

# Restart and Recovery Plan to Reopen Schools



Morris Hills Regional School District

Board of Education

Fall 2020

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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.

## MORRIS HILLS REGIONAL SCHOOL DISTRICT RESTART & RECOVERY PLAN

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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.

**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.

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 (if feasible) 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.

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

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

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

- (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at 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 always be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
  - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (3) Students will be required to wear face coverings on buses, in the hallways, in classrooms, and whenever on campus.
- (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (5) Use of shared objects should be limited when possible or cleaned between use.
- (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
  - (a) In each classroom (for staff and older children who can safely use hand sanitizer).

- (b) At entrances and exits of buildings.
  - (c) Near lunchrooms and toilets.
  - (d) Children ages five and younger should be supervised when using hand sanitizer.
  - (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- (8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
- (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

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

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

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

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

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

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

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

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

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

- (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
  - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
  - (v) Continuous monitoring of symptoms.
  - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Services' 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 at all times , unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
- (6) Exceptions to requirements for face coverings shall be as follows:
- (a) Doing so would inhibit the individual's health.
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- (b) The individual is in extreme heat outdoors.
  - (c) The individual is in water.
  - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
  - (e) The student is under the age of two and could risk suffocation.
- (7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

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

- (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:
    - (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.
    - (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 to wash their hands after removing their gloves or after directly handling used food service items.

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

- i. Critical Area of Operation #9 – Recess/Physical Education – Anticipated Minimum Standards Incorporated into the Plan
  - (1) The Board’s Plan regarding recess and physical education 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) Students will follow a staggered entry protocol for Physical Education classes.
    - (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
    - (g) Locker rooms will be closed during the instructional day 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 will be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to

participate in physical education without the use of a locker room.

- (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

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

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

- (1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.
- (2) The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

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

2. Academic, Social, and Behavioral Supports

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

While only a small introduction to these elements is included in this Plan, a more detailed explanation and further considerations in the NJDOE Guidance are under the Academic, Social, and Behavioral Supports

section to reference as the Plan is being developed. School officials may use the supports listed in the NJDOE Guidance.

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

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

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

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

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

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The MHRD has established wellness programs/services for students and employees that incorporate Social Emotional Learning as this is critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.

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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The MHRD has an established I&RS team and are committed to providing MTSS for both academics and behavioral needs.

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

Effective School Solutions Wraparound Program and Effective School Solutions Dual Diagnosis program provide Individual, Group, and Family Counseling to those in need.

MHRD has also established partnerships with community agencies such as Perform Care and Traumatic Loss Coalition to provide additional support.

d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

Morris Hills Regional District will continue to provide meals to students either onsite or at pick up locations.

e. Quality Child Care

Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the

likelihood that families who otherwise would not utilize child care will now require it.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

- a. A Restart Committee should be established as collaboration is critical to the development of the Board’s Plan.
- b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.
- c. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others

in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.

- d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
- e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

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

- (4) School Counselor or mental health expert;
  - (5) Subject Area Chairperson/Director;
  - (6) School Nurse;
  - (7) Teachers representing each grade band served by the school district and school;
  - (8) School safety personnel;
  - (9) Members of the School Safety Team;
  - (10) Custodian; and
  - (11) Parents.
- g. The Pandemic Response Team is responsible for:
- (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
  - (2) Adjusting or amending school health and safety protocols as needed.
  - (3) Providing staff with needed support and training.
  - (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
  - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
  - (6) Providing necessary communications to the school community and to the school district.
  - (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.
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[See Appendix M – Pandemic Response Team]

3. Scheduling

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

[See Appendix O – Staffing]

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

a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.

b. Instructional staff should:

(1) Reinforce social distancing protocol with students and co-teacher or support staff.

(2) Limit group interactions to maintain safety.

- (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
- (4) Become familiar with district online protocols and platforms.
- (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
- (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- (7) Provide regular feedback to students and families on expectations and progress.
- (8) Set clear expectations for remote and in-person students.
- (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
- (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- (11) Instruct and maintain good practice in digital citizenship for all students and staff.
- (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).

c. Mentor teachers should:

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- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
  - (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
  - (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
  - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
  - (5) Continue to maintain logs of mentoring contact.
  - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
  - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
  - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
  - (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
  - (3) Prioritize vulnerable student groups for face-to-face instruction.

- (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- (7) Define and provide examples of high-quality instruction given context and resources available.
- (8) Assess teacher, student, and parent needs regularly.
- (9) Ensure students and parents receive necessary supports to ensure access to instruction.
  
- (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.

- (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
  - (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
  - (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
  - (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- e. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.
  - (2) Facilitate the virtual component of synchronous online interactions.
  - (3) Manage online platform for small groups of in-person students while teacher is remote.
  - (4) Assist with the development and implementation of adjusted schedules.
  - (5) Plan for the completion of course requests and scheduling (secondary school).
  - (6) Assist teachers with providing updates to students and families.
  - (7) Support embedding of SEL into lessons.
  - (8) Lead small group instruction to ensure social distancing.
  - (9) Consider student grouping to maintain single classroom cohorts.

- (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- f. Support staff/paraprofessionals may:
- (1) Lead small group instruction to ensure social distancing.
  - (2) Consider student grouping to maintain single classroom cohorts.
  - (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
  - (4) Caption pre-recorded instructional videos from general education teachers.
  - (5) Provide real-time support during virtual sessions.
  - (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
  - (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
  - (8) Lead small group instruction in a virtual environment.
  - (9) Facilitate the virtual component of synchronous online interactions.
- g. Substitutes
- (1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
  - (2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
  - (3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

[See Appendix O – Staffing]

7. Athletics

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

[See Appendix P – Athletics]

C. Policy and Funding

The impact of the COVID-19 pandemic presents many fiscal challenges to the school district for delivery of instruction and related services to students in addition to other basic operational needs. Readyng 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;
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(2) Federal Emergency Management Agency – Public Assistance; and

(3) State School Aid.

b. School District Budgets

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

c. School Funding

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

(1) Purchasing

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

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

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

(3) Costs and Contracting

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

D. Continuity of Learning

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

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

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.
  - (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

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- 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.
  - (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.
- (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.
  - (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.
- 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

- (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

- (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.

## Appendices

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# **Restart and Recovery Plan to Reopen School**

**Morris Hills Regional District  
Board of Education**



**Fall 2020**

## **Appendix A**

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

The goal of the Morris Hills Regional District is to provide a safe educational environment for our students and staff.

In order to protect the health of all employees, staff members will be asked to closely monitor their own health. Our goal at this time is to limit exposure to others. Any staff member exhibiting any signs of COVID-19 should not report to school and should contact his or her medical professional.

#### **CASES OF ELEVATED RISK**

The Centers for Disease Control (CDC) identified a number of factors that place some individuals at greater risk of contracting COVID-19. Based on currently available information and clinical expertise, older adults and people of any age who have serious underlying medical conditions might be at higher risk for severe illness from COVID-19.

Based on what we know now, those at high-risk for severe illness from COVID-19 are:

- People 65 years and older
- People of all ages with underlying medical conditions, particularly if not well controlled, including:
  - People with chronic lung disease or moderate to severe asthma
  - People who have serious heart conditions
  - People who are immunocompromised
  - Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications
- People with severe obesity (body mass index [BMI] of 40 or higher)
- People with diabetes
- Pregnancy
- People with chronic kidney disease undergoing dialysis
- People with liver disease

Staff members who feel that they fall into any of the categories listed above or there is another concern they have about their ability to return to work on an in-person basis, can contact the HR Department to further discuss concerns and explore options for possible ADA accommodations.

The Morris Hills Regional School District will provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing and the use of face coverings.

**Full Time Remote Learning**

High risk students who may require full time remote learning will be allowed to participate in their classes Monday through Friday using the same bell schedule outlined in the hybrid learning model. Students will participate remotely through a combination of resources such as Google Classroom, Google Meet/Zoom, and other digital tools as assigned by the instructor of each course.

## **Appendix B**

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

Student desks and workstations will be positioned at a minimum of 6 feet apart to ensure social distancing guidelines.

Classroom furniture and design will be altered to ensure proper social distancing.

Non-instructional areas will be re-designed to ensure proper social distancing and equipped with plexiglass shields and appropriate PPE.

Students will not be permitted to utilize hall lockers during the instructional school day to assist in adhering to social distancing guidelines.

Students will not be permitted to use locker rooms and team rooms during the instructional school day.

The District is committed to exceeding the requirements set forth by our local health departments and CDC regulations. Our custodial manual contains custodial standards and advanced procedures to establish proper cleaning/sanitizing and disinfecting schedules in our restart program. All custodial staff will be fully trained in treating all areas of physical contact for proper cleaning, sanitizing and disinfecting.

Unit ventilators will be in full working order and windows will be opened to ensure that fresh air is brought into the classroom. Units were cleaned, disinfected and filters in units were replaced in accordance with the manufacturer's recommendations.

Restrooms are stocked with soap and paper towels. Electric hand dryers are unplugged and touch free hand sanitizer dispensers were installed throughout the building. Signage is posted reminding students to wash their hands.

### **Disinfecting Procedures**

- Desks, tabletops will be disinfected during a five minute designated cleaning period at the conclusion of each instructional block. A bell will sound to initiate cleaning protocols.

- Students will be provided with disinfectant wipes to clean their individual work stations. These wipes are safe to handle without gloves and are EPA approved.
- Keyboards and commonly used equipment will be cleaned by students and teachers at the end of each class.
- Door handles, inside and outside, will be regularly wiped down by the custodial staff.
- Industrial arts, wood, metal, auto shops, culinary, and art rooms will be provided with disinfectant to spray commonly used machinery, tools and supplies after each use.
- All classrooms, common areas, and other non-instructional areas will be equipped with touchless hand sanitizing stations.
- Restrooms will be equipped with paper products in lieu of students utilizing existing hand dryers.
- As outlined in the facility/maintenance manual, custodians will disinfect and sanitize all commonly used equipment by school personnel.

The district will continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.

### Additional Considerations for Science, CTE, Art, Theatre, Dance, and Music Classes

- Science: Laboratories, if conducted in person, will be done individually and socially distanced. Shared equipment, if any, will be cleaned and disinfected after each use. No laboratories will be permitted at home.
- Family/Consumer Science: Only disposable cutlery and plates will be permitted. Sampling of food will not be permitted. Preschool aged children will not be permitted to enter the building for Exploring Childhood; students will be able to work with preschoolers virtually. Students are not permitted to cook for class at home.
- Tech. Ed.: Equipment, machinery, and tools for class cannot be used at home. The department will use simulation software to provide additional experiences for students participating from home.
- Art: Students will be provided with individual supplies to minimize sharing of materials. Dividers may be used at tables.
- Music: Band instruments will not be shared, except for percussion instruments, which will be cleaned and sanitized after each use. Percussionists will wear gloves when possible. Bell covers will be used on instruments. Trombones will have an additional 3 feet of distancing. Brass players will have a bucket for condensation disposal containing an alcohol solution. Masks will be required

- when not playing. Vocalists will use face shields in addition to masks and will all face the same direction, socially distanced. Rehearsals will be held socially distanced and outdoors whenever possible. Indoor rehearsals will be 30 minutes or less. Sheet music will be electronic where possible and not shared when paper copies are used. Performances will be virtual or held outside, socially distanced with no audience, until health conditions permit otherwise.
- Theatre: Props, costumes, and wigs will not be shared. Makeup tools will be disposable and not be shared. Social distancing must be maintained on stage. Microphones, if used, must be cleaned and sanitized after each use. Rehearsals will be virtual whenever possible. Scripts will not be shared.
  - Dance: Students will not use locker rooms for dance and are to wear clothing that allows for full movement. Markings will be added to the dance floor to designate individual, socially distanced dance space. The dance floor will be sanitized after each class. Partnering and large, dynamic movements will be avoided. Dances or movements that involve contact or touch will not be permitted. Guest artists will participate virtually and will not be permitted in the building. Students are required to wear dance shoes and cover their feet when in contact with the floor.

### **Appendix C**

#### **Critical Area of Operation #3 – Transportation**

The Morris Hills Regional School District has developed protocols to safely transport students and bus staff members to and from school each day.

- a. **Student Transportation**  
Transportation will be provided to and from school with buses at reduced capacities. In order to reduce participation, transportation waivers will be offered. Students will be assigned to bus stops with social distancing in mind. Attendance will be taken upon boarding and seats will be assigned. When loading the bus, students will be seated from back to front. Unloading will be from front to back.
- b. **Social Distancing on School Buses**  
Students cannot be social distanced on school buses, so face coverings will be required. Buses will be stocked with disposable masks for students who attempt to enter without a face covering. Hand sanitizer will be offered at the stepwell. Students will be visually inspected for COVID-19 symptoms. Each bus will be staffed by a driver and aide to supervise social distancing.
- c. **Cleaning and Disinfecting School Buses**

A two step process will be used daily on all buses. At the conclusion of each trip, if the bus will not be returning to the bus yard, Step 1 of the sanitizing process must be performed by the driver and aide prior to the next deployment. Only labeled premixed solutions provided by the district should be used for the sanitizing procedures. Proper PPE including faceshield, mask and gloves must be worn at all times during the sanitizing process. All interior exposed surfaces must be sanitized including but not limited to:

- Handrails and stepwell compartment;
- Driver compartment. When sanitizing this section avoid spraying disinfectant directly on or near any electronic devices or switches and windshield
- Seats including seat cushion, both sides of the seat back and seat belts;
- Windows and the partial exposed wall between the seat cushion and the lower section of the window, and the emergency window handles; and
- All emergency exit handles.

Each time the bus returns to the bus yard, Step 2 of the sanitizing process will be performed by Mechanics and the Bus Maintenance Attendant. Disinfectant Solution approved by the EPA for the virus caused by Covid-19 will be applied. Only labeled premixed solutions provided by the district should be used for disinfecting procedures. Proper **PPE** including face shield, mask and gloves must be worn at all times while performing this task. All interior exposed surfaces must be sanitized including but not limited to:

- Handrails and stepwell compartment;
  - Driver compartment. When cleaning this section avoid spraying disinfectant directly on or near any electronic devices or switches and windshield
  - Seats including seat cushion, both sides of the seat back and seat belts;
  - Windows and the partial exposed wall between the seat cushion and the lower section of the window, and the emergency window handles; and
  - All emergency exit handles.
-

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Once a vehicle has been sanitized/disinfected under Step 2 of the plan, it will not be used for at least one hour.

CLEANING AND SANITIZING DAILY CHECKLIST						
VEHICLE # _____ DATE: _____						
Initial each box and signature in "Staff Member" box						
<b>STEP ONE</b>	<b>(Drivers &amp; Aides)</b>					
<b>TIME</b>	<b>Handrails &amp; stepwell compartment</b>	<b>Driver compartment</b>	<b>Seats Belts</b>	<b>Windows Walls</b>	<b>Emergency Exits Handles</b>	<b>STAFF MEMBER</b>
<b>STEP TWO</b>	<b>(Mechanic &amp; Mechanic Attendant)</b>					
<b>TIME</b>	<b>Handrails &amp; stepwell</b>	<b>Driver compartment</b>	<b>Seats Belts</b>	<b>Windows Walls</b>	<b>Emergency Exits</b>	<b>STAFF MEMBER</b>

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	compartment				Handles	

## Appendix D

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

#### **SCREENINGS**

Parents/guardians will be required to certify that they will not send their children to school if they are exhibiting any possible [symptoms of COVID-19](#). The CDC does not currently recommend that [universal symptom screenings be conducted by schools](#). Parents or caregivers are strongly encouraged to monitor their children for signs of infectious illness every day.

Administrators and staff members will conduct daily visual screenings of students entering the building. These screenings will ensure that all students and staff members are wearing face coverings and not exhibiting any known symptoms of COVID-19.

Bus aides or drivers will conduct daily visual screenings of students for [symptoms of COVID-19](#) prior to them boarding the bus.

Staff members will also be required to conduct a daily self-assessment/health screening of COVID-19 symptoms.

All students and staff members will be required to wear face coverings at ALL times while in the building.

#### **BUILDING SIGNAGE / ENTRANCES / RESTROOMS / STUDENT FLOW BETWEEN BLOCKS**

Safety protocol signage will be placed throughout the building to ensure that social distancing guidelines are being adhered to and followed by students and staff.

Students will enter the building utilizing various entrances. Entrance and egress routes will provide avenues for increased social distancing.

Morris Hills High School

Bus students - Door outside the woodshop

Student Drivers - Door outside the band room / Door outside the woodshop

Parent Drop off / Walkers - Gym foyer doors

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### Morris Knolls High School

Bus students - General Office Entrance

Student Drivers - Flag Pole Entrance/Wood Shop Entrance

Parent Drop Off / Walkers - Flag Pole Entrance

Upon entering the building, students will be assigned and directed to designated “staging areas” by grade level until the start of the instructional school day.

### Morris Hills High School

Seniors - Gyms 3 and 4

Juniors - Auditorium

Sophomores - Cafeteria

Freshmen - Gyms 1 and 2

### Morris Knolls High School

Seniors - Senior Cafeteria

Juniors - Freshmen Cafeteria

Sophomores - Auditorium

Freshmen - Gym

Only one student at a time will be permitted to utilize the restroom facility. Staff members will be positioned outside each restroom to monitor usage and ensure social distancing guidelines are followed by students waiting to utilize the restroom facility. There will be a limited amount of restroom facilities available for usage. This will allow for proper cleaning and social distancing.

Directional signage will be posted in hallways, stairwells, and other common areas to assist in the movement of students between blocks during the instructional day.

Staggered dismissal times will take place from the designated areas to begin the instructional day. This will assist in adhering with social distancing guidelines. Additionally, staggered dismissal times will take place at the end of the instructional school day to once again assist in adhering with social distancing guidelines.

## Appendix E

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

#### Screenings

Parents/guardians will be required to certify that they will not send their children to school if they are exhibiting any possible [symptoms of COVID-19](#). The CDC does not currently recommend that [universal symptom screenings be conducted by schools](#). Parents or caregivers are strongly encouraged to monitor their children for signs of infectious illness every day.

Administrators and staff members will conduct daily visual screenings of students entering the building. These screenings will ensure that all students and staff members are wearing face coverings and not exhibiting any known symptoms of COVID-19.

Bus aides or drivers will conduct daily visual screenings of students for [symptoms of COVID-19](#) prior to them boarding the bus.

Staff members will also be required to conduct a daily self-assessment/health screening of COVID-19 symptoms.

#### Protocols for Symptomatic Students and Staff

Students and staff with symptoms related to COVID-19 will be referred to the school nurse for evaluation. Students with confirmed symptoms will be safely and respectfully isolated from others under the supervision of a school nurse. School officials will follow current Communicable Disease Service guidance for illness reporting.

The Morris Hills Regional District has established isolation spaces. Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. Students will remain in isolation with continued supervision and care until picked up by an authorized adult. Isolation spaces are as follows:

Morris Hills High School - Room 300  
Morris Knolls High School - Room C16

Additional isolation rooms will be added as needed.

Re-admittance to school policies will adhere to Department of Health guidelines and CDC guidelines.

### **Protocols for Face Coverings**

All staff and students will be required to wear face coverings, unless exempted for medical reasons. All visitors will be required to wear face coverings. Face coverings must meet CDC guidelines. Anyone refusing to wear a face covering will be denied entry to district facilities.

An adequate amount of PPE shall be available, accessible, and provided for use.

Staff members will be provided with cloth, reusable face coverings (CDC appropriate).

Students will be responsible for their own face coverings. The District will have a supply of face coverings should an individual arrive to school without one. Families of students not bringing face coverings repeatedly will be addressed by the building Principal. Repeated offenders may be assigned to full time remote learning.

Accommodation for students who are unable to wear a face covering will be addressed according to that student's need and in accordance with all applicable laws and regulations. School behaviorists and Child Study Team members have been virtually meeting with, and will continue to meet with, our special education students to help the learners become accustomed to wearing face coverings for an extended period of time. When applicable, the contracted BCBA has been, and will continue to, work with both parents and students in the home to assist in the process for the most at risk Special Education students.

## **Appendix F**

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

The Morris Hills Regional School District will work closely with and provide all necessary information to the Department of Health to assist them in Contact Tracing processes and protocol.

Members of the Morris Hills Regional District Administrative Team, School Safety Specialists, and nursing staff will complete three hours of the John Hopkins University Contact Tracing Course.

## **Appendix G**

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

The Morris Hills Regional District is committed to exceeding the requirements set forth by local health departments and CDC regulations with regard to facility cleaning practices. The MHRD custodial manual contains custodial standards and advanced procedures to establish proper cleaning, sanitizing and disinfecting schedules in our restart program.

The custodial staff will follow a cleaning and disinfecting checklist each day. They will be provided with personal protective equipment that includes face coverings and gloves. Cleaning products are EPA approved for use against the virus that causes COVID-19. A training session will be held prior to the start of school for all staff involved in the cleaning and disinfecting process. Water fountains will be disabled and water bottle fillers will be limited.

Hand sanitizer stations will be placed in each classroom and multiple stations will be added to common areas such as hallways, gymnasiums, cafeteria, media centers, and other large spaces. Restrooms will be provided with paper towels and hand soap to facilitate hand washing.

Classrooms and common areas will be thoroughly cleaned daily. The supervising custodians will complete a checklist each day at the end of each shift to verify that required activities were completed.

The district will continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.

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**CUSTODIAL CLEANING AND SANITIZING DAILY CHECKLIST**

CUSTODIAN \_\_\_\_\_ SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

CHECK EACH BOX						
CLASSROOM						
Room # Area	Desks/Chairs	Phone	Computer	Door Handles	Light switch	Sharpener
RESTROOM						
Room # Area	Toilets	Urinals	Toilet paper dispenser	Door Handles	Paper towel dispenser	Sinks
HALLWAY						
Room # Area	Door handles	Water fountain	Vending machines			
GYM						
Room # Area	Door Handles	Fitness equipment				
LOCKER ROOM						
Room # Area	Lockers	Sinks	Toilets	Urinals	Door handles	Paper towel & toilet paper dispensers

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MEDIA CENTER						
Room # Area	Desks/Chairs	Computers	Phones	Tables	Door handles	Light switch
CAFETERIA						
Room # Area	Tables/Chairs	Water fountain	Phones	Door handles	Serving lines	Vending Machines
ADMINISTRATIVE OFFICES						
Room # Area	Desk Chairs	Computers	Phones	Light switch	Door handles	Break Room

## Appendix H

### Critical Area of Operation #8 – Meals

This Morris Hills Regional District has developed protocols addressing standards as required by the NJDOE with regard to meal preparation and distribution when meals are delivered to students or are served on campus.

- a. **Meal Preparation and Serving**  
All kitchen staff will use face coverings and gloves during food preparation and serving. Utensils and condiments will be single serve pre-wrapped items. All food items will be distributed in enclosed containers. If meals are served on campus, students will be supervised in the meal service area to ensure social distancing. Preordering will be encouraged to expedite service in the meal service area. Touchless scanners will be used with student ID cards for payments. Online payments will be encouraged.
- b. **Cafeterias**  
If meals are served on campus, students will eat in the cafeteria or any other large common area identified by the building principal. Seating will be planned with social distancing in mind. Available seats will be clearly marked as such. Cafeterias will be supervised to ensure social distancing. Touchless hand sanitizers will be available throughout the cafeteria. Students will be instructed to keep their personal face covering in their possession during this time.
- c. **Meals for students attending virtually**  
Meals will be available for pickup or delivery for students on school days when those students are attending virtually.
- d. **Cleaning and disinfecting areas**  
Tables and serving lines will be cleaned between lunch blocks and at the end of each day. Food preparation areas will be cleaned thoroughly each day. Staff will be required to wash hands after removing their gloves after handling used food service items.
- e. **Distribution of Meals**  
If meals are not served on campus, they will be available for pick up at central locations for students.

## **Appendix I**

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

The Morris Hills Regional District does not offer recess as a high school only district.

The following protocols will be in place for Physical Education:

1. Students will not be permitted to use locker rooms, team rooms, or any changing facilities during the instructional day.
2. Students will wear comfortable active wear and athletic footwear to school on PE days.
3. Activities will be held outside, weather permitting.
4. All equipment will be cleaned and sanitized after each block. Students will not share equipment within the block.

## **Appendix J**

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

The Morris Hills Regional School District will not approve in-person field trips while on a hybrid schedule. Teachers are encouraged to use virtual field trip opportunities to enhance the curriculum as appropriate.

Use of Facilities requests by outside organizations will not be approved.

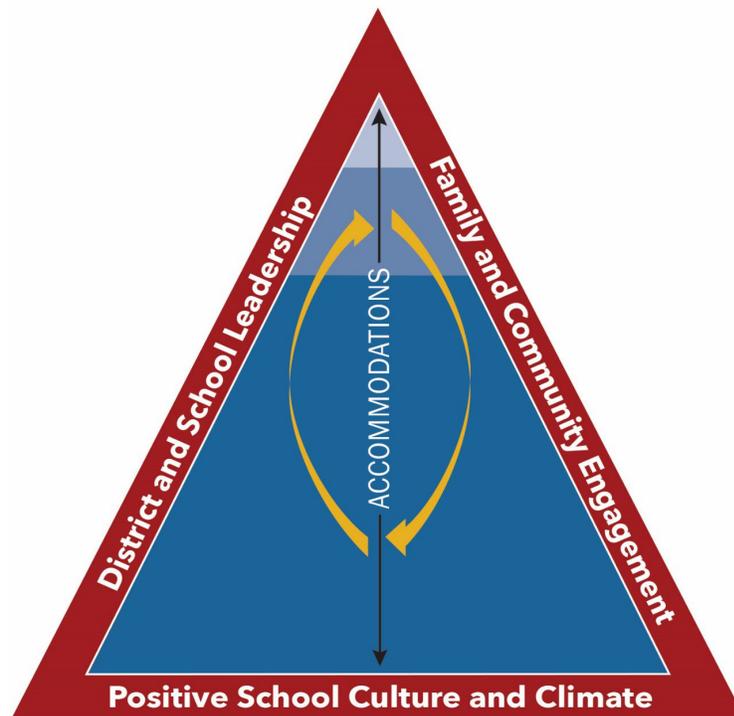
## Appendix K

### Academic, Social, and Behavioral Supports

Morris Hills Regional School District counselors and CST members will be available via Zoom, Google Meet, and in-person as needed. Ed Specialists will conduct in-person and virtual conferences with students for various reasons. School counselors will be reaching out to students who are not turning in assignments or checking in to ensure that all students have access to instructional materials. The counselors will also follow up on teacher concerns expressed about individual students. School counselors, case managers, ESS staff, and nursing staff may be reaching out for wellness checks. The SRO will assist the schools with conducting the wellness checks.

In addition to regular in-person services with social distancing practices and precautions engaged, related service providers and CPI trainers will be available and utilized when appropriate. The following multi-tiered system of support will be implemented to meet the needs of our students:

#### Restart and Recovery Plan Multi-Tiered Systems of Support (MTSS)



**Tier 1-Prevention and Universal Supports**

**SEL**

Universal Mindfulness Program (school-wide)

On-site school psychologists, social workers, and school counselors

Unified Athletics and PE

Community Outreach/Parent Nights - virtual

Ed Specialists and PE teacher partnership to promote mental health and wellness (ESPE Program)

[Reunite Renew Thrive Program Infusion](#) - Resource

Training for staff: suicide prevention, identification and referral services, trauma sensitive practices

[NCTSN Child Trauma Toolkit for Educators](#) - Resource

[Implementation Guide to Resource Mapping](#) - Resource

<https://traumasensitiveschools.org/> - Resource

Signs of Suicide Prevention Program for students

Survey parents and staff

**Curricular**

Differentiated Curriculum

ELL

Unified Athletics and PE

Reading Plus Universal Screening

ALEKS Universal Screening

Community Outreach/Parent Nights

**Tier 2 Supports for Students Identified At-Risk**

**SEL**

Peer Mentor Program

Teen Leadership

Peer Tutors

Organizational supports from LDTC (executive function skills)-student/LDTC contact time

Counseling Program

Trainings through Effective School Solutions for both staff and students

Provide check in's for staff and students

Student safety planning  
Specialized Resources for families  
Wellness Groups

**Curricular**

Service Learning  
Support Study  
MH-ELL Homework Help program  
Co-teaching Strategies Training/CPB level teachers  
Access to Co-teaching Strategies Training Materials  
Learning Ally  
Reading Plus program-targeted skills  
Aleks Program-targeted skills

**Tier 3-Intensive Supports**

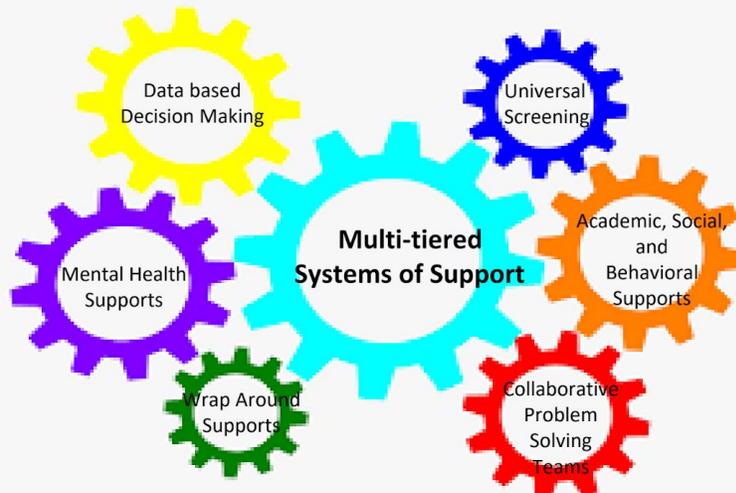
**SEL**

Effective School Solutions Wraparound Program/Individual, Group, Family Counseling  
Effective School Solutions Dual Diagnosis Program/Individual, Group, Family Counseling  
Columbia Suicide Severity Rating Scale  
Partnership with the Traumatic Loss Coalition  
Social Skills Groups  
Re-entry Student Groups (for students with anxiety to return to school)

**Curricular**

I&RS Manual-Resource book used by staff: [Pre-Referral Intervention Manual](#)  
ELL Immersion-MH-Push in model with ESL program, having ESL teacher supporting in the general education classes-Biology CPB, Biology CPB, US History 2 CPB (supporting ELL students in the mainstream program)  
Special Education Programming

**Resource Mapping:  
Goal setting and streamlining efforts for support systems**



For a complete list of Morris County Therapeutic, Psychiatric, and Community resources, parents/guardians and students can contact the School Counseling Offices.

**CST/Educational Specialists:** CST members will conduct IEP meetings and assess individual student progress, conference with students and families, conduct crisis screenings based on the CSSR as needed, hold wellness sessions with students, be available available via email, Google Meet, Zoom, and phone conferencing to provide support and advocate for the students and families.

**In-District Special Education Related Service Providers:** Special Education Related Service Providers will be meeting with students (as per their IEP) both in person and/or virtually. When not meeting with students and/or parents, they will be available via email, Google Meet, Zoom, and phone conferencing to provide support.

**In-Home Special Education Related Service Providers:** In-home related service providers must adhere to the same rigorous safety standards and protocols that MHRD utilizes. A copy of their policy must be shared with the district prior to the provider entering the home.

**Special Education Instructional Staff Assistants:** Staff Assistants will provide 1:1 and classroom support of students in person and will become co-teachers in the students virtual classrooms. They will join Zoom and Google Meet as needed to support the teacher. The Staff Assistants will provide support to individual/groups of students via Zoom/Google Meet under the direction of the CST member and/or Teacher. Staff Assistants will also complete professional development via NJ Safe Schools or other reputable organizations.

**Approved Private Schools for Students with Disabilities/OOD:** Students will be transported to their out of district placement when open. The placement will be responsible for coordinating services for both in person and virtual learning. The OOD will share their Re-entry plans with the sending district. District case managers will oversee student progress.

## **Appendix L**

### **Restart Committee**

The Morris Hills Regional District formed a “Return to School Committee”. This committee’s membership contained the following individuals:

Administrators at the district and building levels  
Teachers  
Board of Education Members  
Students  
Parents  
Home and School Association Representatives  
School Nurse  
Instructional Coach  
Supervisor of Building and Grounds  
Coaches / Activity Advisors

In addition, the district formed several subcommittees as follows: Governance, Operations, Facilities, Technology, Wellness, Curriculum & Instruction, and Homebound Instruction.

## **Appendix M**

### **Pandemic Response Teams**

The Morris Hills Regional District will form a “Pandemic Response Team.” This committee’s membership will contain the following individuals:

Administrators at the district and building levels

Teachers

Students

Parents

School Nurse

Supervisor of Building and Grounds

Director of Special Services

Director of Human Resources

Business Administrator

MHRDEA President

School Safety Specialists

NJ School Insurance Representative

Brown and Brown Representative

## Appendix N

### Scheduling of Students

#### a. School Day

Students will attend school in person two days a week and participate virtually three days a week in a hybrid model. Students will be divided into two cohorts: Cohort 1 will attend in person on Tuesdays and Wednesdays, while Cohort 2 will attend in person on Thursdays and Fridays. Siblings will be assigned to the same cohort. On Mondays, both cohorts will participate virtually from home. Other identified critical learners may also attend school on additional days in person. Whether in school or at home, students will be following a set bell schedule.

The district will begin the year with a half day schedule that will run from 7:30 AM to 12:05 PM at Morris Knolls and 8:05 AM to 12:40 PM at Morris Hills. (Z-block for MSE students will begin at 7:18 AM.) Each class block will be approximately 60 minutes in length; as per the usual schedule, 4 blocks will run on A Day and 4 blocks will run on B Day. However, to maximize the safety of students and staff, lunch will not be served on campus. Students will be able to pick up their meals for the week at designated locations every Monday. It is possible the district may expand to a full day and include lunch on campus as the school year progresses if health and safety conditions permit.

While the district is operating under this hybrid model, all students will be required to leave school grounds at the end of the school day (12:05 or 12:40). Fall activities and athletics will begin at 2:30 at Morris Knolls and 3:02 at Morris Hills. Families will be responsible for transporting students back to campus; the district will provide a late bus home.

All students will be given the option to participate virtually all five days of the week through a full time remote option. Requests for the full time remote option must be received in writing by August 14th for the start of the school year. Students who wish to transition from the hybrid model to the full time remote option must provide written notification to the School Counseling office at least two weeks in advance and will have the opportunity to transition from full time remote to the hybrid model on the 15th or 30th of each month.

In the event that the district is required to close by the state or the department of health, the instructional program will move to an all-virtual schedule. This all-virtual schedule will require students to attend classes from home on a set bell schedule, and students will be expected to participate in real time with their teachers.

Attendance will be taken by teachers in accordance with existing district policy whether students are attending in person or from home. If a student is scheduled to attend in person but is unable to come to school that day, he or she can participate from home with the virtual cohort and be marked present. Students are expected to be on time for class whether participating in person or at home.

**Course selections:** Due to the complexity of the master schedule, students will not be able to change course selections once the hybrid cohorts have been established.

**Intra-District Lottery:** For the 2020-2021 school year, vacant lottery seats will not be filled after the hybrid cohorts have been established. This will allow the district to ensure that social distancing can be maintained.

All students and staff are required to use district-approved video conferencing software to deliver instruction while students are participating from home, either in a hybrid or all-virtual model, unless exempted for medical reasons.

### b. Educational Program

The district will run its full curricular programming, including specialty programs, CTE Programs, GT programs, and honors/ AP coursework. Teachers in each subject area will collaborate with each other and with department supervisors to identify the “big ideas” of each course and focus on the most critical learning standards in each course of study. Teachers will also utilize a variety of formative assessments and tools to identify and address learning needs while progressing through the curriculum.

Teachers will utilize a variety of digital tools to facilitate instruction, including but not limited to Google Classroom, G Suite applications, Zoom, and other video and video conferencing applications. Students will be required to log in through video conferencing software with cameras/microphones turned on at the direction of the teacher in order to facilitate learning. On days that students are learning from home, students will be required to follow the bell schedule and log into the appropriate video conference for attendance and expectations for the day. Depending on the particular lesson, students at home may either participate with the in-person cohort via video conferencing or be directed to alternative equivalent assignments by the teacher. Students will be offered equivalent instruction whether they are learning from home or in school.

In addition, teachers will offer daily virtual office hours via videoconferencing after the end of the instructional blocks to assist students as needed.

Other identified critical learners may attend school on additional days in person.

Teachers will be provided common planning time and opportunities for job-embedded professional learning at least once a week and up to five days a week. This time is in addition to the preparation periods afforded in their regular schedule. Instructional coaches will be available in each building to provide support and feedback, as well as training on digital tools and best practices for hybrid/virtual instruction. Teachers will also be afforded additional time within the school day to pre-record lessons for use in a flipped instruction model.

The Morris Hills Regional District operates in a 1:1 Chromebook environment. All students are supplied with a Chromebook. Students with internet connectivity issues can contact the district's technology department for assistance in obtaining internet access. The district also surveyed the school community and identified students needing assistance with internet access. In addition, all students have access to a virtual help desk for technical support.

The district will follow its usual grading policies and procedures for marking period grades. Quarter exams will not be administered in the 2020-2021 school year; final course grades will be calculated using an average of the marking period grades.

### **Full Time Remote Learning:**

Students who opt for full time remote learning will participate in their classes Monday through Friday using the same bell schedule outlined in the hybrid learning model. Students will participate remotely through a combination of resources such as Google Classroom, video conferencing software, and other digital tools as assigned by the instructor of each course. All district policies, including acceptable use of technology and attendance, will apply. The district will continue to provide meals for students at various pickup locations on Mondays.

Full Time Remote Learning assumes that a student is not ill and is able to participate in a regular school day from home. If a student is currently ill, the district can provide homebound instruction. Families should contact their school counselor if a student is currently ill or otherwise unable to participate remotely or in-person and needs homebound instruction.

### **Eligibility:**

- All Morris Hills Regional District students are eligible for full time remote learning.
- Students may request some or all services to be delivered remotely, while others follow the district's re-entry plan.
- Students who are currently ill or otherwise unable to participate remotely or in-person may be eligible for homebound instruction; families should contact their school counselor.

### **Deadlines:**

- Requests to begin the year on full time remote learning must be received by Friday, August 14th. The district will respond to the request by Monday, August 24th.
- Requests to transition from hybrid learning to full time remote learning once the school year has begun must be received at least one week prior to the requested start date for full time remote learning. Medical emergencies and other time-sensitive requests will be handled expeditiously as they are received.

- Requests to transition from full time remote learning to hybrid learning must be received at least two weeks in advance so that transportation arrangements can be made and classrooms can be rearranged, if necessary, to ensure social distancing guidelines are met. Students will transition from full time remote learning to hybrid learning on the 15th or 30th of any given month.

### **How to Submit a Request for Full Time Remote Learning**

- Requests to begin the year on full time remote learning must be submitted by Friday, August 14th, using [this form](#).
- Requests to transition from hybrid learning to full time remote learning after the start of the school year must be submitted to your school counselor via email.

### **How to Transition from Full Time Remote Learning to Hybrid Learning**

- Students who wish to transition from full time remote learning to hybrid learning must submit a request to their school counselor via email at least two weeks in advance of the requested start date. Students will transition from full time remote learning to hybrid learning on the 15th or 30th of any given month.

**Contact Information:** For questions regarding full time remote learning procedures, families should contact the appropriate Supervisor of School Counseling at each school.

## Appendix O

### Staffing

The Morris Hills Regional District will continue to follow its existing policies and procedures with regard to the staffing needs at Morris Hills High School and Morris Knolls High School and is committed to meeting the unique needs of all staff members.

Staff scheduling and assignments will comply with all federal and state regulations as well the MHRDEA contract.

The proposed hybrid schedule will meet all requirements set forth by NJDOE regulations.

The Morris Hills Regional District has and will continue to survey all district stakeholders regarding the implementation of a hybrid learning model and technology needs.

The proposed hybrid schedule will allow for a seamless transition to in-person instruction when feasible.

Staff members will be assigned duties, as per the contract, to monitor student movement and ensure social distancing guidelines are adhered to and implemented.

The Administrative Teams will provide staff members with new safety protocols and procedures to ensure a safe learning environment.

Ongoing training will occur to ensure both quality in-person and virtual instruction. Training will be conducted virtually to ensure the safety of all staff members.

The Instructional Coaches of the Morris Hills Regional District will be providing PD with regard to best practices and how to implement technology in the virtual learning environment.

Staff gathering areas and faculty rooms will be limited to small numbers and social distancing will be implemented. Additionally, all staff meetings will occur in a virtual format.

Staff members will be required to have virtual office hours and provide regular feedback to their students about expectations and progress.

Staff members will be required to keep parents/guardians informed about student progress and grades via ASPEN (student information system), email, phone calls, and any other form of communication.

The Morris Hills Regional District will continue to conduct its Teacher Mentoring Program and provide additional support to newly hired staff members to help meet the needs of students.

Staff members will be provided time for collaboration and planning at least once a week and up to five days a week, above and beyond their regularly scheduled preparation period.

Teacher evaluation practices will be examined during the hybrid learning environment to accurately evaluate certified staff members.

The hybrid learning schedule includes a “Flex Monday” where teachers will check in with all of their students, set expectations for the week, and be able to collaborate with colleagues and create quality instructional lessons and activities.

The Morris Hills Regional District will hire permanent substitute teachers to meet the needs that may arise due to long term absences or vacancies. Additionally, the district will hire a substitute nurse for each school building to assist with the medical care of students and staff. The Athletic Trainers may also be utilized.

All staff members have been provided with a laptop computer or Chromebook to perform their jobs in the virtual environment.

Each classroom will be equipped with an additional device and web-camera to successfully implement virtual learning. PD will be provided to teaching staff members to assist them in utilizing this new technology.

Staff members who will be allowed to work from home will be provided with necessary technology and internet access.

## **Appendix P**

### **Athletics**

The Morris Hills Regional District will follow the most recent safety guidelines and protocols outlined by the NJSIAA.

## CHART OF USEFUL LINKS

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

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

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

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School Emergency Relief Fund		
	NJDOE EWEG	<a href="https://njdoe.mtwtgms.org/NJDOEGMSWeb/logon.aspx">https://njdoe.mtwtgms.org/NJDOEGMSWeb/logon.aspx</a>
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	<a href="https://njemgrants.org/site/rpasubmission.cfm">https://njemgrants.org/site/rpasubmission.cfm</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
Purchasing	New Jersey School Directory	<a href="https://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>

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