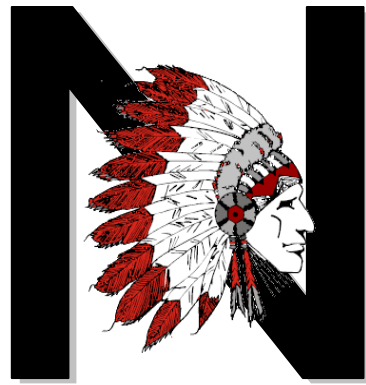


Restart and Recovery Plan to Reopen School



Netcong School District
Netcong Board of Education

Fall 2020

This plan is fluid and subject to change based on updated guidance from local and governmental agencies.

NETCONG SCHOOL DISTRICT RESTART & RECOVERY PLAN

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Introduction

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

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

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

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

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

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

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

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

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

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THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

A. Conditions for Learning

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

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

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

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

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

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

Ten Critical Areas of Operation

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

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

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

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

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

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- (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, a face covering must be worn by all students upon entering the bus unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (a) Exceptions to the face covering requirements shall be those outlined in A.1.e.(6) below.
- (2) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
- (3) Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route.

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

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

- (1) The Board's Plan should establish the process and location for student and staff health screenings.
- (2) Even when 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.

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- (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.

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

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- (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.
- (f) During the period a student is eating or drinking.
- (g) Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistance (e.g. face coverings should not be worn by Pre-K students during nap time).
- (h) The student is engaged in high intensity aerobic or anaerobic activities.
- (i) Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location and are able to maintain a physical distance of six feet.
- (j) When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.

- (7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual 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

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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. doorknobs, light switches, classroom sink handles, countertops).
 - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
 - (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:

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

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

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

- (1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board’s Plan, if applicable:
- (a) Stagger times to allow for social distancing and clean and disinfect between groups.
 - (b) Discontinue family style, self-service, and buffet.

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

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

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

- (1) The Board’s Plan regarding recess and physical education should include protocols to address the following:
 - (a) Stagger recess, if necessary.
 - (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
 - (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
 - (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
 - (e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
 - (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
 - (g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.

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- (i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.
- (ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.

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

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

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

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

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

2. Academic, Social, and Behavioral Supports

In addition to taking the steps listed in the Health and Safety Guidelines section to protect students’ and educators’ physical health, leaders must also consider the impact of social isolation on both educators and students. School officials are not mandated to develop protocols for these elements

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

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

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

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

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

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

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

In the Netcong School District, SEL will be 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.

The Netcong School District developed an RTI program for students to close learning gaps. Additionally, a full-time interventionist has been hired to work with students who need Tier II and Tier III RTI services. Classroom teachers will also provide RTI for students in Tiers 1 and II.

c. Wraparound Supports

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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.

The Netcong School District has information on multiple outside agencies to address academic, mental health, and family needs.

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.

Meals will be available for all students daily.

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.

The Netcong Educational Foundation will provide After Care Child Services Tuesday through Friday from dismissal until 5:30pm.

[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”.

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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

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decision-making and communication will be more effective if decision-makers reflect the make-up of the community.

- e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
- f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
 - (1) School Principal or Lead Person;
 - (2) Teachers;
 - (3) Child Study Team member;
 - (4) School Counselor or mental health expert;
 - (5) Subject Area Chairperson/Director;
 - (6) School Nurse;
 - (7) Teachers representing each grade band served by the school district and school;
 - (8) School safety personnel;
 - (9) Members of the School Safety Team;
 - (10) Custodian; and
 - (11) Parents.
- g. The Pandemic Response Team is responsible for:
 - (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
 - (2) Adjusting or amending school health and safety protocols as needed.
 - (3) Providing staff with needed support and training.

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

[See Appendix M – Pandemic Response Team]

3. Scheduling

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

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- c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
- (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
 - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:
- (1) Provide teachers common planning time.
 - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - (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.

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- (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

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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.

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- 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.

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- (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
 - (15) Limiting on-line activities for pre-school students.
- c. Mentor teachers should:
- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
 - (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
 - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
 - (5) Continue to maintain logs of mentoring contact.
 - (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.

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- (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.

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- (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
 - (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
 - (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
 - (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
 - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.
 - (2) Facilitate the virtual component of synchronous online interactions.
 - (3) Manage online platform for small groups of in-person students while teacher is remote.
 - (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.

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

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- (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) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

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- 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) Increase 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

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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:

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

2. Technology and Connectivity

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

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

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

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

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- (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
 - (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.
 - (3) Assessment
 - (a) For the purposed of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
 - (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
 - (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
 - (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
 - (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
 - (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.
- 4. Professional Learning
 - a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.

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

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

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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.

E. Full-Time Remote Learning Options

In addition to the methods and considerations explicitly referenced in the New Jersey Department of Education’s “The Road Back – Restart and Recovery Plan for Education” (June 26, 2020) for scheduling students for in-person, remote, or hybrid learning, families/guardians may submit, the school district shall accommodate requests for full-time remote learning. Remote learning options shall be pursuant to Appendix Q – Remote Learning Options for Families.

Appendices

Restart and Recovery Plan to Reopen School



Netcong School District
Netcong Board of Education

Fall 2020

This plan is fluid and subject to change based on updated guidance from local and governmental agencies.

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Appendix A

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

- a. Protocol for High Risk Staff Members will be developed in accordance with State and Federal laws, medical advice, and legal counsel. Reasonable accommodations and protocols will be developed on an individual basis.
- b. Protocols to address the needs of High Risk Students will be developed in consultation with student's families, physicians, the school nurse, the Child Study Team, and the building principal.

I. Conditions For Learning

General Health and Safety Guidelines

- i. The district will maintain communication with the Mount Olive Board of Health to determine current mitigation levels in the community. Mrs. Hall, School Nurse, will serve as the point of contact.
- ii. Six feet of social distancing space will be maintained in classrooms when feasible. Face coverings will be worn by students and staff in the building. Barriers will be purchased for classrooms where 6 feet of social distancing cannot be maintained.
- iii. Face coverings will need to be worn by all staff and students upon entering the building. "Mask breaks" will occur throughout the day for staff and students. "Mask breaks" will happen outside and will be scheduled for students and staff. Social distancing will be adhered to during "mask breaks." Additionally, students will be permitted to bring a snack with them to eat outside during "mask breaks." The district is working to secure a semi-permanent tent so that students and staff will be able to have "mask breaks" outside regardless of inclement weather. The district is also working to secure temporary pop up tents for mask breaks.
- iv. Cloth face coverings will be provided for all district staff and students. Each district staff member and student will receive one cloth face covering that can be laundered. Fabric face coverings should be laundered daily (either handwashed or machine washed with soap and water). Students and staff will be required to have a face covering with them daily. Face coverings will need to be worn in common areas and hallways. If you lose your face covering you may purchase another one from the district or provide your own.

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- The district will also have disposable face coverings on hand should a student or staff member forget their face covering.
- v. Temperature checks will be done each day before students are permitted into the building. Additionally, if a child or staff member appears ill, he/she will be screened by the school nurse.
 - vi. A staggered arrival and dismissal will take place and will be organized alphabetically by family. Parents will be required to wait with their children in their cars until temperatures can be taken and all are cleared for entrance into the building. Information on staggered arrival and dismissal times is forthcoming. Parents who do not own cars will have a separate entrance to go to each day so their child/children can be screened prior to entering the building.
 - vii. Students and staff members who are ill and who have a temperature of 100.4 or higher will be required to stay home. Any student or staff member displaying any symptoms of COVID-19 will be required to stay home and self-quarantine. Anyone exposed to someone that tested positive to COVID-19 and/or had contact with someone displaying symptoms of COVID-19 are required to self-quarantine.
 - viii. Students and staff will be trained in proper hand hygiene and respiratory etiquette.
 - ix. There will also be signs around the building and in bathrooms on how to wash your hands.
 - x. Students in PK and K will utilize the rest rooms in their classrooms. Students in classrooms on the first floor will utilize the bathrooms outside the gym. Students in classrooms on the second and third floors will utilize the bathrooms on the second floor. Staff members on the third floor will use the bathrooms located in Rooms 302 and 307.
 - xi. Female staff will utilize the staff bathroom outside the main office. All female staff may also utilize the bathroom inside the girls' locker room. Male staff members may utilize the bathroom in the boys' locker room.
 - xii. Bathrooms will be sanitized routinely throughout the day.
 - xiii. Staff members will be in hallways at arrival and dismissal to assist with traffic flow.
 - xiv. No one is permitted to use the bathroom in the health office unless it is health related.
 - xv. The nurse must be called prior to sending a student to the health office.
 - xvi. The playgrounds and equipment on the playgrounds are closed until further notice.

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- xvii. The building and classrooms, including frequently touched surfaces, will be cleaned and disinfected daily.
- xviii. Lockers in hallways, locker rooms, and classrooms will not be used. Students will keep their belongings at their desks.
- xix. Teachers will be able to take their classes outside at specified times on specified days. Social distancing must be maintained. All students and staff that go outside during the school day will be required to wash their hands when they re-enter the building.
- xx. CASPR Pro Mobile portable units will be purchased for classrooms and office spaces. These units run continuously after being plugged in and sanitize the air in classrooms and office spaces. “The CASPR Pro Mobile units 99.96% effective against bacteria, viruses, molds, and even reduce VOCs and odors.” (<https://www.casprgroup.com/sectors/caspr-pro/>)
- xxi. Staff and students who are at risk for severe illness and who are unable to wear a face covering due to a medical condition will need to provide medical documentation from a licensed physician who is legally able to practice medicine in the state of New Jersey to Mrs. Hall and Mrs. Walsh that their health is compromised. Reasonable accommodations will be provided for these individuals. Documentation should be provided no later than August 15, 2020 so that arrangements can be made for these staff and students.
- xxii. Building access will be limited to students, staff, contracted service providers, and deliveries of materials. Face coverings must be worn.
- xxiii. Students whose families choose an all virtual environment may only make the switch from virtual to hybrid or hybrid to virtual at the start of each marking period. This is for planning and staffing purposes.
- xxiv. Effective 7/24/2020, based on guidance received from the New Jersey Department of Education (NJDOE), an all virtual platform will be developed and shared with stakeholders when it is complete.

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Appendix B

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

Social Distancing in Instructional and Non-Instructional Rooms

Classrooms, Testing, and Therapy Rooms

- i. Six feet of social distancing space will be maintained in classrooms when feasible. Face coverings will be worn by students and staff in the building. Barriers will be purchased for classrooms where 6 feet of social distancing cannot be maintained.
- ii. Face coverings will need to be worn by all staff and students upon entering the building. “Mask breaks” will occur throughout the day for staff and students. “Mask breaks” will happen outside and will be scheduled for students and staff. Social distancing will be adhered to during “mask breaks.” Additionally, students will be permitted to bring a snack with them to eat outside during “mask breaks.” The district is working to secure a semi-permanent tent so that students and staff will be able to have “mask breaks” outside regardless of inclement weather. The district is also working to secure temporary pop up tents for mask breaks.
- iii. Desks will be spaced as far apart as possible and will all face the same direction.
- iv. All non-essential furniture and materials will be removed from classrooms. Personal belongings that are non-essential need to be taken home by staff. PODS will be rented by the district to store district owned nonessential furniture.
- v. Use of shared objects will be limited. Students will have their own individual supplies at their desks. If manipulatives need to be shared, they will be sanitized between use.
- vi. Hand sanitizers will be placed in all classrooms and at approved entrances and exits.
- vii. Weather permitting, windows will be open to maintain air flow.
- viii. HVAC units in classrooms have a fresh air component that is utilized daily.
- ix. Students/grade levels that utilize Chromebooks will have one device assigned to each student to avoid sharing of materials. Students will also have the option of bringing their own device to school.
- x. When feasible, students will remain in their cohorts (typically the students in the same homeroom) each day. There will be minimal mixing between groups.

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- xi. Middle school teachers will go to student's classrooms to limit movement in the building.
- xii. CASPR Pro Mobile portable units will be purchased for classrooms and office spaces. These units run continuously after being plugged in and sanitize the air in classrooms and office spaces. "The CASPR Pro Mobile units 99.96% effective against bacteria, viruses, molds, and even reduce VOCs and odors."
(<https://www.casprgroup.com/sectors/caspr-pro/>)

Procedures for Hand Sanitizing/Washing

- xiii. Students and staff will be trained in proper hand hygiene and respiratory etiquette.
- xiv. There will also be signs around the building and in bathrooms on how to wash your hands.
- xv. Hand sanitizers will be placed in all classrooms and at approved entrances and exits.

Appendix C

Critical Area of Operation #3 – Transportation

Transportation

- i. Netcong School District is a walking district.
- ii. Bussing is provided to students who attend out of district placements.
- iii. The district is collaborating with the Sussex County Cooperative on expectations for students who receive transportation to and from school. Face coverings will be expected to be worn by students and staff while they are on buses.

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Appendix D

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

Student Flow, Entry, Exit, and Common Areas

- i. Students will enter the building at multiple entrances on a staggered arrival schedule. Information on arrival schedules is forthcoming.
- ii. Students will exit the building on a staggered dismissal schedule. Information on dismissal schedules is forthcoming.
- iii. There will be signage along the floors to indicate directional flow.
- iv. Staff will be available in the halls at arrival and dismissal to assist with traffic flow in the halls.
- v. Face coverings will need to be worn by all staff and students upon entering the building. “Mask breaks” will occur throughout the day for staff and students. “Mask breaks” will happen outside and will be scheduled for students and staff. Social distancing will be adhered to during “mask breaks.” Additionally, students will be permitted to bring a snack with them to eat outside during “mask breaks.” The district is working to secure a semi-permanent tent so that students and staff will be able to have “mask breaks” outside regardless of inclement weather. The district is also working to secure temporary pop up tents for mask breaks.
- vi. Unless otherwise indicated in a student’s Individualized Education Plan, students will remain in cohorts (typically the students in the same homeroom) when in the building.
- vii. Non-essential interactions between students and staff will be minimized throughout the day.
- viii. Lockers will not be used.
- ix. Plastic barriers will be on desks and tables.
 - x. Surfaces will be cleaned daily and frequently touched surfaces will be sanitized throughout the day.
- xi. A staggered arrival and dismissal will take place and will be organized alphabetically by family. Parents will be required to wait with their children in their cars until temperatures can be taken and all are cleared for entrance into the building. Information on staggered arrival and dismissal times is forthcoming. Parents who do not own cars will have a separate entrance to go to each day so their child/children can be screened prior to entering the building.
- xii. Staff members will be in hallways at arrival and dismissal to assist with traffic flow.

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Appendix E

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

Screening, PPE, and Response to Students and Staff Presenting Symptoms

- i. Staff will self-report their temperatures and answers to a list of questions regarding their health each morning utilizing a Google form prior to entering the building.
- ii. Daily temperature checks of all students will be conducted prior to the students entering the building. Parents will remain in their cars with their children until temperature checks are conducted. So long as the student(s) in the vehicle do not have a temperature of 100.4 degrees or higher, they will then be permitted to enter the building.
- iii. Visual screenings of students and staff will be conducted. Anyone appearing ill will be screened individually by the school nurse.
- iv. No staff member or student, who has a temperature of 100.4 degrees or higher or who is displaying symptoms of COVID-19 will be permitted to enter the building. (See appendix for symptoms and more information).
- v. Any students or staff members who begin to display symptoms of COVID-19 during the school day will be placed in isolation in the Nurse's suite and will be sent home and expected to follow the CDC guidelines listed below.
- vi. Per the CDC Guidance, students and staff who demonstrate symptoms of COVID-19 or test positive for COVID-19 will be required to:
 1. Be excluded from school/work for at least 10 days after their symptoms first appeared; AND
 2. They have had no fever for at least 72 hours (three full days without the use of medicine that reduces fever); AND
 3. Other symptoms have improved (for example, symptoms of cough or shortness of breath have improved).
- vii. Per the CDC guidelines, if a student or staff member tests negative for COVID-19, they will be excluded until 72 hours after their fever has ended without the use of fever reducing medications and other symptoms improve.
- viii. Individuals who are identified as a close contact should self-quarantine and monitor for symptoms for 14 days from the last date of exposure with the person, even if the contact tested negative.
- ix. Per the CDC Guidance, if a suspected or confirmed case of COVID-19 infection occurs in one identified group within the school, the ill person will be sent home. Other staff and children in the group would be

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- considered close contacts of that case and must be quarantined in their homes for 14 days.
- x. If suspected or confirmed cases occur in multiple groups within the school, then in school instruction would be suspended for a period of time determined in conjunction with the Pandemic Team, local officials from the Department of Health, the Office of Emergency Management, and the Morris County Department of Education.
 - xi. PPE will be provided for the school nurse and for those doing temperature checks.
 - xii. Disposable masks will be available for students and staff in the event they forget their masks at home.
 - xiii. Face coverings will be worn by students and staff in the building unless there is a medical reason that they cannot wear a face covering.

Appendix F

Critical Area of Operation #6 - Contact Tracing

Contact Tracing

- i. Positive COVID-19 cases in the district will be reported to the Mount Olive Department of Health and contact tracing will take place by the Mount Olive Board of Health.
- ii. Per the CDC guidelines and representatives from the Mount Olive Department of Health, close contact is considered less than six feet apart for ten or more minutes.
- iii. Due to HIPAA requirements, names of those testing positive for COVID-19 will not be released.
- iv. If students are identified as being a contact, the student's parent(s) and/or guardian(s) will be contacted and protocols for quarantine indicated above would need to be followed by anyone in the family and/or contact circle that has had contact with the exposed student.
- v. If a staff member is identified as a contact he/she will be contacted and protocols for quarantine indicated above would need to be followed by anyone in the staff member's family and/or contact circle that has had contact with the staff member.

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

Facilities Cleaning Practices

- i. Restrooms will be sanitized routinely throughout the day when staff and students are in the building.
- ii. All classrooms, desks, chairs, light switches, barriers, door handles, handrails, the kitchen, the nurse's suite, drinking fountains, the elevator, telephones, any shared equipment, offices, and bathrooms will be cleaned and sanitized daily.
- iii. Handrails, door handles, and other frequently touched items will be sanitized throughout the day.
- iv. Air sanitizers will be purchased and placed in all classrooms, offices, the gym, the kitchen, the locker rooms and the nurse's suite.
- v. While drinking fountains will be cleaned and sanitized daily, students and staff are encouraged to bring water bottles from home.
- vi. Hand sanitizer will be available at entrances and in all classrooms.
- vii. EPA approved cleaners will be available in classrooms so that any commonly used surfaces and or materials can be wiped down between use.
- viii. If a person in the school has been identified as having COVID-19, the area where the sick person was will be closed off as long as possible prior to cleaning and disinfecting the area. Windows will be open in these areas to increase air flow. The cleaning staff will clean and disinfect all areas used by the ill person(s) and will focus on frequently touched surfaces.

Appendix H

Critical Area of Operation #8 – Meals

Meals/Food Service Distribution

- i. All students will be able to order and purchase lunch to go and breakfast for the following morning to go daily.
- ii. Food will be delivered to classrooms prior to dismissal.
- iii. Maschio's food service may be providing different meal options for students and staff that can be served in a grab and go fashion.
- iv. Students who need breakfast will order their breakfast for the next day when they place their daily lunch order. Breakfast for the following day will be delivered to the students' classrooms.
- v. Students on free and reduced lunch will either receive meals free of charge or at a reduced rate. All others who are not eligible for free and reduced lunch benefits will pay full price for their meals.
- vi. Applications for free and reduced lunch will be sent home to all families to complete.
- vii. Employees handling food items must wash their hands with soap and water after removing their gloves or after directly handling used food service items.

Appendix I

Critical Area of Operation #9 – Recess/Physical Education

Recess/Physical Education

- i. Students will operate on an early dismissal schedule and will be sent home for lunch and recess daily with virtual instruction for specials and other needs at designated times each afternoon.
- ii. Physical Education classes will be done virtually.
- iii. Students will not be permitted to use locker rooms until further notice.

Appendix J

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

Extracurricular Activities and Use of Facilities Outside of School Hours

- i. Except for Yearbook, all other extracurricular activities are on hold until further notice.
- ii. Except for the Netcong Educational Foundation’s After Care Program, the school facilities will be closed to outside groups until further notice.
- iii. A survey will go out to determine if any community members or school stakeholders would be interested in “hosting” or “running” a virtual club or activity.

Athletics

- iv. Basketball and Ski Club will not take place until further notice.

Appendix K

Academic, Social, and Behavioral Supports

Social Emotional Learning and School Climate and Culture

- i. Students in the Middle School will have health and social emotional learning daily.
- ii. Elementary School students will have their social and emotional lessons delivered remotely via Zoom during a live session. Furthermore, elementary school teachers will build their classroom communities when the students are in the building and will meet with students virtually to continue fostering a sense of community.
- iii. The district will continue delivering social and emotional learning using the Second Step Program.
- iv. The social/emotional class will focus on the 8 dimensions of health. This will include positive peer interactions, helping adolescents be self-starters, how students can keep on track academically (especially during virtual learning), helping adolescents be self-starters, executive functioning skills, how one can successfully and appropriately share their feelings, and how to cope and seek assistance during difficult times (including managing stress due to the Covid-19 pandemic).

Wraparound Supports

- v. **Interfaith Food Pantry and Resource Center**
 1. The Interfaith Food Pantry and Resource Center is a community of “neighbors helping neighbors” committed to ending hunger and to supporting self-sufficiency.
- vi. **Morris County Soup Kitchen**
 1. The Morris County Soup Kitchen provides nutritious meals in a warm, safe and caring environment, free of charge, no questions asked, to anyone who comes seeking nourishment.
- vii. **Morris County Organization for Hispanic Affairs**
 1. The Morris County Organization for Hispanic Affairs works to improve the lives of Morris County’s Hispanic and low-income residents by providing direct social services and client advocacy.

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viii. Morris County Human Services

1. The mission of the Morris County Department of Human Services is to provide help and assistance to residents in need, from children to families to seniors. Services provided by the Department include financial and emergency assistance, access to mental health and substance abuse services, job training and support, prevention services for youth, support for veterans, transportation for elderly and disabled, meals on wheels and adult protective services for vulnerable adults at risk of abuse.

ix. Mount Olive Department of Health

1. The Mount Olive Department of Health provides public health services for Mt. Olive Township, Borough of Mt. Arlington, Borough of Netcong, Borough of Wharton, Mine Hill Township, and the Town of Dover. Their mission is to prevent disease, promote healthy behaviors, and assure accessibility of health services.

x. Caring Partners of Morris and Sussex Counties

1. Caring Partners of Morris and Sussex Counties, partner with children, families and communities to help children in need to overcome significant social, emotional and behavioral challenges.

xi. Perform Care

1. Perform Care has been helping New Jersey's families and young people access publicly funded services for youth up to age 21 through the statewide New Jersey Children's System of Care (CSOC). Help is available for children, adolescents, and young adults seeking behavioral health, intellectual/developmental disability, or substance use treatment services.

xii. NJ Division of Child Protection and Permanency

1. Child Protection and Permanency is New Jersey's child protection and child welfare agency within the New Jersey Department of Children and Families. Its mission is to ensure the safety, permanency, and well-being of children and support families. CP&P is responsible for investigating allegations of child abuse and neglect and, if necessary,

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arranging for the child's protection and the family's treatment.

xiii. **Family Intervention Services**

1. Family Intervention Services promotes the positive growth, development and well-being of children, youth, families and communities through supportive services to families, advocacy and community collaboration.

xiv. **Morris Sussex Resources for Children and Families**

1. On this website, families can find specific recreational activities, health providers, support groups, and events in your area.

xv. **Family Partners of Morris and Sussex County**

1. Family Partners of Morris & Sussex Counties, a Family Support Organization, is a private, family led, non-profit, 501(c)(3) organization funded by the New Jersey Department of Children and Families - Children's System of Care (CSOC) which provides support, education and advocacy to families with children who have special mental, emotional, behavioral health challenges and developmental or intellectual disabilities.

xvi. **Comprehensive Adolescent Program (CAP) and Teen Talk**

1. For New Jersey children, who have been abused or neglected, sometimes it appears there is nowhere to turn. The Center for Evaluation & Counseling helps. We mend children harmed by abuse. We heal their troubled minds, open their broken and bruised hearts, and breathe life back into their battered souls. We are a non-profit Mental Health Center with an innovative approach and unmatched results. We are advocates for children. We are a community of helping hands, rebuilding the lives of children. We are the experts who open doors and offer an innovative professional team that solves problems in a unique way that is unrivaled. We help every day ... in so many ways. If there has been a wrong committed, we're the community of caregivers, volunteers, professionals and ordinary people trying to right the wrong: one child at a time.

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xvii. Deirdre's House

1. Deirdre's House is the Center in Morris County for child victims of abuse and/or neglect and for children who have witnessed violence. Established in 1994, Deirdre's House is the only site in Morris County where a child victim can be interviewed and digitally recorded by law enforcement, medically examined and treated by a pediatric abuse specialist, prepared for trial, and clinically counseled in English or Spanish all under one roof.

xviii. 2nd Floor Youth Helpline

1. 2NDFLOOR is a confidential and anonymous helpline for New Jersey's youth and young adults. We are here to help you find solutions to the problems that you face at home, at school or at play.

xix. Good Grief

1. Good Grief builds resilience in children, strengthens families, and empowers communities to grow from loss and adversity.

xx. JWBS Safety, Support, and Solutions for Abuse

1. JBWS is a private, confidential service welcoming **ALL** survivors of dating, domestic, or partner abuse (and their family members) regardless of severity of the abuse, marital status, income, gender identity, sexual orientation, religion, or ethnicity.

xxi. New Bridge Youth, Adult, and Senior Services

1. New Bridge brings balance to people's lives through counseling, housing and education.

xxii. St. Clare's Behavioral Health

1. St. Clare's Behavioral Health delivers compassionate, quality care to patients and better healthcare to communities.

xxiii. Zufall Community Health

1. Zufall Community Health is your medical and dental home providing a comfortable, healing environment where every member of your family receives high-quality, affordable, health care.

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Academic Supports

- i. Link-it, DRA's, benchmark assessments, and other forms of assessment for core subjects will be administered during the course of the school year. An assessment schedule will be available to all school stakeholders in August. Students in grades 2-8 will take part in Link-it assessment Form C in September 2020. This will assist our staff in determining individual mastery of grade level standards and content. Data from the assessments listed above will allow staff to adapt the curricular scope and sequence/pacing for each subject area and grade level to accommodate individual students and classes.
- ii. Students who are in need of extra assistance will be assigned individual and/or group extra help sessions with their teacher(s) as needed.

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Appendix L

Restart Committee

Board of Education Re-opening Committee

Bernadette Dalesandro, President, Netcong Board of Education
Kerri Santaluccia, Vice President, Netcong Board of Education
Charles Kranz, Netcong Board of Education Trustee
Bryan Stevens, Netcong Board of Education Trustee
Todd Morton, Netcong Board of Education Trustee (Alternate)

District Administration

Kathleen Walsh, Superintendent
Paul Stabile, Business Administrator
Kurt Ceresnak, Principal
Mark Fiedorczyk, Regional Supervisor of Curriculum and Instruction

Netcong School Staff

Tana Ferris
Julio Picallo
Amy Henry
Hayley Vicedomini
Rachel Hall
Todd Erwin
Darrell Sandrue
Todd Ruggieri
Shawn Cryan
Jacqueline Cinotti

Stakeholder Engagement

Robert Hathaway, Netcong Town Council
Thomas Patamia, President, Netcong Educational Foundation
Kerry Milone-Clapp, President, Netcong PTA
Wayne Anthony, Netcong Office of Emergency Management
James Blesson, Chief of Netcong Police Department
Gerald Stevens, Parent (PK, 2, 5)
Catherine Gervasio, Parent (PK, K, 6)
Samantha Yasenchok, Parent (K)
Christopher Farrell, Parent (K)
Melanie Nowling, Parent (8)
Lisa Schuffenhauer, Parent/SEPAG/Municipal Alliance (3, 7)
Marissa Jacobs, Parent (PK, 1)
Stephanie Kirchman, Parent (PK, 1)
Nicole DeLuca (PK, 3, 4)

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Student Team

Gianna Baron
Gianna Santana
Genevieve Lapsley
JJ Parks
Ava Schuffenhauer
Anna Schuffenhauer
Nicholas Stevens
Elijah Miller

Randomly Selected Stakeholders to Review the Plan

Todd Morton, Board Trustee
Joseph Hoffman, Parent (8)
Brian Lapsley, Parent (5)
Jessica Parks, Parent (K, 6)
Andrea Stevens, Parent (2, 6)
Kim Albensi, Parent (K, 2)
Andrea Almendinger, Parent (K, 3, 6)
Dena Argo, Parent (PK, K)
Kristin Salinas, Parent (3)
Courtney Wall, Parent (5)
Nicole Perretti Parent (4)
Kelly Ryan, Parent (7)
Todd Hewitt, Parent (2)
Courtney Scarangelo, Parent (5, 7)
Fritzie Cervas, Parent (1, 3, 4)
AnnMarie Evans, Teacher
Cie DiRenzo, Teacher
Mary Frances Koch, Teacher
Christine Longo, Teacher
Lauren Fersch, Teacher
Gina Szarejko, Teacher
Linda Tuorinsky, Paraprofessional
Kelley Dille, School Staff
Katrina Thompson, School Staff

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Committees and Members			
Conditions for Learning	Leadership and Planning	Policy and Funding	Continuity of Learning
C. Kranz	B. Stevens	B. Dalesandro	K. Santaluccia
K. Walsh	K. Ceresnak	K. Walsh	K. Ceresnak
P. Stabile	A. Henry	P. Stabile	M. Fiedorczyk
R. Hall	S. Cryan	Netcong BOE	A. Henry
J. Picallo	R. Hathaway		D. Sandrue
T. Ruggieri	C. Gervasio		T. Ferris
H. Vicedomini	C. Farrell		T. Erwin
T. Patamia			L. Schuffenhauer
W. Anthony			M. Nowling
J. Blesson			S. Kirchman
B. Dalesandro			N. DeLuca
G. Stevens			J. Cinotti
S. Yasenchok			K. Milone-Clapp
M. Jacobs			
S. Cryan			

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Appendix M

Pandemic Response Teams

The Pandemic Response Team will be comprised of the district's established Crisis Response Team.

Kathleen Walsh, Superintendent
Paul Stabile, Business Administrator
Kurt Ceresnak, Principal
Kelley Dilley, School Secretary
Katrina Thompson, District Secretary
Kaitlin Crispini, Business Office Secretary
Rachel Hall, School Nurse
Amy Henry, CST Coordinator
Gina Szarejko, Teacher in Charge
Tana Ferris, Faculty Member
Shawn Cryan, Faculty Member
Jamie Anastasio, School Psychologist
Todd Ruggieri, Foreman
Todd Erwin, Technology Coordinator
Charlie Kranz, Parent
Micah Almendinger, Parent
John Bortak, Parent

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Appendix N

Scheduling of Students

II. Leadership and Planning

a. Scheduling

Plan A:

- i. The district will continue to have a five (5) day school week for all students (Monday through Friday).
- ii. All students in all grades (PreK - 8) will report to school Tuesday through Friday and adhere to an early dismissal schedule. As stated above, arrival and dismissal will be staggered alphabetically by family last name (more information to follow).
- iii. Elementary school students (K – 5) will have language arts (reading and writing), mathematics, science, and social studies instruction daily while in school Tuesday through Friday.
- iv. Middle school students will have language arts, mathematics, science, social studies, and social/emotional health daily (5 period schedule) while in school Tuesday through Friday. Social/emotional health will be taught by Mr. Cryan (certified health teacher). Ms. Newcomer (school counselor), as well as Ms. Anastasio (school psychologist), will also be teaching/pushing in during this social/emotional health period during certain times.
- v. Monday will be a “virtual learning day” for students. Students will have time to complete special area subjects (Spanish, art, music, computers, and physical education) while at home. All special subject lessons will be pre-recorded and will be posted on Friday the week prior.
- vi. Besides completing special subject areas on Monday, teachers will meet virtually with students who need extra assistance. Additional services (i.e. OT, PT, ESL, and speech) will take place in person (within the building) as needed. The Child Study Team and/or teaching staff will inform parents regarding their child’s assigned therapy/extra help times (as some sessions will have to occur during the shortened school day on Tuesday, Wednesday, Thursday, and/or Friday).
- vii. Every Monday (during the virtual learning day), elementary students (PreK-5) will participate in an assigned live grade-level social/emotional lesson with Ms. Newcomer via Google Meets. As an example, first grade students may be assigned 9am to participate in the required social/emotional lesson activity. All students are required to participate in this session at their assigned time.

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- viii. Every Monday (during “virtual learning day”), all students (Pre-K – 8) will be required to log-in via Google Meets with their homeroom teacher at 8:20am (8:20am-8:45am). This will allow students to interact and socialize with one another. Additionally, the homeroom teacher will take attendance and remind students of their special area assignments. This will also provide students with an opportunity to ask questions, talk with their classmates, and schedule extra-help sessions with their teacher as needed.
- ix. After students are dismissed (Tuesday through Friday – early dismissal schedule), students will have additional time in the afternoon to work on special subject areas virtually or meet with teachers as needed/assigned for extra help or instructional lessons (virtually).
- x. Students who have a medical condition and cannot attend school, will meet with his/her teacher(s) in the afternoon or on Monday as assigned by the teacher.
- xi. Should the district need to close, the district will implement “Plan B” (100% virtual instruction). Plans are being developed should we need to transition to a full virtual learning platform.
- xii. Virtual Survey – If plan B needs to take place, parents will receive a monthly survey. This will allow school personnel to receive feedback and examine data in order to make changes as needed. (See Appendix A).
- xiii. Refer to the Continuity of Learning section for additional information pertaining to scheduling and instruction.

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Sample Elementary School Schedule:

Period	Time	Minutes	Tues-Fri Subject	Monday Virtual
	TBD			Virtual check-in for all students 8:20-8:45 (attendance, student to student peer interaction, homeroom teacher reminds students & shares special area virtual learning sessions)
1		80	LA (reading & writing)	
2		80	Math	
3		40	Science	
4		40	SS	Second step – social/emotional instruction “live” at assigned grade level time.
Student dismissal to go home				
5		40	Teacher/student lunch	Rest of day: Special area instruction (via taped recordings posted on Friday)
6		40	Teacher Prep/student break (recess)	
7		TBD	<p>Teachers working with students individually via Google Meets as needed or with students who cannot attend in-person. Students requiring additional assistance may attend in-person as needed.</p> <p>Students completing special subject areas virtually.</p> <ul style="list-style-type: none"> - Health - Physical education - Art - Music - Spanish - Computers 	Individual student extra-help (students who cannot attend in-person)/tutoring/therapy sessions

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Sample Middle School Schedule:

Period	Time	45 Minutes (5 min breaks in-between periods)	6A	6B	7A	8A (Algebra I students)	8B
1		45	SS	Math	Science	Social & emotional health learning	ELA
2		45	Science	SS	Social & emotional health learning	ELA	Math
3		45	Social & emotional health learning	Science	ELA	Math	SS
4		45	ELA	Social & emotional health learning	Math	SS	Science
5		45	Math	ELA	SS	Science	Social & emotional health learning

Early dismissal after 5th period.

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Appendix O

Staffing

a. Staffing

- i. All staff will report to Netcong Elementary School five days a week (Monday through Friday) during their contracted hours.
- ii. All staff will teach assigned subjects/classes in person in the morning (Tuesday through Friday).
- iii. All staff will have their lunch and prep period after students are dismissed.
- iv. Staff will be required to be available after lunch and prep to assist students who need extra assistance. This could include students who are medically excused from school.
- v. Teachers will hold individual/small group sessions as needed to assist students in need of extra assistance (Tuesday-Friday in the PM and Monday during the course of the school day as described above).
- vi. Special area teachers will be available as substitutes Tuesday through Friday should a teacher need coverage due to being absent.
- vii. Para-professional staff will continue to support teachers by providing individual and/or small group instruction as needed and directed by the classroom teacher.
- viii. All new staff will be assigned a mentor. All new teachers will partake in our district mentoring program as outlined and required by the New Jersey Department of Education.

b. Professional Learning

- i. Teachers will receive social/emotional training on August 27th, 2020. Part of this training will focus on how staff can identify signs and symptoms of struggling students, strategies to help students decompress, tips to refocus students, and trauma informed care.
- ii. Teachers have and will continue to receive professional development on how to successfully implement the Netcong School District curriculum in-person, as well as virtually. This past Spring, teachers participated in multiple training sessions on the new Reader's Workshop program, and ten additional professional development sessions have been scheduled for the 20-21 school year. Teachers also received training on how to implement our phonics program (Sunday system) virtually.
- iii. The new math curriculum will be revised by August 2020. Staff will receive professional development in August on how to revise and implement the new curriculum as designed.

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- iv. Teachers will participate in weekly grade level meetings (common planning time) where they will work with our supervisor of curriculum and instruction and receive individualized professional development and support as needed.
- v. Our school culture and climate consultant will continue to support our school culture and climate team, as well as provide trauma care training and support to staff as needed.
- vi. Videos and instructional guides will be provided for parents/caregivers regarding the use of district technology and programs.
- vii. All novice provisional teachers and teachers new to the district will take part in our mentoring program. This will include ensuring new staff have sufficient training in all programs utilized by the district.
- viii. Teachers will complete individualized professional learning plans based on their needs.
- ix. Teachers who need or want extra assistance should complete paperwork for board approval to attend individual professional development sessions.

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Appendix P

Athletics

Basketball and Ski Club will not take place until further notice.

APPENDIX Q

Policy and Funding

III. Policy and Funding

a. Purchasing

- i. Monies from FEMA, the CARES Act, and the district's General Fund are being allocated and used to purchase needed PPE for the district as well as additional cleaning and sanitizing supplies and equipment. Items purchased will be purchased at the most advantageous rates available to the district to maintain fiscal responsibility.

b. Use of Reserve Accounts, Transfers, and Cashflow

- i. As a result of the COVID-19 pandemic, school districts may encounter fiscal uncertainty with respect to possible disruptions in the receipt of anticipated revenues or unforeseen expenses. To the greatest extent possible, districts should consider making expenditures from various accounts or overbudgeted line items to meet unanticipated costs and to manage their cash flow. School districts may be able to use funds on deposit in their emergency reserve accounts to finance unanticipated expenses that arise as a result of the COVID-19 pandemic. A school district would need the Commissioner's approval to make a withdrawal from this account. Similarly, districts may use the maintenance reserve for required maintenance pursuant to N.J.A.C. 6A:23A-14.2, freeing other funds to be used to meet other needs. As districts' budgetary needs and priorities shift, they 64 | New Jersey Department of Education nj.gov/education may need to reallocate planned expenditures across different line item appropriations. Under the provisions of P.L.2020, c.34, the Director of Local Government Services in the Department of Community Affairs has the authority to extend the date under which a municipality is required to transfer tax revenue to school districts (and other units of government) during a period of a declared state of emergency or public health emergency. In the event that such a delay is granted, the law requires that the municipality pay a percentage, to be determined by the Director in consultation with the Commissioner, of the full amount due to the district in accordance with the original timeframe. Additionally, districts should be mindful that certain budget actions, such as withdrawing from the emergency reserve or making transfers that cumulatively exceed 10 percent of the amount originally budgeted, require the Commissioner's approval. These requirements are statutory

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and cannot be waived by the NJDOE, and districts should not presume that such approval will be automatic.

c. Costs and Contracting

- i.** The district participates in the E-Rate program which subsidizes high-speed broadband connectivity and internal connections equipment.
- ii.** The district participates in the Morris County Education Services Commission for purchasing.

APPENDIX R

Continuity of Learning

IV. Continuity of Learning

a. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

- i. All students who need special education and/or related services (as outlined in their IEP and/or 504 plan) will receive services virtually and/or in person. Members of the staff will coordinate delivery of services with students and their parent/guardian.
- ii. The child study team and teaching staff will 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.
- iii. The child study team is currently in the process of scheduling initial meetings and all other required meetings (September 2020) that did not take place this past spring due to Covid-19.
- iv. The child study team is currently scheduling dates and times to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- v. The child study team will continue to communicate with parents/guardians as required by federal and state law.

b. Technology and Connectivity

- i. All students in grades 2nd and above will be assigned a school issued Chromebook to use at school and at home for academic purposes. This will ensure that students do not have to share or touch one another's Chromebooks. Before being issued a Chromebook, a student and his/her parent/guardian must complete all district user agreement paperwork. Chromebooks will be taken to and from school daily.
- ii. Kindergarten and 1st grade students will have access to district IPADS.
- iii. If students in grades Pre-K - 1 do not have a computer available at home (to work on special area subjects virtually), K - 1 students will also have the option to retrieve a school issued Chromebook (to keep at home).
- iv. Students will be able to purchase insurance in the event their district assigned Chromebook gets damaged. If a student and his/her family decline to purchase insurance, any damage to a district Chromebook must be paid by the student and his/her family.

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- v. Students are responsible for ensuring their device is fully charged upon arriving to school each day. Students will not be permitted to use the district charging devices that have been used in the past.
- vi. If a student does not have internet availability at their home, they should notify their teacher so the district can assist with internet connectivity to ensure the student is able to complete coursework at home.
- vii. Students who are having difficulty with their Chromebook should contact terwin@netcongschool.org for assistance. If a replacement Chromebook is needed, a time will be scheduled for a parent/guardian and/or student to retrieve a Chromebook.
- viii. All work will be posted via Google Classroom (1 platform for all subjects). All virtual sessions with students will occur through Google Meets.

c. Curriculum, Instruction, Assessments

- i. Core subject areas (language arts, mathematics, social studies, and science) will take place “in school” Tuesday through Friday as described above.
- ii. Students will complete special area subject work virtually.
- iii. Link-it, DRA’s, benchmark assessments, and other forms of assessment for core subjects will be administered during the course of the school year. An assessment schedule will be available to all school stakeholders in August. Students in grades 2-8 will take part in Link-it assessment Form C in September 2020. This will assist our staff in determining individual mastery of grade level standards and content. Data from the assessments listed above will allow staff to adapt the curricular scope and sequence/pacing for each subject area and grade level to accommodate individual students and classes.
- iv. Students who are in need of extra assistance will be assigned individual and/or group extra help sessions with their teacher(s) as needed.
- v. Math curriculum revisions will be completed by August 2020. Teachers will begin implementing the approved math curriculum in September.
- vi. The social/emotional class will focus on the 8 dimensions of health. This will include positive peer interactions, helping adolescents be self-starters, how students can keep on track academically (especially during virtual learning), helping adolescents be self-starters, executive functioning skills, how one can successfully and appropriately share their feelings, and how to cope and seek assistance during difficult times (including managing stress due to the Covid-19 pandemic).

APPENDIX S

Quality Child Care

Quality Child Care

- i. The Netcong Educational Foundation will provide After Care child services from the end of the school day until 5:30pm, Tuesday through Friday for families in accordance with the requirements set forth by the NJ Department of Health and the Division of Children and Families.
- ii. All parents are encouraged to apply for assistance for affordable childcare through Children and Family Resources. See attached forms.
- iii. Payment for childcare services will be required in advance. Information on childcare costs is forthcoming.

APPENDIX T

Parent Distance Learning Survey

A. Parent Distance Learning Survey

Instructions: Please circle the appropriate response to each question or fill in the blank as necessary.

When answering the scalable questions from one (1) to five (5), keep in mind:

- (1) = Extremely Poor*
- (2) = Poor*
- (3) = Neutral*
- (4) = Good*
- (5) = Excellent*

1. Please indicate the grade level of your child(ren) and their teacher's name
 - a. Child 1 (Grade: _____) (Teacher's name: _____)
 - b. Child 2 (Grade: _____) (Teacher's name: _____)
 - c. Child 3 (Grade: _____) (Teacher's name: _____)
 - d. Child 4 (Grade: _____) (Teacher's name: _____)

2. Overall, our distance learning environment is conducive to productive learning. Y or N

3. Students have everything they need to actively participate and engage in distance learning. Y or N

4. How was your child or children's overall experience with distance learning?
 - a. Child 1: (1 2 3 4 5)
 - b. Child 2: (1 2 3 4 5)
 - c. Child 3: (1 2 3 4 5)
 - d. Child 4: (1 2 3 4 5)

5. Do you feel your child or children maintained the same level of learning as they would have if they were in classroom? Y or N

6. How satisfied were you with the teacher or teachers your child had during the distance learning period?
 - a. Child 1: (1 2 3 4 5)
 - b. Child 2: (1 2 3 4 5)
 - c. Child 3: (1 2 3 4 5)
 - d. Child 4: (1 2 3 4 5)

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7. Would you prefer your child has more in person time with their teacher via distance learning (Google Meets meetings)? (Y or N)
8. Would you prefer your child has more taped lessons? (Y or N)
9. How effective were the taped lessons for your child? (1 2 3 4 5)
10. How effective were the Google Meet lessons for your child? (1 2 3 4 5)
11. How would you rate the school administrations' effectiveness during the distance learning period? (1 2 3 4 5)
12. If you indicated a 1 or a 2 for any of the responses above, please explain why.
13. Please provide feedback on what is working well and how we can make distance learning better.

APPENDIX U

SYMPTOMS OF COVID-19

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear **2-14 days after exposure to the virus**. People with these symptoms may have COVID-19:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19. (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Watch a video on the symptoms of Coronavirus created by the Centers for Disease Control and Prevention: <https://www.youtube.com/watch?v=7zzfdYShvQU>

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Appendix V

Remote Learning Options for Families

This school district should include in Appendix Q the locally developed protocols and Policy Guide 1648.02 addressing the anticipated minimum standards as required by the NJDOE Guidance titled “Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021”.

Governor Murphy announced on July 20, 2020 that parents can choose an all virtual option for their children in school this coming fall. A survey was sent to parents on Thursday, July 30, 2020 asking them to identify which learning option they were choosing for the child. Surveys are to be submitted by Friday, August 14, 2020. It is critical that all families complete the survey so that the district can plan accordingly. Please know that the option you choose will be for the entire first marking period. If you would like to change your option for learning for your child, you would provide a request to do so two weeks prior to the start of the second marking period. A reminder will be sent to all families for anyone who wants to make the switch.

For parents choosing an all virtual option, classes will be livestreamed utilizing the Google platform. Students learning from home will be expected to log into their classes at scheduled times so they may be exposed to the same instruction being provided to the students in the classroom. Students that do not log in for their scheduled classes will be marked absent for the day. Similarly, students who log into their classes late will be marked tardy for the day. Students doing virtual learning may be placed in a Google meet with their peers to facilitate small group learning and activities. The students at home will be able to see and hear the teacher delivering instruction. There may also be times when the students will need to see the smartboard and that will be accommodated. Any student participating in remote instruction must be available during school hours, 8:20 am – 2:54 pm when learning will be taking place. The major subject areas of ELA, Math, Science, and Social studies will take place between the hours of 8:45am – 12:45 pm. Special areas will be done by all students remotely in the afternoon and on Mondays.

If your child has an Individualized Education Plans (IEPs) and you want your child to have virtual instruction, a meeting will be set up with the Child Study Team (CST) to determine appropriate programming and services.

In the event that a student who is participating in in person instruction and is either exposed to someone with COVID-19, has been diagnosed with COVID-19, has symptoms of COVID-19, and/or has a temperature higher than 100.4F degrees , that student will be permitted to transition to an all remote learning environment immediately due to the need to quarantine. After being cleared by the school physician to return to school, the student will resume in person instruction.

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All families should be prepared to make the switch to all virtual learning should the Governor put an Executive Order in place requiring us to go to a fully virtual learning platform. To that end, students will be required to take home all pertinent school materials with them daily.

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CHART OF USEFUL LINKS

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

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

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

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Section	Title	Link
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bs/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml

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