

# RESTART & RECOVERY PLAN

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## Restart and Recovery Plan to Reopen Schools

### LONG BEACH ISLAND Board of Education

Fall 2020

# RESTART & RECOVERY PLAN

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## **Introduction**

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

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

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

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

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

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

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

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

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

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

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

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

### A. Conditions for Learning

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

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

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

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

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

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

## Ten Critical Areas of Operation

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

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

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

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



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least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

- (2) When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
  - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks, but should 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).

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- (b) At entrances and exits of buildings.
- (c) Near lunchrooms and toilets.
- (d) Children ages five and younger should be supervised when using hand sanitizer.
- (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

(8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.

- (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

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

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

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

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

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

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

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

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

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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 strongly encouraged 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.

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

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

f. Critical Area of Operation #6 – Contact Tracing

(1) The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.

(2) School officials should engage the expertise of their school nurses on the importance of contact tracing.

(3) The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

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

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

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

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- (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:
    - (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;

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- (x) Shared desktops;
  - (xi) Shared computer keyboards and mice;
  - (xii) Drinking fountains; and
  - (xiii) School bus seats and windows.
- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

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

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

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



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- (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.
    - (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.

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- (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 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

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

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

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

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

b. Multi-Tiered Systems of Support (MTSS)

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

c. Wraparound Supports

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

e. Quality Child Care

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

[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.

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

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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.

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

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and/or surveys to parents about their child's experience and learning while out of school.

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

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

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

[See Appendix O – Staffing]

## 6. Educator Roles Related to School Technology Needs

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



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- (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- c. Student teachers should:
- (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
  - (2) Lead small group instruction (in-person to help with social distancing).
  - (3) Co-teach with cooperating teacher and maintain social distancing.
  - (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
  - (5) Implement modifications or accommodations for students with special needs.
  - (6) Facilitate one-to-one student support.
  - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
  - (8) Provide technical assistance and guidance to students and parents.
  - (9) Develop online material or assignments.
  - (10) Pre-record direct-instruction videos.
  - (11) Facilitate student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices

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show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.

- (2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
- (3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
- (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
- (5) Increase 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.

# RESTART & RECOVERY PLAN

## 1. School Funding

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

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

## b. School District Budgets

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

## c. School Funding

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

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

## (3) Costs and Contracting

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

## D. Continuity of Learning

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

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

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

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

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
  - a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act

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(IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.

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

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for special education and related services or a 504 Plan as required by Federal and State law.

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

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- b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.
- c. Virtual and Hybrid Learning Environment
  - (1) Curriculum
    - (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.
    - (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
    - (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.
  - (2) Instruction
    - (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
    - (b) In crafting an instructional plan, the school district should consider the following:
      - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to

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ensure all students have access to high-quality instruction.

- (ii) Design for student engagement and foster student ownership of learning.
- (iii) Develop students' meta-cognition.
- (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
- (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
- (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

## (3) Assessment

- (a) For the 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.



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- (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
  - (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

## 4. Professional Learning

- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
- b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.
- c. Professional learning opportunities should be:
  - (1) Presented prior to the beginning of the year;
  - (2) Presented throughout the school year;
  - (3) Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
  - (4) Presented to include the input and collaboration of 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.

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- (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
- (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
- (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
- (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

e. Evaluation

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

5. Career and Technical Education (CTE)

- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
- b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
- c. Guiding Principles

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(1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.

(2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.

d. Quality CTE Programs

(1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLs, CTE Core Content Standards, industry certifications, college credit agreements, etc.

(2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.

e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

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h. Funding to Support CTE Programs

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

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## **Appendices**

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

### **Long Beach Island Board of Education**

**Fall 2020**

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## Appendix A

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

- A. Protocol for High Risk Staff Members and Students
1. Communication has been established and ongoing with local and state authorities including the Ocean County Health Department.
  2. Protecting and supporting staff and students who are at higher risk for severe illness, such as providing options for telework and virtual learning
  3. Following CDC's Guidance for Schools and Childcare Programs
  4. Promoting behaviors that reduce spread:
    - a. Stay home when appropriate
    - b. Hand hygiene and respiratory etiquette
    - c. Face coverings
    - d. Signs and messages

**Reasonable accommodations will be provided for individuals that the Centers for Disease Control 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:**

1. Chronic lung disease or asthma (moderate to severe)
2. Serious heart conditions
3. Immunocompromised individuals
4. Severe obesity (body mass index, or BMI, of 40 or higher)
5. Diabetes
6. Chronic kidney disease undergoing dialysis
7. Liver disease
8. Medically fragile students with Individualized Education Programs (IEPs)
9. Students with complex disabilities with Individualized Education Programs (IEPs)
10. Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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## Appendix B

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

#### A. Social Distancing in Instructional and Non-Instructional Rooms and Procedures for Hand Sanitizing/Washing

##### Entrance - Beginning of Day Custodians

1. Portable disinfectant stands at (LBI School)
  - a. 20th Street main entrance
  - b. 19th Street parent drop-off/pick-up door
  - c. Grade 5-6 hallway
  - d. Grade 3-4 hallway
2. Portable disinfectant stands at (EJ School)
  - a. Bus/ramp entrance
  - b. Hallway parent drop-off/pick-up door
  - c. Staff/employee door

##### Once School Begins- Disinfectant Stands Relocated

1. LBI School
  - a. (1) Boy's room, (1) Girl's room door Grade 5-6 hallway
  - b. (1) In front of boy's room and girl's room doors Science wing
2. EJ School
  - a. (1) Boy's room, (1) Girl's room

##### Lunch/Recess

1. LBI School
  - a. (2) at gym hallway doors
  - b. (1) gym playground door
  - c. (1) 5-6 hall exit door
2. EJ School
  - a. (2) at gym hallway doors
  - b. (1) ramp entrance

Hand Sanitizing: 60 % alcohol products will be in use.

Additionally at LBI School, handwashing in both sets of gang bathrooms should be encouraged as appropriate. EJ can utilize the sinks and bathrooms in each classroom.

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HAND WASHING IS REQUIRED AND TIME MUST BE WORKED INTO THE SCHEDULE TO ALLOW FOR THIS TO OCCUR. HAND SANITIZING DOES NOT REPLACE HAND WASHING.

Recess and Lunch supervisors will provide time for students to wash hands after recess. Teachers will provide time to wash before lunch.

## Spacing Within Classrooms

1. LBI School
  - a. Classrooms will have 6' spacing where possible. If not possible, masks and/or physical barriers will be employed
  - b. Utilized barriers will be sanitized in between students and classes, as required
  - c. Science lab tables will have barriers (see b)
  - d. Art classroom will have barriers on tables (see b)
  - e. Tech Lab can use (every other computer) for spacing and disinfect between classes
  
2. EJ School
  - a. 2nd grade has adequate room for 6' spacing
  - b. 1st grade has adequate room for 6' spacing
  - c. Utilizing and sanitizing barriers, if needed
  - d. Kindergarten will have barriers installed and sanitized on tables that are unable to physically distance to 6 feet.
  - e. PK-3 (half-day), and PK 4 (full-day) will have barriers installed and sanitized on tables that are unable to physically distance to 6 feet.
  - f. World Language classroom will have barriers installed and sanitized between students' use.
  - g. Media Center tables will have barriers installed and sanitized between students' use.
  - h. Art Room tables will have barriers installed and sanitized between student's use.
  - i. Music Room has adequate room for 6 foot spacing.

ALL barriers used MUST be cleaned in between classes and time worked into the schedule to permit cleaning.

ALL shared objects will be cleaned between use when possible.

ALL HVAC units will be maintained and have filters replaced as needed. Windows will be open when weather permits.

Classrooms will have arrows on the floor creating one way flow in/out of each room. LBI School can use both classroom doors to assist in flow requirements.



# RESTART & RECOVERY PLAN

## Appendix C

### Critical Area of Operation #3 – Transportation

#### A. Student Transportation and Social Distancing on School Buses

To comply with suggested CDC guidelines the Long Beach Island School District will provide protective barriers around the bus drivers along with masks and shields for the drivers. Additionally, every bus may be staffed with one additional employee (who will also be provided with a mask & shield) to ensure social distancing compliance while the students are on the bus.

Prior to the start of school a mandatory survey will be sent to parents asking if they plan on utilizing the district's transportation. If they indicate they will not, they will be asked to sign a "waiver" opting out of our transportation services. If they choose to utilize our transportation services they will need to abide by:

#### **Morning Bus Stop Requirements**

1. Prior to the start of each school day, a parent or guardian must complete the AT HOME screening process for entry into the school. This will consist of a temperature check and symptom check with a selected screening application to be determined.
2. Parents / guardians will need to accompany their child to the morning bus stop and ensure social distancing while waiting for the bus to arrive.

#### **Bus Ride Guidance**

1. Students must wear masks on the bus.
2. Students will load from back to front.
3. Students must adhere to social distancing requirements to the extent possible.

#### **Arrival at School**

1. Upon arrival at school students will exit the bus front to back one at a time and line up on the designated marks on the walkway
2. Before entering the building there will be portable hand sanitizer machines for students to utilize.
3. Students will enter the building using a designated door and move directly to the hallway outside their classroom where they will line up on designated marks on the floor.

Once back to the transportation depot the buses will be disinfected utilizing a spray on product approved by the CDC.

# RESTART & RECOVERY PLAN

## Appendix D

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

#### A. Location of Student and Staff Screening and Social Distancing in Entrances, Exits, and Common Areas

##### Parent Drop Off

1. Staff will be stationed at the parent drop off location. Each staff member will be provided a face mask and shield.
2. Prior to entering the building students will be asked to utilize the portable hand sanitizer located at the door.
3. Once inside students will follow the arrows on the floor and move directly to their classroom where they will line up outside the door on designated marks.
4. Students will follow proper distancing while moving through the building and in the classroom.

##### Late Student Arrival

1. In the event a student is late for school parents will be required to bring the student to the main office lobby.
2. Once inside the student will follow proper distancing while reporting to the classroom.

Hallways will have right/left one way directions on the floor and will have 6' spacing marks throughout. Signage will be posted throughout.

##### Spacing Within Classrooms

1. LBI School
  - a. Classrooms will have 6' spacing where possible. If not possible, masks and/or physical barriers will be employed
  - b. Utilized barriers will be sanitized in between students and classes, as required
  - c. Science lab tables will have barriers (see b)
  - d. Art classroom will have barriers on tables (see b)
  - e. Tech Lab can use (every other computer) for spacing and disinfect between classes
2. EJ School
  - a. 2nd grade has adequate room for 6' spacing
  - b. 1st grade has adequate room for 6' spacing
  - c. Utilizing and sanitizing barriers, if needed
  - d. Kindergarten will have barriers installed and sanitized on tables that are unable to physically distance to 6 feet.

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- e. PK-3 (half-day), and PK 4 (full-day) will have barriers installed and sanitized on tables that are unable to physically distance to 6 feet.
- f. World Language classroom will have barriers installed and sanitized between students' use.
- g. Media Center tables will have barriers installed and sanitized between students' use.
- h. Art Room tables will have barriers installed and sanitized between student's use.
- i. Music Room has adequate room for 6 foot spacing.

Classrooms will have arrows on the floor creating one way flow in/out of each room. LBI School can use both classroom doors to assist in flow requirements.

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## Appendix E

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

- A. Screening Procedures for Students and Staff, Protocols for Symptomatic Students and Staff and Protocols for Face Coverings

#### **Screening Policy for the LBICSD Students, Employees, Vendors and Visitors**

1. Propose the use of a smart phone application where parents and staff are completing a checklist which is congruent with our “When to Keep Your Child Home” SOP. This procedure will follow current CDC guidelines and will be based on the current LBI Health Department (LBIHD) community spread values. This will be reviewed 14 days prior opening.
2. Parents and staff will perform temperature checks AT HOME. A value of  $\geq 100$  or one or more symptom not otherwise explained will require the student/staff to stay home based on current CDC guidance.
3. Staff will continue, as they have always done, to send students to the health office if they appear ill.
4. Vendors and Visitors will be required to wear a face mask, affirm that they are free of CoVID 19 symptoms and have not traveled to a quarantine area within the last 14 days prior to their visit to the school. Temperature may be required.

#### **Procedures for symptomatic individuals**

1. Students & Staff will be isolated in a room equipped with an air scrubber when found to be symptomatic.
2. In the event that the school is notified of a positive CoVID-19 test, all Contact Tracing will be performed by the LBIHD with the full cooperation of the Student Health Offices.

#### **Needed Protocols**

1. The nurses will be provided a traveling “wellness” cart to reduce the combining of ill students with injured & well student visits.
2. Routine Screenings will be suspended until a time that supports closer student contact.

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3. In the past, continuous symptom monitoring was not performed by the Student Health Office, when staff or students were sent home ill. Continuous monitoring of symptoms is performed by contact tracers, parents and the health care provider. It will become necessary, as it has always been, to review documentation from a Health Care Provider that the individual is cleared to return to school in concert with quarantine guidelines. Without documentation from a health care provider, admittance to school may be denied based on the current CDC and LBIHD guidelines to return and end quarantine period.
4. All of the protocols will be provided and accessible on district's website.

## **Face Masks**

1. Face masks are required for students and staff, and face shields are not a substitute. The current exceptions include: under 2 years old, specific health issues or IEPs that would be adversely affected.

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## **Appendix F**

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

The LBICSD school health offices work closely with the LBI Health Department. The school health offices will monitor symptoms and illness of our school community. The LBI Health Department will be responsible for positive CoVID-19 cases, case investigations, and contact tracing.

# RESTART & RECOVERY PLAN

## Appendix G

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

#### Facility Cleaning/Sanitizing

1. Custodians will use spray misting equipment with disinfectant solution throughout the day at:
  - a. Door knobs/handles
  - b. Water fountains
  - c. Gang bathrooms (hourly)
  - d. Sink handles (LBI School)
  - e. Cafeteria tables/chairs (between usage)

#### Frequent Room Cleaning When Classrooms are Unoccupied

1. Empty trash cans when rooms are unoccupied
2. Disinfect desks/tables if room is empty for longer than 15 minutes
3. Tech Lab spray mist keyboards between classes

#### End of Day Cleaning/Sanitizing

1. Custodians will continue to clean rooms as prescribed
  - a. Remove all trash/litter
  - b. Clean desks and chairs with ES72
  - c. Floors will be dry swept every day
  - d. Floors will be wet mopped every other day or as needed
  - e. All desks/tables, chairs, door handles, sinks, light switches, telephones shall be spray misted with disinfectant at the end of the day.

#### Students' Personal Belongings:

1. Students shall place coats/jackets on the back of their assigned homeroom seats.
2. Backpacks/books shall be placed alongside their homeroom desk.
3. Coat racks in the classrooms shall not be utilized.

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## Appendix H

### Critical Area of Operation #8 – Meals

Students will remain in their classroom cohort for lunch. Students will proceed down the hall following physical distancing. Hand sanitizer machines will be stationed outside of the cafeterias prior to lunch.

#### **Ethel Jacobson School**

- There will be 4 lunch periods.
- Students will be seated with 6' diameter between them.
- Food will be served to the students via grab and go

#### **Long Beach Island Grade School**

- There will be 4 lunch periods.
- Students will be seated with 6' diameter around them.
- Food will be served to the students via grab and go

After lunch there will be hand sanitizer machines outside of the cafeteria. Students will move back to their classroom. The cafeterias will be cleaned and disinfected between lunch service.

Students taking part in virtual learning and eligible for Free and Reduced meals will be provided Grab and Go meals from the Long Beach Island Grade School.



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## Appendix I

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

#### **EJ School:**

1. Four separate recess periods will allow each cohort to remain separate and maintain a minimum of 6' distancing.
2. Utilize cones and/or separate outdoor space for each cohort
3. Students and staff will wash hands before and after recess
4. Use of shared equipment will be limited
5. Equipment will be cleaned after each use

#### **LBI School:**

1. Four separate recess periods will allow each cohort to remain separate and maintain a minimum of 6' distancing.
2. Utilize cones and/or separate outdoor space for each cohort
3. Students and staff will wash hands before and after recess
4. Use of shared equipment will be limited
5. Equipment will be cleaned after each use

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## Appendix J

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

- The LBI school district will restrict the use of school/district facilities to district-sponsored extracurricular activities and groups.
- Field Trips requiring bus transportation will be put on hold until further notice.

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## Appendix K

### Academic, Social, and Behavioral Supports

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

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

- Currently being utilized and updated

Orientation for all new families and students has been provided in the past. This year, an orientation will be offered for ALL students and their families prior to returning to school in order to review procedures, precautions and measures to be taken to ensure physical safety as well as the social and emotional well-being of our students and their families. Communication has been started earlier than ever with families, in order to provide any information, changes or updates that would impact their decision to send their children to school and to decrease as much anxiety or concern as possible. This communication will continue throughout the year as the District proactively seeks to update the webpage, send emails and phone calls when necessary.

#### 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.

- Currently being utilized.

BSIP and I&RS referrals; RTI when required. Leveled math and science instruction for 5th and 6th grade students. Referral and access to after school homework help program with transportation provided to ensure equal access. (pending BOE approval).

#### C. Wraparound Supports

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

- Currently being utilized.

A list of community resources is available to our students and their families as needed. School Counselor participates and attends monthly meetings of CIACC which represents all agencies, services, resources and interventions that are available to residents of Ocean County. This resources allows our district to have a relationship and contact with those agencies who may be able to help our students and their families outside of school.

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Information on resources and contacts are available on the webpage of the School Counselor as well as the main page. Printed materials are available in common public areas such as the vestibules of the main offices and are always available upon request to be sent home.

## 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.

- Currently being utilized.

## E. Quality Child Care

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

- Currently being utilized

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## Appendix L

### Restart Committee

**Restart Committee:**

Colette Southwick, Parent

Brielle Hoffacker, Parent

Ceci Morillo, Parent

Marilyn Wasilewski, Board Vice President

Eileen Bowker, Board Member

Peter Kopack, Superintendent and Principal

Christine Kelly, Business Administrator

Frank Birney, Principal and Supervisor of Special Education

Bianca Aniski, RN School Nurse

Denise Lake, RN School Nurse

Shelley Smith, Technology Coordinator

Julie Oldham, School Counselor

Patti Gerety, LBIEA President and Teacher

Jacqueline Ramilo, Teacher

Laura Daly, Teacher

Mallory Mulcahy, Teacher

Chloe Sheplin, Teacher

David Yates, Facilities Manager

Kathy Sheplin, Administrative Assistant

Daniel Krupinski, LBI Health Department

Rebecca Kath, RN, LBI Health Department

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## Appendix M

### Pandemic Response Teams

#### **Pandemic Response Team:**

Peter Kopack, Superintendent and Principal  
Chris Kelly, Business Administrator  
Frank Birney, Principal and Supervisor of Special Education  
Colette Southwick, Parent  
Ceci Morillo, Parent  
Sarah Franka, Social Worker  
Lisa Leonard, Teacher  
Chloe Sheplin, Teacher  
Heidi DeBiasi, Teacher  
Cathy McBride, Teacher  
Shelley Smith, Teacher/Technology Coordinator  
Mallory Mulcahy, Teacher  
Patti Gerety, LBIEA President and Teacher  
Julie Oldham, School Counselor  
Bianca Aniski, RN School Nurse  
Denise Lake, RN School Nurse  
Dave Yates, Facilities Manager  
Barbara Sargeant, Transportation  
Ann Pepe, RN, LBI Health Department  
Rebecca Kath, RN, LBI Health Department  
Sara Sexton, LBI Health Department

# RESTART & RECOVERY PLAN

## Appendix N

### Scheduling of Students

#### A. School Day and Educational Program

#### Long Beach Island Consolidated School District Scheduling

**September 8, 9, 10, 11 Early Dismissal Days for in-school instruction and virtual learning.**

#### Ethel A. Jacobsen Daily Schedule

8:15 AM EJ teachers report to their school (sign in)  
8:20 AM Students arrive on buses  
8:25 AM Students report to homerooms/breakfast; instructional day begins  
11:25 AM AM Pre-K (3) class ends  
11:35-12:35 Lunch/Recess  
2:55 PM School buses arrive  
3:00 PM Ethel Jacobsen School dismisses  
3:10 PM Teachers may depart (sign out)

#### **Early Dismissal Schedule (EJ)**

8:15 AM EJ teachers report to their school (sign in)  
8:20 AM Students arrive on buses  
8:25 AM Students report to homerooms/breakfast; instructional day begins  
11:25 AM AM Pre-K (3) class ends  
11:35-12:35 Lunch/Recess  
12:55 PM School buses arrive  
1:00 PM Ethel Jacobsen School dismisses  
1:10 PM Teachers may depart (sign out)

#### Long Beach Island Grade School Daily Schedule

8:05 AM LBI teachers report to their school (sign in).  
8:10 AM Students arrive on buses.  
8:15 AM Students report to homerooms/breakfast;  
instructional day begins  
11:00-12:00 Lunch/Recess for 3rd & 4th  
12:00-12:15 Sanitize cafeteria  
12:15 - 1:15 Lunch/Recess for 5th & 6th  
3:05 PM School buses arrive  
3:10 PM Long Beach Island Grade School dismisses  
3:20 PM Teachers may depart (sign out)

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## **Early Dismissal Schedule (LBI)**

8:05 AM LBI teachers report to their school (sign in).  
8:10 AM Students arrive on buses.  
8:15 AM Students report to homerooms/breakfast;  
instructional day begins  
10:45-11:45 Lunch/Recess for 3rd and 4th  
11:45 - 12:00 Sanitize cafeteria  
12:00 - 1:00 Lunch/Recess for 5th & 6th  
1:05 PM School buses arrive  
1:10 PM Long Beach Island Grade School dismisses  
1:20 PM Teachers may depart (sign out)

Our district administration has been meeting with the Facilities Manager, School Counselor, and Nurses to review all of our options. At this time, the LBI School District will provide three options that can be used given the direction by the NJDOE and LBIDOH.

### **Option 1**

Traditional School Day

With Enhanced Sanitizing Protocols and Possibly the Use of PPE

### **Option 2**

Traditional School Day + Social Distancing at 6' and PPE

Virtual Distance Learning

With Enhanced Sanitizing Protocols and PPE

### **Option 3**

Virtual Distance Learning



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## Appendix O

### Staffing

#### Tentative Teaching Assignments 2020-2021

<b>Grade/Program</b>	<b>Teacher</b>
Preschool Full-Day	Lisa Boyd
Preschool Half-Day	Mallory Mulcahy
Kindergarten	Lisa Leonard
Kindergarten	Jackie Ramilo
Grade 1	Megan Melega
Grade 1	Sarah Esarey
Grade 2	Katie Holloway
Grade 2	Amy Ferrer
Grade 3	Liz Messec
Grade 3	Kera Freeman
Grade 4	Kim Maschi
Grade 4	Laura Daly
Grade 5-6 Social Studies/ICS	Rick Kappy
Grade 5 ELA/ICS	Julia Townsend
Grade 6 Math/ICS	Lauren Rothstein
Grade 6 ELA/ICS	Janelle Gosline
Grade K-6 Resource/ICS	Chloe Sheplin
Grade K-6 Resource/ICS	Kelly Scotto di Carlo
Grade K-6 Resource/ICS	Stephanie Ivancich

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<b>Grade/Program</b>	<b>Teacher</b>
Grade K-6 Resource/ICS	Chris Conrad
Grade K-6 Resource/ICS	Karen Beetel
BSI K-2	Patti Gerety
BSI 3-6	Heidi DeBiasi
Grade 3-6 Science	Cathy McBride
Nurse/Health	Denise Lake
Nurse	Bianca Aniski
PE/Health	Sal Colino
PE/Health	James LaMarco
Music/Band/Strings/Vocal/Theater	Tim Cotov
Guidance	Julie Oldham
Art	Lisa Benjamin
Technology Coordinator/Tech Instruction/ICS	Shelley Smith
TIPP/Enrichment/Tech K-2	Wendy Yeager
World Language/ESL	Rosa Warfel
Speech Pathologist	Suzanne D'Arcangelo

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## Appendix P

### Athletics

N/A

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## Appendix Q

### Remote Learning Options for Families

The Long Beach Island School District continues to survey parents regarding their equipment and internet access capabilities. The district has met all conditions for making sure each student has a device and internet access through surveys and conversations with parents. Procedures have been established for full time learning requests via Blackboard Connect, Google Classroom, Edlio Teacher Pages, and by letters/notifications to parents. As of August, 12, 2020 the Long Beach Island Consolidated School District administration distributed and collected data with three separate surveys over two months, and met with the Restart and Recovery and Pandemic Teams to review all and make appropriate plans for in-person and virtual instruction. Procedures for submitting full time remote learning requests were made through two surveys, and then verified through the Technology Coordinator and Main Offices/Administration.

The Long Beach Island Consolidated School District has established a Restart and Recovery Tab with information on the procedures to transition from full time remote learning to in-person services.

Upon parental request, students will be assigned a Chromebook for home usage. We will continue to follow-up daily on student participation and equipment needs. Parent notifications of Policies are conducted through Strauss Esmay and reviewed by the Board of Education.

### General Plan for Remote Learning Days

- Remote Learning Days are designed to reduce the impact and disruption to the school calendar and programs in the event of a pandemic emergency.
- On Remote Learning Days, students will be expected to logon to the school district website to access grade-level work that has been developed to support the appropriate grade level standards and curriculum. In addition, students and teachers will take part in virtual meetings via Zoom or Google Meet. For those with no internet access or digital device, the district is working to confidentially identify and provide access.
- The work assigned will outline daily expectations that serves as an extension to previous learning or bridge to new learning.
- Staff members have access to technology at each school and/or home. Staff members will ensure they have access to any passwords they may need to get on OnCourse, GSuite, etc.

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- Staff members will meet with administration via Zoom or Google Meet to coordinate learning experiences for students.
- Any Remote Learning Day and updates to parents will be stated clearly via the district's automated notification by the Chief School Administrator.
- Staff members will review attendance daily and assist students and families on an ongoing basis to make sure work is relevant, accessible and completed. If difficulties arise with completing school work and/or participation in virtual learning, this will be monitored/assessed and discussed with families to assist.

## **General Procedures for Remote Learning Days**

- From 8:15 am - 3:15 pm general education teachers, special education teachers, special area teachers, school counselor, school nurses, and interventionists will be available for students and families to contact via email or online, as needed. ELL supports will be provided by homeroom teachers, school counselor, and a world language teacher.
- Student needs related to established additional school supports (ELL, 504, IEP) will have their work modified based upon their needs. This will happen prior to the Remote Learning Days and may include additional time and resources for these students upon their return to school.
- Learning takes place by grade bands. In each grade band, teachers will design virtual and remote learning plans to maximize student growth and learning to the greatest extent possible.
- Communication has increased as online assessments and grading with comments has continued.
- All students are expected to complete the assignments independently putting forth their personal best effort (parents may read directions to students if needed).
- The assignments may be in Google Classroom, other digital platforms such as Flipgrid or Seesaw or on a paper handout. Teachers will be available via email or Google Classroom to answer questions and support students with their work.
- Students may be asked to complete a variety of learning tasks.
- Teachers will provide detailed instructions about the assignments that will include the following information:
  - Purpose/objective of the assignments

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- Description of the tasks, including the directions/resources required to complete the assignments
- Assignment submissions (in-person when students return, online, etc.)
- Due dates of the assignments
  
- Students will be expected to work daily for a full school day.
  
- Differentiation of instructional time, class assignments, independent work, and measures of student progress have been assessed, reviewed by homeroom, and modified as needed.
  
- Synchronous virtual learning will be delivered via Zoom, Google Meet, or another approved platform and developed by grade level. A master schedule of live sessions will be communicated regularly to parents for homeroom, related arts, and all related services.
  
- Board of Education Curriculum Committee and Faculty meetings are held to discuss, assess and modify online and learning instruction when need be.

The Long Beach Island Consolidated School District has worked to provide teachers instructional time to prepare plans in the event the district remains closed for in person instruction for a shortened or extended period of time. We made and are making sure students have access to online technology and included hard copy textbooks, worksheets, novels to make sure students have the opportunities to learn, with provisions for appropriate special education and related services for students with disabilities.

We have made great strides in developing and maintaining an innovative and highly communicative instructional program within the school communities. Over the past several months, we have provided remote instruction to every student, meeting the needs of English Language Learners (ELL) and Students with Disabilities to the greatest extent possible including the provision of related services. District and school-based faculty meetings via Zoom have included directives to modify and differentiate instruction and to remain collaborative among homeroom, related arts and services. Assessments have been made to see where students have progressed and grade reporting has been made for the third and now working towards the fourth marking period.

Dr. Kopack, Superintendent worked with Chris Kelly, Business Administrator; Frank Birney, Director of Special Services; Shelley Smith, District Technology Specialist; Julie Oldham, School Counselor and all Classroom Teachers to utilize Google classrooms and Edlio webpages to update assignments, instruction, and to provide related social and emotional supports.

# RESTART & RECOVERY PLAN

## General Overview

Attendance is checked daily and monitored by homeroom teachers, school counselor, nurses and administrators. Conference calls are made by staff to check on students and families. Phone calls and conference calls are made by a designated ELL teacher to families in need of additional assistance.

**Preschool** - Reading parent to child and playing games that integrate preschool standards will be the emphasis of the work that is provided. Directions for scaffolding the work will also be provided to ensure needs of each learner are met.

## Elementary Kindergarten - Grade 4

**English/Language Arts** - Grade level assignments that correspond with ELA Anchor standards will be inclusive of reading and writing with assignments that support comprehension and critical thinking. Rubrics and directions will be provided to guide students in their work. Reading connections will be made to both science and social studies.

**Mathematics** - Practice of material previously taught along with projects and thematic assignments and consistent with the current scope and sequence.

**Social Studies/Science**- Thematic assignments that integrate reading and writing will be provided that support grade level standards and curriculum while also integrating other content areas.

**Physical Education/Health**-Suggestions for movement and healthy habits and behaviors will be provided.

**Related Arts** - Learners will engage in review and reinforcement activities that promote application of concepts and skills for world language, art, music and media literacy.

**Special Education** - Properly leveled assignments can be found on the website as well as independent packets based on IEP goals and objectives.

**Communication** - You may expect and continue to communicate with your child's teacher and/or the supervisor of special services via the normal channels of email. Note: Sick children will be reported to each school nurse via email.

ELL and Bilingual students will be able to access online materials. ELL and World Language Teachers will assist in online and phone instruction.

Students unable to use online resources will be able to have instruction pencil, paper and textbooks sent home beforehand.

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## Grades 5 - 6

**English Language Arts** - Grade level assignments that correspond with standards for each grade will be inclusive of reading and writing with assignments that support comprehension and critical thinking. Rubrics and directions will be provided to guide students in their work. Reading connections will be made to both science and social studies.

**Mathematics** - Continued practice of skills learned will be required via technology or packet. Assignments with appropriate grade level content and objectives will be consistent with the current scope and sequence.

**Science** - Reading and comprehension assignments related to current science units and grade level standards will be posted.

**Social Studies** –Thematic assignments that integrate reading and writing will be provided that support grade level standards and curriculum while also integrating other content areas.

**Physical Education/Health**- Suggestions for movement and nutrition will be provided based on grade level standards.

**World Language** - Assignments will include daily review of vocabulary, parts of speech, verb conjugation, basic commands in an oral and written form.

**Art** - Learners will apply the seven elements of art in a drawing, painting, sculpture or free form.

**Music** - Learners will demonstrate the application of the seven elements of music in a vocal rendition or in an instrumental piece.

**Special Education** - Assignments will be modified or individualized based on need.

**Communication** - Parents may expect and continue to communicate with your child's teacher and/or the administration via the normal channels of email. Note: Sick children will be reported to each school nurse via email.

ELL and Bilingual students will be able to access online materials. ELL and World Language Teachers will assist in online and phone instruction.

Students unable to use online resources will be able to have instruction pencil, paper and textbooks sent home beforehand.



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## Technology Support

Long Beach Island Consolidated School District technology staff will offer support for hardware, software and account-related issues on Remote Learning Days. Students/parents/staff should email their questions or problems to Shelley Smith at [ssmith@lbi.k12.nj.us](mailto:ssmith@lbi.k12.nj.us) and/or the main office of each school. The district will assess any issues and look to assist any family in need of Internet access or electronic devices by monitoring attendance to virtual learning and by calling and conferencing with families.

The District provides access to digital curriculum, apps & subscription software to use for online learning. These include:

## Academics:

Math Envisions 2.0, Gr K - 6

Science - Science Dimension Gr K - 6

ELA - Journeys - Gr K - 4

Social Studies - Gr K - 6

## **EJ:**

Starfall

Raz-Kids

Reading Eggs

Scholastic

Khan Academy Kids

Math Seeds

Nessy

Google Suite for Education (grades 1 &2)

## **LBI:**

Google Suite for Education

World book Online

For Study Island, Qwertytown, Newsela & Flocabulary- login with Google using Clever via the school webpage, under Departments

## **Students who are ill on a Remote Learning Day and Cannot Complete the Work**

Sick children should be reported via email to the child's school nurse. Students would still be responsible for the assigned work, but would have additional day(s) to complete it.

## **Students who have technical issues that prevent them from completing their work**

If there is an unforeseen circumstance that prevents students from accessing their assigned work parents/guardians should notify the homeroom teacher or administration via email or phone call.

# RESTART & RECOVERY PLAN

## Equitable Access

As a proactive measure, in the event Long Beach Island Schools need to close to prevent communicable disease transmission, a hard copy and virtual letter, and survey has been disseminated to families to determine the technological needs of our students in order to provide options in the event of a long term school closure. The information provided was seen only by Long Beach Island School District School Administration and was not shared. If parents indicated that their child did not have access to a dedicated device or WiFi at home, Administration contacted them to clarify their student's technology needs and better plan access for all students. We will leverage the learning platforms and tools that we have available to deliver the most appropriate content under the potential circumstances we may face. Options have included borrowing a Chromebook or iPad or picking up a hard copy packet of work that is mirroring the on-line assignments.

Accommodations provided for assignments by the special education teacher based on students' Individualized Educational Plan. Related services will share general strategies to implement at home and will be available via email or Google Meet to assist parents.

## Assisting the Special Needs Population

Special needs populations present particular challenges to emergency and crisis planners. Planning considerations should address the needs of students and staff with hearing, mobility, sight or other physical or health impairments. Other groups that may need special considerations include non-English speaking students and students within specific age ranges that have specific requirements.

## Students with Disabilities

The At-Home Learning Plan for students with IEPs followed their Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible utilizing individualized learning packets, Virtual Classroom Sessions, Virtual Individual/Small Group Sessions, and individualized online materials. The virtual platforms utilized are Zoom and Google Meet.

To ensure the IEP was being implemented appropriately, the teachers followed the guidelines that the IEP provides, specifically looking at accommodations and modifications. The teachers were then able to create individualized materials (hard copy and online) for the students to use. Through completion of the assignments, the teachers are able to track the progress of each student and determine the effectiveness of the modifications.

The case manager followed up with families throughout the process via email, phone, and virtual meeting platforms. During each follow-up the case manager discusses and notes any parental concerns to their child receiving services through the IEP to the greatest extent possible. If there are concerns, the case manager follows up with the teacher and parent to ensure the IEP is being met. Again, this includes phone calls, emails, and virtual meeting platforms.

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The district has been conducting virtual IEP meetings through Secure Video adhering to the timelines as dictated by IDEA to the best extent possible. In regards to evaluations and reevaluations, the guidance from the state was to do our best. With that, we have been conducting any evaluations that we can conduct remotely. These include socials, parent and teacher checklist completion, other parental input, review of previous data. Per the state guidance, we have notified the parents that we will conduct our in-person evaluations when we are back in school and able to perform those assessments. We have been in communication with the parents throughout the process and have noted those conversations. If there are students that the district and parents felt did not warrant re-evaluation testing, those students were waived until their next triennial date.

Related Services were provided through the use of individualized packets provided by the therapists and virtual consultation. After April 1, the district began the process of providing teletherapy services.

For the students that require Extended School Year (ESY) services the district historically sends those students to the Stafford School District. At this time, ESY services are being planned for in-person sessions. However, if we are prohibited from providing in-person ESY services, the district will look to either coordinate with Stafford in a virtual program or conduct a virtual program ourselves. This would include related services, as needed.

For any students that were placed in an Approved Private School for Students with Disabilities (APSSD) the district communicated with the school to discuss their educational plan in accordance with that student's IEP. The APSSD conducted virtual sessions for educational and related services purposes. They supplemented their virtual instruction with online materials and packets of work. The district maintained frequent contact with the parents of the APSSD to determine that the IEP was being followed.

# RESTART & RECOVERY PLAN

## CHART OF USEFUL LINKS

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

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

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

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

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