/B Cohort Alternating Weeks: Students will report to school when scheduled (either A week or B week) for in-person instruction. When students are not scheduled to be in school, they will receive asynchronous lessons and activities posted in Google Classroom. Teachers will provide direction and follow-up daily through a morning meeting and a check-in and small group instruction meetings at the end of the day.
    - 2.1.1. Alpine Elementary School Hybrid Instruction Schedule

Alpine Elementary School Hybrid Instruction and Virtual Learning Schedule <b>SAMPLE SCHEDULE</b>				Name	Shorten Day - Sept. 2020	
				School Year	2020/2021	
Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom 7 minutes	9:15-9:22	HR	HR	HR	HR	HR
Period 0 21 minutes	9:22-9:43	Social Emotional Learning	Social Emotional Learning	Social Emotional Learning	Social Emotional Learning	Social Emotional Learning
Period 1 21 minutes	9:43-10:04	Humanities	Humanities	Humanities	Humanities	Humanities
Period 2 21 minutes	10:04-10:25	Humanities	Humanities	Humanities	Humanities	Humanities



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<b>Period 3 21 minutes</b>	<b>10:25-10:46</b>	Humanities	Humanities	Humanities	Humanities	Humanities
<b>Period 4 21 minutes</b>	<b>10:46-11:07</b>	Humanities	Humanities	Humanities	Spanish	Humanities
<b>Period 5 21 minutes</b>	<b>11:07-11:28</b>	Recess / Break	Recess / Break	Recess / Break	Recess / Break	Recess / Break
<b>Period 6 21 minutes</b>	<b>11:28-11:49</b>	Snack/Mask Break	Snack/Mask Break	Snack/Mask Break	Snack/Mask Break	Snack/Mask Break
<b>Period 7 21 minutes</b>	<b>11:49-12:10</b>	Intervention	Intervention	Intervention	Intervention	Intervention
<b>Period 8 21 minutes</b>	<b>12:10-12:31</b>	STEM	STEM	STEM	STEM	STEM



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Period 9 21 minutes	12:31-12:52	STEM	STEM	STEM	STEM	STEM
Period 10 21 minutes	12:52-1:13	STEM	STEM	STEM	STEM	STEP
Period 11 21 minutes	1:13-1:34	Art	Music	Library	PE	PE
Homeroom 6 minutes	1:34-1:40	HR	HR	HR	HR	HR

## 2.1.2. Mohawk Avenue School Hybrid Instruction Schedule

Mohawk Avenue School Hybrid Instruction and Virtual Learning Schedule <b>SAMPLE SCHEDULE</b>				Name	Shorten Day - Sept. 2020	
				School Year	2020/2021	
Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom	HR	HR	HR	HR	HR	HR
Period 0 SEL		Social Emotional Learning	Social Emotional Learning	Social Emotional Learning	Social Emotional Learning	Social Emotional Learning





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	8:55 - 9:16					
<b>Period 1 21 minutes</b>	9:17 - 9:38	Library	Spanish	PE	Art	Music
<b>Period 2 21 minutes</b>	9:39 - 10:00	Mohawk Minutes/Inter vention	Mohawk Minutes/Inter vention	Mohawk Minutes/Inter vention	Mohawk Minutes/Inter vention	Mohawk Minutes/Inter vention
<b>Period 3 21 minutes</b>	10:01 -10:22	Humanities	Humanities	Humanities	Humanities	Humanities
<b>Period 4 21 minutes</b>	10:23 - 10:44	Humanities	Humanities	Humanities	Spanish	Humanities
<b>Period 5 21 minutes</b>	10:44 - 11:05	Humanities	Humanities	Humanities	Humanities	Humanities



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<b>Period 6 21 minutes</b>	11:05 - 11:26	Recess	Recess	Recess	Recess	Recess
<b>Period 7 21 minutes</b>	11:26 - 11:47	Snack/Mask Break	Snack/Mask Break	Snack/Mask Break	Snack/Mask Break	Snack/Mask Break
<b>Period 8 21 minutes</b>	11:47 - 12:08	STEM	STEM	STEM	STEM	STEM
<b>Period 9 21 minutes</b>	12:08 - 12:29	STEM	STEM	STEM	STEM	STEP
<b>Period 10 21 minutes</b>	12:29 - 12:50	STEM	STEM	STEM	STEM	STEP
<b>Period 10 21 Minutes</b>	12:50 - 1:11	Word Study	Word Study	Word Study	Word Study	Word Study
	1:14 - 1:25	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

2.1.3. Helen Morgan School Hybrid Instruction Schedule

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Helen Morgan School Hybrid Instruction and Virtual Learning Schedule <b>SAMPLE SCHEDULE</b>				Name	Shorten Day - Sept. 2020	
				School Year	2020/2021	
Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom	HR	HR	HR	HR	HR	HR
Period 0 Social Emotional Learning	9:00 - 9:20	SEL	SEL	SEL	SEL	SEL
Period 1 21 minutes	9:20 - 9:50	Humanities	Humanities	Humanities	Humanities	Humanities
Period 2 21 minutes	9:50 - 10:20	Humanities	Humanities	Humanities	Humanities	Humanities
Period 3 21 minutes	10:20 - 10:50	Humanities	Humanities	Humanities	Humanities	Humanities



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<b>Period 4 21 minutes</b>	10:50 - 11:10	Humanities	Humanities	Humanities	Spanish	Humanities
<b>Period 5 21 minutes</b>	11:10 - 11:30	Recess	Recess	Recess	Recess	Recess
<b>Period 6 21 minutes</b>	11:30 - 11:50	Snack/Mask Break	Snack/Mask Break	Snack/Mask Break	Snack/Mask Break	Snack/Mask Break
<b>Period 7 21 minutes</b>	11:50 - 12:10	Intervention	Intervention	Intervention	Intervention	Intervention
<b>Period 8 21 minutes</b>	12:10 - 12:30	STEM	STEM	STEM	STEM	STEM
<b>Period 9 21 minutes</b>	12:30 - 12:50	STEM	STEM	STEM	STEM	STEP



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<b>Period 10 21 minutes</b>	12:50 - 1:10	STEM	STEM	STEM	STEM	STEP
<b>Dismissal Prep</b>	1:15 - 1:25	<b>HR</b>	<b>HR</b>	<b>HR</b>	<b>HR</b>	<b>HR</b>

- 2.2. 100% Online Option: This option is outlined in the section entitled Fully Remote Instruction and Assessment.
  - 2.2.1. Alpine Elementary School Online Option Schedule - Please refer to Alpine Elementary School Hybrid Instruction and Virtual Learning Schedule above.
  - 2.2.2. Mohawk Avenue School Online Option Schedule - Please refer to Mohawk Avenue School Hybrid Instruction and Virtual Learning Schedule above.
  - 2.2.3. Helen Morgan School Online Option Schedule - Please refer to Helen Morgan School Hybrid Instruction and Virtual Learning Schedule above.
- 2.3. The school will provide materials, manipulatives, and items for at-home activities, where feasible.
3. Grades 6-12
  - 3.1. A/B Cohort Alternating Weeks: Students will report to school when scheduled (either A week or B week) for in-person instruction. When students are not scheduled to be in school, they will participate in instruction via a live stream of the class in Google Classroom.
    - 3.1.1. Sparta Middle School Hybrid Instruction Schedule

<b>Sparta Middle School 2020 - 2021 Hybrid Instruction and Virtual Learning Schedule</b>			
<b>MONDAY (SEL 21 Minutes)</b>			
	6th Grade	7th Grade	8th Grade



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1	7:50 - 8:26	1	7:50 - 8:26	1	7:50 - 8:26
2	8:29 - 9:05	SEL	8:29 - 8:44	SEL	8:29 - 8:44
		2	8:44 - 9:05	2	8:44 - 9:05
3	9:08 - 9:44	3	9:08 - 9:44	3	9:08 - 9:44
SEL	9:47 - 10:02	4	9:47 - 10:23	4	9:47 - 10:23
5	10:02 - 10:23				
6	10:26 - 11:02	6	10:26 - 11:02	5	10:26 - 11:02
7	11:05 - 11:41	7	11:05 - 11:41	7	11:05 - 11:41
8	11:44 - 12:20	8	11:44 - 12:20	8	11:44 - 12:20
TUESDAY-FRIDAY					
	6th Grade		7th Grade		8th Grade
1	7:50 - 8:26	1	7:50 - 8:26	1	7:50 - 8:26
2	8:29 - 9:05	2	8:29 - 9:05	2	8:29 - 9:05
3	9:08 - 9:44	3	9:08 - 9:44	3	9:08 - 9:44
5	9:47 - 10:23	4	9:47 - 10:23	4	9:47 - 10:23
6	10:26 - 11:02	6	10:26 - 11:02	5	10:26 - 11:02
7	11:05 - 11:41	7	11:05 - 11:41	7	11:05 - 11:41
8	11:44 - 12:20	8	11:44 - 12:20	8	11:44 - 12:20
Teacher Lunch	12:20 - 12:54				
Virtual Academic Assistance	12:54 - 2:40				



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## 3.1.2. Sparta High School Hybrid Instruction Schedule

	Sparta High School 2020 - 2021 Hybrid Instruction and Virtual Instruction Schedule									
	M		T		W		TH		F	
		7:22 - 1/HR 8:34		7:22 - 5/HR 8:34		7:22 - 1/HR 8:34		7:22 - 5/HR 8:34		7:22 - 1/HR 8:00
		8:39 - 2 9:43		8:39 - 6 9:43		8:39 - 2 9:43		8:39 - 6 9:43		8:04 - 2 8:34
		9:48 - 3 10:52		9:48 - 7 10:52		9:48 - 3 10:52		9:48 - 7 10:52		8:38 - 3 9:08
		10:57 - 4 12:00		10:57 - 8 12:00		10:57 - 4 12:00		10:57 - 8 12:00		9:12 - 4 9:42
Lunch		12:00 - 1:00		12:00 - 1:00		12:00 - 1:00		12:00 - 1:00	5	9:46 - 10:16
Virtual		1:00 -		1:00 -		1:00 -		1:00	6	10:20



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Academic Assistance	2:24		2:24		2:24		- 2:24		- 10:50
								7	10:54 - 11:24
								8	11:28 - 12:00
								Lunch	12:00 - 1:00
								Virtual AA	1:00 - 2:24

- 3.2. 100% Remote: This option is outlined in the section entitled Fully Remote Instruction and Assessment.
  - 3.2.1. Sparta Middle School Online Option Schedule - Please refer to the Sparta Middle School Hybrid Instruction and Virtual Learning Schedule above.
  - 3.2.2. Sparta High School Online Option Schedule - Please refer to the Sparta High School Hybrid Instruction and Virtual Learning Schedule above.
4. Special Populations
  - 4.1. Students with disabilities will be considered for in-person instruction for five (5) days per week every week. Those decisions will be made collaboratively with input from parents and appropriate staff members.
  - 4.2. Review student data to determine whether critical skills were lost during the period in which remote instruction was being provided to students and develop strategies to address the learning loss.
  - 4.3. Consider the impact of missed services on student progress toward meeting goals and objectives, and create a plan if it is determined that the student cannot recoup the skills in a reasonable amount of time.





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- 4.4. Develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for services.
- 4.5. Assess levels of student engagement and access for both in-person and remote learning environments.
- 4.6. Maintain routines and provide clear expectations to assist special populations of students to be successful learners.
- 4.7. Communicate frequently with the families of medically fragile students to determine if additional precautions or unique measures are necessary prior to a student's return to school.
- 4.8. Provide students in special populations with appropriate training to take full advantage of remote learning.

## Fully Remote Instruction and Assessment

- 1. The Sparta Twp. Public Schools Fully Virtual Instruction Plan will be transitioned to in the event of directives from the NJ Department of Health, NJ Department of Education, or the Superintendent of Schools.
  - 1.1. Communications regarding a transition to a fully virtual instructional plan could be made within a very short amount of time to respond to changing conditions in regards to staffing, quarantine, or other related directives.
  - 1.2. Communications will be made to the school community via the Blackboard notification system.
  - 1.3. Virtual classrooms will be prepared to transition overnight and instruction will continue with minimal disruption.
- 2. Grades Preschool-5th Grade
  - 2.1. Daily live lessons will be provided and students are required to follow class schedules and attend class meetings.
    - 2.1.1. Alpine Elementary Fully Virtual Schedule - Please refer to Alpine Elementary School Hybrid Instruction and Virtual Learning Schedule above.
    - 2.1.2. Mohawk Avenue School Fully Virtual Schedule - Please refer to Mohawk Avenue School Hybrid Instruction and Virtual Learning Schedule above.
    - 2.1.3. Helen Morgan School Fully Virtual Schedule - Please refer to Helen Morgan School Hybrid Instruction and Virtual Learning Schedule above.
  - 2.2. Live and recorded lessons can take multiple forms: modeling, mini-lessons, screen-casted GoogleSlides, small group, project-based with benchmarks, etc.
    - 2.2.1. All live meetings will be recorded and posted in the Google Classroom "Classwork" or Google Calendar Links.
  - 2.3. Google Meet is the platform for live lessons and virtual academic assistance hours.



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- 2.4. Students will be expected to follow a virtual instruction Code of Conduct.
  - 2.5. Teachers will share weekly learning schedules to include Google Meet, activities for instruction, and meetings links.
  - 2.6. Summative and formative assessments should be used for feedback and to help guide instruction.
  - 2.7. STAR Benchmarking Assessments will continue to be administered during the virtual instruction.
  - 2.8. Attendance will be taken daily during morning meetings and recorded in Genesis.
    - 2.8.1. Consider creative, flexible solutions in attendance monitoring. Based on parent work schedules, some students may be engaging in learning in the evening. While synchronous morning meetings may be effective for some populations, provide opportunities for students to show attendance asynchronously.
    - 2.8.2. Attendance calls will be received by our usual procedure in the event that a student is ill and unable to participate on any given day.
  - 3. Grades 6-12
    - 3.1. Daily live lessons will be provided and students are required to follow class schedules and attend class meetings.
      - 3.1.1. Sparta Middle School Fully Virtual Schedule - Please refer to the Sparta Middle School Hybrid Instruction and Virtual Learning Schedule above.
      - 3.1.2. Sparta High School Fully Virtual Schedule - Please refer to the Sparta High School Hybrid Instruction and Virtual Learning Schedule above.
    - 3.2. Live and recorded lessons can take multiple forms: modeling, mini-lessons, screen-casted GoogleSlides, small group, project-based with benchmarks, etc.
      - 3.2.1. All live meetings will be recorded and shared in Google Classroom “Classwork” or Google Calendar Links.
    - 3.3. Google Meet is the platform for live lessons and Academic Assistance hours.
    - 3.4. Students will be expected to follow a virtual instruction Code of Conduct.
    - 3.5. Genesis Parent Portal - Gradebook will be open to parents throughout the day.
    - 3.6. STAR Benchmarking Assessments (grades 6-8) will continue to be administered during virtual instruction.
    - 3.7. Attendance will be taken daily during homeroom and each class and will be recorded in Genesis.
      - 3.7.1. Consider creative, flexible solutions in attendance monitoring. Based on parent work schedules, some students may be engaging in learning in the evening. While synchronous morning meetings
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may be effective for some populations, provide opportunities for students to show attendance asynchronously.

- 3.7.2. Attendance calls will be received by our usual procedure in the event that a student is ill and unable to participate on any given day.

## Academic Interventions in Hybrid and Remote Environments

1. Universal Screening
  - 1.1. There are two important considerations with respect to utilizing screening data to drive instructional decisions as schools reopen: the logistics of administering screening assessments and the validity of screening outcome decisions.
  - 1.2. School teams will determine how to administer screening tools in English Language Arts and mathematics either in-person or remotely.
2. Response to Intervention
  - 2.1. Existing Response to Intervention protocols should be used as a basis for support.
  - 2.2. Schools should set up teams by grade level or department to guide the use of data to inform decisions about instruction and intervention at each support tier.
  - 2.3. Identify students' strengths and areas of need and appropriate interventions and determine the effectiveness of interventions. Each school should be planning and delivering intervention and referral services 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.

## Instructional Resources to Support Hybrid and Remote Environments

1. The district will strive to ensure that every student has access to a device and internet connectivity.
2. The district is working with local internet providers to provide basic access at the lowest cost possible to families, and will prioritize the provision of technology to students that are otherwise without access. Without the access from local internet providers, the district will provide internet hotspots for family use.
3. Our standard digital learning application across the district is Google Suite for Education (e.g., Docs, Sheets, Slides, Classroom, Meet) and all its components due to accessibility, familiarity, continuity, and cost. We are looking to standardize our use of other applications to minimize the learning curve for staff, parents, and students.



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4. Other well-established and approved instructional resources (e.g., iXL, GoGuardian, Seesaw) will continue to be used and supported at certain grade levels.
5. The district will continue to investigate tools for hybrid and remote instruction (e.g., in-class cameras, digital media streaming) for staff interested in using these applications.
6. Library and Classroom Books
  - 6.1. A quarantine period of a minimum of seventy-two (72) hours will be employed so that materials, once returned, may be used by other students and staff.
  - 6.2. Books and other materials being returned are to be placed in a bin or box labeled with the date. At the end of each day, the box should be moved to a dedicated quarantine area and held for a minimum of seventy-two (72) hours, after which they can be recirculated.
  - 6.3. The quarantine time is designed to eliminate the need for applying disinfectant. However, after quarantining for the minimum number of hours, items may be cleaned with a sanitizer spray or wipes if the surface is able to withstand it (e.g., book jacket covers, DVD cases).

## Professional Development for Hybrid and Remote Instruction

1. Provide accelerated professional development to educators focusing on pedagogical aspects and lesson planning for hybrid instruction and online learning tailored to the educational technology used.
2. Strive for as much professional development as possible to be job-embedded or asynchronous online rather than taking staff out of their work environments.

## **Appendix O**

### **Athletics**

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

1. The New Jersey State Interscholastic Athletic Association (NJSIAA) has established a COVID-19 medical advisory task force responsible for providing the NJSIAA with guidance to allow high school student-athletes to return to athletics as soon and as safely as possible.



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2. The NJSIAA is also convening a sports advisory task force which will be composed of athletic directors from across the State and will be charged with reviewing State and local health guidelines, as well as NJDOE guidance, regarding the 2020-2021 school year.
3. The sports advisory task force, which will also meet weekly, will determine, among other things, the extent to which changes may be needed for each interscholastic sports season.
4. The district plans to open athletic participation according to NJSIAA's revised dates for the summer program (August 3 through 28), fall preseason (September 14 through 30) and start of the fall season (October 1). The athletic director will issue health and safety protocols and practice guidelines consistent with this reopening plan.
5. Middle school athletics will follow the same guidelines as NJSIAA provides for high school students.
6. Student activities in each school will follow the same guidelines as for hybrid and remote instruction.

## 1. CHART OF USEFUL LINKS

Conditions for Learning		
Section	Title	Link
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	<a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschoools-day-camps.html%20-%20page=46">https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschoools-day-camps.html%20-%20page=46</a>



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	Childcare, Schools, and Youth Programs	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html</a>
	People Who Are at Increased Risk for Severe Illness	<a href="https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html">https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html</a>
	Considerations for Schools	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a>
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	<a href="https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief">https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief</a>
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	<a href="https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance">https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance</a>
	When and How to Wash Your Hands	<a href="https://www.cdc.gov/handwashing/when-how-handwashing.html">https://www.cdc.gov/handwashing/when-how-handwashing.html</a>
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	<a href="https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana">https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana</a>
	What Bus Transit Operators Need to Know About COVID-19	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html">https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html</a>
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	<a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf">https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf</a>
	Handwashing (Printable Posters)	<a href="https://www.cdc.gov/handwashing/posters.html">https://www.cdc.gov/handwashing/posters.html</a>
Critical Area of Operation #5	Communicable Disease Service	<a href="https://www.nj.gov/health/cd/">https://www.nj.gov/health/cd/</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
	COVID-19: Information for Schools	<a href="https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml">https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml</a>
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	<a href="https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf">https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf</a>
	Guidance for Child Care Programs that Remain Open	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html</a>



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





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	Division of Early Childhood Education	<a href="https://www.nj.gov/education/ece/hs/agencies.htm">https://www.nj.gov/education/ece/hs/agencies.htm</a>
<b>Leadership and Planning</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Scheduling	New Jersey Specific Guidance for Schools and Districts	<a href="https://www.nj.gov/education/covid19/sped/guidance.shtml">https://www.nj.gov/education/covid19/sped/guidance.shtml</a>
Staffing	Mentoring Guidance for COVID-19 Closures	<a href="https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml</a>
	Educator Evaluation During Extended School Closure as a Result of COVID-19	<a href="https://www.nj.gov/education/covid19/teacherresources/evaluation.shtml">https://www.nj.gov/education/covid19/teacherresources/evaluation.shtml</a>
	Performance Assessment Requirement for Certification COVID-19 Guidance	<a href="https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml</a>
	Educator Preparation Programs and Certification	<a href="https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml">https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml</a>
Athletics	Executive Order No. 149	<a href="http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf">http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf</a>
	NJSIAA COVID-19 Updates	<a href="https://www.njsiaa.org/njsiaa-covid-19-updates">https://www.njsiaa.org/njsiaa-covid-19-updates</a>
	NJSIAA provides return-to-play guidelines – Phase 1	<a href="https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1">https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1</a>
	Guidance for Opening up High School Athletics and Activities	<a href="https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf">https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf</a>
<b>Policy and Funding</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	<a href="https://www.nj.gov/education/covid19/boardops/caresact.shtml">https://www.nj.gov/education/covid19/boardops/caresact.shtml</a>
	NJDOE EWEG	<a href="https://njdoe.mtbgms.org/NJDOEGMSWeb/logon.aspx">https://njdoe.mtbgms.org/NJDOEGMSWeb/logon.aspx</a>
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	<a href="https://njemgrants.org/site/rpasubmission.cfm">https://njemgrants.org/site/rpasubmission.cfm</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>





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Purchasing	New Jersey School Directory	<a href="https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission">https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission</a>
	NJSTART	<a href="https://www.njstart.gov/bsol/">https://www.njstart.gov/bsol/</a>
	Division of Local Government Services	<a href="https://www.nj.gov/dca/divisions/dlgs/">https://www.nj.gov/dca/divisions/dlgs/</a>
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	<a href="https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf">https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf</a>
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	<a href="https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf">https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf</a>
Costs and Contracting	E-rate	<a href="https://www.usac.org/e-rate/">https://www.usac.org/e-rate/</a>
	Technology for Education and Career (NJSBA TEC)	<a href="https://www.njsba.org/services/school-technology/">https://www.njsba.org/services/school-technology/</a>
<b>Continuity of Learning</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	<a href="https://sites.ed.gov/idea/">https://sites.ed.gov/idea/</a>
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	<a href="https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml">https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml</a>
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	<a href="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">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</a>
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	<a href="https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf">https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf</a>
	Mathematics: Focus by Grade Level	<a href="https://achievethecore.org/category/774/mathematics-focus-by-grade-level">https://achievethecore.org/category/774/mathematics-focus-by-grade-level</a>
	Teacher Resources for Remote Instruction	<a href="https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml">https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml</a>



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	NJDOE Virtual Professional Learning	<a href="https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml">https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
Professional Learning	Distance Learning Resource Center	<a href="https://education-reimagined.org/distance-learning-resource-center/">https://education-reimagined.org/distance-learning-resource-center/</a>
Career and Technical Education (CTE)	Communicable Disease Service	<a href="https://www.nj.gov/health/cd/topics/covid2019_schools.shtml">https://www.nj.gov/health/cd/topics/covid2019_schools.shtml</a>
	Considerations for Schools	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a>