

Restart and Recovery Plan
to Reopen Schools

Island Heights Grade School

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 School or a designee of the Superintendent of School.

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

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

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

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THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

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

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

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

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

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

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

Ten Critical Areas of Operation

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

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

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

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

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- (1) Schools in the district The School will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between them (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:

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

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

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

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

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- (3) Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route.

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

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

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

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

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- supervision and care until picked up by an authorized adult.
 - (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
 - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease 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

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to that student's need and in accordance with all applicable laws and regulations.

- (6) Exceptions to requirements for face coverings shall be as follows:
 - (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.
 - (c) The individual is in water.
 - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
 - (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.

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

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

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

(2) The Board’s Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:

(a) A schedule for increased routine cleaning and disinfection.

(b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. door knobs, light switches, classroom sink handles, countertops).

(c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.

(d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:

(i) Classroom desks and chairs;

(ii) Lunchroom tables and chairs;

(iii) Door handles and push plates;

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

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

- h. Critical Area of Operation #8 – Meals – Anticipated Minimum Standards Incorporated into the Plan
- (1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board’s Plan, if applicable:
 - (a) Stagger times to allow for social distancing and clean and disinfect between groups.
 - (b) Discontinue family style, self-service, and buffet.
 - (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.

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- (d) Space students at least six feet apart.
- (e) Require individuals to wash their hands after removing their gloves or after directly handling used food service items.

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

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

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

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

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

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

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

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

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

2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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

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

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.

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.

Currently Being Utilized

d. Food Service and Distribution

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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.

Being Developed by School Officials

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

a. A Restart Committee should be established as collaboration is critical to the development of the Board’s Plan.

b. The Restart Committee should include school district and school-level administrators, members of the local Board of

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Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.

- c. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.
- d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
- e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

- a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
- b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
- c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
- d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
- e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.

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- f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
 - (1) School Principal or Lead Person;
 - (2) Teachers;
 - (3) Child Study Team member;
 - (4) School Counselor or mental health expert;
 - (5) Subject Area Chairperson/Director;
 - (6) School Nurse;
 - (7) Teachers representing each grade band served by the school district and school;
 - (8) School safety personnel;
 - (9) Members of the School Safety Team;
 - (10) Custodian; and
 - (11) Parents.
- g. The Pandemic Response Team is responsible for:
 - (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
 - (2) Adjusting or amending school health and safety protocols as needed.
 - (3) Providing staff with needed support and training.
 - (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
 - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.

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- (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.
- 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.

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- (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
 - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in the classroom receive instruction. School officials may:
- (1) Provide teachers common planning time.
 - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
 - (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
 - (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
 - (4) 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.

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- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See Appendix N – Scheduling of Students]

4. Staffing

- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.
- c. The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
 - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community

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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) 2020-2021, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
- (3) Certification
 - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.
 - (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

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

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

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well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.

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

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

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

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- (3) Survey assistant teachers to determine technology needs/access (Pre-school).
 - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- c. Student teachers should:
- (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
 - (2) Lead small group instruction (in-person to help with social distancing).
 - (3) Co-teach with cooperating teachers and maintain social distancing.
 - (4) Manage online classrooms 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.

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

[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

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addition to other basic operational needs. Readyng facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the Board's Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

1. School Funding

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

- (1) Elementary and Secondary School Emergency Relief Fund;
- (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

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the Plan. The school district shall continue to comply with the provisions of the “Public School Contracts Law”, N.J.S.A. 18A:18A-1 et seq.

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

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

(3) Costs and Contracting

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

D. Continuity of Learning

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

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

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

While only a small introduction to these elements is included in this Plan, school officials can find a more detailed explanation and considerations in the NJDOE

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Guidance under the Continuity of Learning section to reference while developing their Plan for the reopening of schools.

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

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- (5) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.
2. Technology and Connectivity
 - a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.
 - b. Districts should:
 - (1) Conduct a needs assessment.
 - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
 - (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.

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3. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).
- b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.

c. Virtual and Hybrid Learning Environment

(1) Curriculum

- (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.
- (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
- (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

(2) Instruction

- (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
- (b) In crafting an instructional plan, the school district should consider the following:

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- (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
 - (ii) Design for student engagement and foster student ownership of learning.
 - (iii) Develop students' meta-cognition.
 - (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
 - (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
 - (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.
- (3) Assessment
- (a) For the purposes of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
 - (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
 - (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior

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assessment data which may complement data driven decision-making regarding remediation efforts.

- (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
- (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
 - (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

4. Professional Learning

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

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- (4) Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and
 - (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.
- d. Mentoring and Induction
- (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
 - (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
 - (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
 - (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
 - (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.
- e. Evaluation
- (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.

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- (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

5. Career and Technical Education (CTE)

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

c. Guiding Principles

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

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

d. Quality CTE Programs

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

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

e. Work-Based Learning

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

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f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

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Appendices

Restart and Recovery Plan to Reopen Schools

**Island Heights Grade School
Board of Education
Fall 2020**

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Appendix A

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

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

Protocols for High Risk Staff

- A. IHGS will maintain communication with local and state officials to determine the current mitigation levels in the community. This communication will include the Executive County Superintendent, the Ocean County Board of Health and area school districts./
- B. IHGS will ensure staff who are at higher risks for severe illness are protected and supported. High risk staff members will provide a physician's note describing the condition.
- C. If accommodations need to be made including, virtual instruction, limited exposure to students and/or staff or any other accommodation, administration will support the need as practicable as possible.
- D. Information regarding various types of leaves available under the law will be provided to staff.

Protocols for High Risk Students

- A. Parents will notify the school nurse if there is a medical condition that would put a student in a high risk status. This information would also be part of the student record.
- B. If a student's medical condition necessitates all virtual learning, the IHGS would implement that plan.
- C. If the student is in person, the IHGS will ensure support and protection for that student through accommodations developed by the school with the parent.

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Appendix B

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

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

Social Distancing in Instructional and Non-Instructional Rooms

1. IHGS will allow for social distancing within the classroom to the maximum extent practicable. Student desks and students will be kept 6 ft apart when possible and will be required to wear face coverings if this is not possible. Our largest AM/PM cohort is 11 students and smallest is 5 students.
2. All instructional and non-instructional rooms in the school will comply with social distancing standards to the maximum extent practicable.
3. All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air will have a fresh air component, windows will be open, if practical, if air conditioning is not provided.
4. School hand sanitizing stations will be available in each classroom and areas including, entrances and exits, near lunchroom and toilets.

Procedures for Hand Sanitizing/ Washing

1. Each classroom and student area will be equipped with sanitizing stations and lower grades have sinks located in their classrooms as required.
2. Teachers will minimize the use of shared classroom objects and supplies and clean between use.
3. When weather permits, classroom windows can be opened unless it poses a health risk.
4. Student bathroom protocols will be in place limiting the number of students to 1 in the bathroom at a time. Regular sanitizing and disinfecting will be done on a frequent schedule throughout the day.

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Appendix C

Critical Area of Operation #3 – Transportation

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

Student Transportation

- Island Heights School District uses transportation for the following:
 1. Special Education students transported to other public schools districts
 2. Island Heights students transported for Class Trips

- Island Heights School District does not operate its own buses, instead it uses the following (in order of preference):
 1. Jointures with other school districts
 2. MOESC transportation services

- Island Heights School District will request all of the providers used to affirm the following:
 1. Mobile sanitizing unit at bus entrance
 2. Cleaning and disinfecting practices for vehicles/school bus

Social Distancing on School Buses

- Island Heights School District will communicate with the jointures and MOESC to use Social Distancing practices on the school bus.
- Both students, staff members, and bus drivers will be required to wear a mask. Exceptions would be those with medical conditions and will be required to produce a doctor’s note.
- Cleaning and disinfecting practices for vehicles/school bus transporting students confirmed with bus provider

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Appendix D

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

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

Location of Student and Staff Screening

- An online screening questionnaire will be sent daily through Google Forms to each family to be returned by 8 am for AM students and 12:00 pm for PM students.
- All students will have their temperature taken and recorded before they leave the car in our dropoff line. If a temperature registers above 100 the student will remain with the parent. If a parent fails to send back the online questionnaire they will be given a paper questionnaire to complete at that time.
- All staff will take their own temperature before reporting to school. This information will be recorded.
- An isolation room has been set up attached to the nurses office and close to an outside exit to the building. The isolation room will be equipped according to the guidelines set forth by the NJ DOH.

Social Distancing in Entrances, Exits, and Common Areas

- Grades K and 1 will enter their classroom through the rear door entering their room from the blacktop in the rear of the school. Grades 2, 3 and 4 will enter through the 3rd grade door located on Summit Ave. Grades 5 and 6 will enter through the Main Entrance on Summit Ave.
- Students will walk directly to their classrooms where they will remain for the entire 160 minutes of ELA and Math instruction. Bathroom protocols are in place including students wearing masks any time they are not socially distanced in their own classroom. Regular disinfecting of the bathrooms and all door handles will occur during both AM and PM sessions.
- The exception to the above schedule is classes having PE for a 20 minute block 2x per week. Protocols have been set up where no two groups will meet or pass each other in the hallways. The PE teacher will deliver

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instruction from a live zoom platform while the class is supervised by their own classroom teacher.

- Dismissal of students in both AM and PM will be through the same doors used for arrival.
- Pre K Disabled class will enter and exit through its own rear door on Summit Ave. They will follow the protocols and guidelines for social distancing that have been established for the K-6 population.

Protocols for Face Coverings

1. School staff and visitors will be required to wear face coverings unless doing so would inhibit the individual's health or the individual is less than 2 years of age.
2. Students are required to wear face coverings, unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
3. Accommodations for students who are unable to wear a face covering should be addressed according to that student's needs and in accordance with all applicable laws and regulations.
4. Exceptions to requirements for face coverings shall be as follows:
 - Doing so would inhibit the individual's health.
 - The individual is in extreme heat outdoors.
 - The individual is in water.
 - A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
 - The student is under the age of two and could risk suffocation.
 - During the period when a student is drinking or eating.
 - The student is engaged in high intensity aerobic or anaerobic activities.
 - Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart.
5. 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.

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Appendix E

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

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

Protocols

COVID19 is the viral disease that has caused global concern. Transmission of the coronavirus mainly occurs via respiratory droplets generated during breathing, talking, coughing and sneezing. These droplets can directly affect the respiratory tracts of others if there is close contact. They also infect others indirectly. This happens when droplets get onto and contaminate surfaces. The best defense is to ensure that protocols are followed.

Personal Protective Equipment (PPE)

MASKS: Mask use is as described below unless the individual is unable to wear a mask or is limited in wearing the mask due to documented medical reasons that cites the inability to comply with the following protocols. Medical documentation, signed by a certified healthcare provider, must be provided to the school.

A. Staff:

All staff shall wear face masks in the school building at all times.

B. Students:

All students will wear face masks upon entry to the school building and during the day any time social distancing (6 feet) cannot be Maintained.**

Children will wear masks when walking in hallways (I.E. using bathroom facilities, transitioning to PE class or other activities)

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Children will not wear a face mask when participating in physical education classes.

Children are not required to wear a mask outdoors unless social distancing cannot be successfully achieved and maintained.

Exclusions:

Individuals with a documented medical condition or a disability reflected in an Individualized Education Plan (IEP) that precludes face covering use.

Children under the age of 2

Individuals in extreme outdoor heat

C. Visitors:

All visitors must wear a face mask upon entry to the school building and maintain the mask while in the school building.

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, entry to the school/district facility may be denied.

******Face shields are considered eye protection and must be used with a face mask to be fully effective if social distancing cannot be achieved and maintained.**

DAILY SCREENINGS

All individuals must complete the COVID19 screening tool prior to entry into the school building.

All individuals will have his/her temperature screened prior to entry into the school building.

Questionnaires and temperatures will be assessed to determine safe entry into the school building.

STAFF:

All staff members must complete the on-line COVID19 screening questionnaire prior to reporting for work daily, preferably no later than 7:45AM.

If the questionnaire indicates possible COVID19 exposure or symptoms, and/or temperature registers as 100.4 degrees or higher, individuals will be denied entry

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and advised to seek medical opinion/evaluation. Temperature must remain within the normal range for 24 hours without aid of anti-fever medications for return to work.

STUDENTS:

Parents/Guardians must complete the COVID screening questionnaire daily prior to their child's entry to school. The questionnaire should be completed on-line in the morning before 8AM. If this is not possible due to the unavailability of on-line access, the parent/guardian must complete the paper version daily prior to school entry and present the completed questionnaire to appropriate staff prior to school entry. Temperature checks will be performed on all students by trained personnel prior to school entry. **If the recorded temperature is 100.4 degrees or greater, the child will not be allowed to attend school.** *Students who register with an elevated temperature must remain absent from school until his/her temperature remains in the normal range for 24 hours without the use of anti-fever medications.*

VISITORS:

Visitors must enter through the main entrance in the front of the school. Visitors must remain in the school foyer until the questionnaire is completed and have his/her temperature screened prior entry into the school building.

All visitors must wear face coverings prior to entering the school building and maintain the face covering while in the building.

If a visitor refuses to complete the required screening tool, a temperature screening or to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, entry to the school/district facility may be denied.

All questionnaires will be assessed. If the questionnaire indicates possible COVID19 exposure or symptoms, and/or temperature registers as 100.4 degrees or higher, individuals will be denied entry and advised to seek medical opinion/evaluation.

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Procedure

Sending Students to Health Office

Due to the current pandemic, procedures for sending students to the health office for various complaints has been modified:

1. No minor scrapes will be sent to the health office. Minor injuries (those that may be covered by a bandaid) can be treated by sending the child to the bathroom to wash the area with soap and water and then cover it with a bandaid provided to the classroom.
2. Bloody mouth due to loose primary teeth. Unless the loose tooth is caused by an injury, the child may be sent to the bathroom with a paper cup (to be provided to the classrooms) and rinse their mouth.
3. No paper cuts or hang nails or any other minor complaint will be sent to the health office.
4. Apparent well child headache/stomach ache.

Headache: Allow the child to drink water and see if the headache improves. If no improvement, the health office may be notified.

Stomachache: Allow the child to use the bathroom. Monitor, if no improvement or child continues to complain, contact the health office

The following must be evaluated by the School Nurse:

- A. Bleeding: If unexplained bleeding occurs, if bleeding is difficult to control or an injury that cannot be covered by a single bandaid.
- B. Vomiting: If a child vomits or complains of more than one episode of loose bowel movement.
- C. Incontinence: If a child is incontinent of urine or feces
- D. Breathing: Any complaints of difficulty breathing
- E. Broken Bone: Any injury that may potentially be a fracture or severe sprain.
- F. Fever: Fevers 100.4 degrees or greater will be isolated and sent home
- G. Bee Sting: Child must be monitored for possible reactions
- H. Head Injury: Child must be assessed per head injury protocol
- I. Allergic Reaction: *****Emergency contact the school nurse immediately or administer adrenaline as trained, if needed.**

As conditions in the health office may not be safe for individuals to enter, teachers/staff must contact the health office prior to sending a child to visit the nurse.

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To request an assessment of a child's complaint:

No child will be sent directly to the health office. The teacher/staff member will call the health office to apprise the nurse of the child's complaint. The nurse will visit the classroom to assess the child and escort the child to the health office if needed.

***Incontinent children will not be changed or be allowed to change in the health office. Clothing will not be provided. If a child is incontinent, the parent will be notified to pick up the child to bring him/her home to change.

If a child is feverish, ill or exhibiting symptoms of COVID19 or other communicable illness, the child will be placed in the isolation room (See Isolation Room Protocol/Procedure). Parent/Guardian will be notified to remove the child from school and seek a medical evaluation prior to re-entry.

Children with a fever of 100.4 or greater must remain home and be fever free for 24 hours with no administration of fever reducing medication prior to re-entry to school.(CDC Guidelines)

Medication Administration:

The School Nurse will call the classroom to request that the child who is scheduled to receive medication in school report to the health office.

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Suspected Covid Procedure

Call School Nurse



School Nurse will come to classroom and escort student to isolation room.



School Nurse will conduct assessment.



The following symptoms are present:

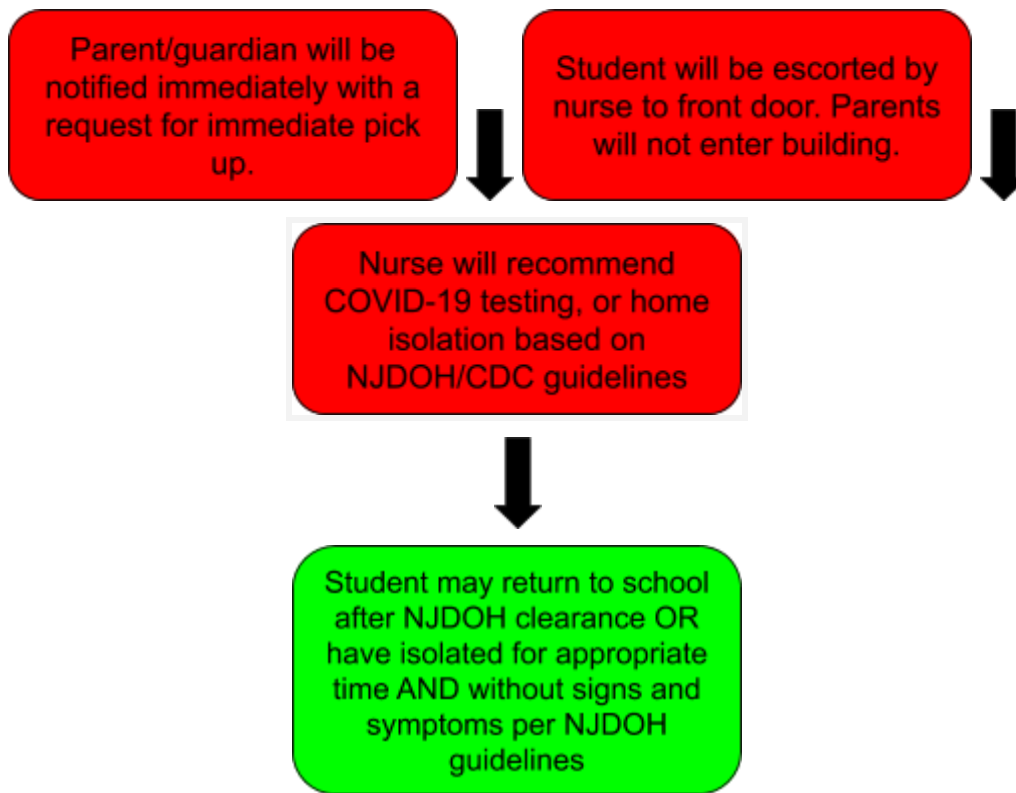
Temp of 100.4 or greater
AND two or more of the following:

- Difficulty breathing/shortness of breath
- Chest pressure
- New loss of taste or smell
- Cough
- Runny nose
- Body aches
- Fatigue
- Headache
- nausea/vomiting
- Chills

Individual will remain isolated until leaving campus.

Student's belongings will be sent to isolation room

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Response to Positive Test Result of COVID19

If a person in the school building tests positive for COVID19, the school district will follow all instructions and guidelines issued by the Ocean County Health Department (OCHD).

When it is determined that an individual from the school community or a school visitor has tested positive for COVID19:

The school nurse will contact the OCHD for procedure guidelines.

The scope and duration of dismissals will be determined on a case by case basis under the guidance of the OCHD.

All areas will be cleaned and disinfected.

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Protocols and Procedures

Isolation

The rear room (#112) of the health office will be designated as the isolation room for possible communicable cases.

If a staff member or student is exhibiting a fever of 100.4 degrees or greater and/or other symptoms of COVID19, he/she will be deemed as possibly contagious.

The individual will be placed (students under adult supervision) in the designated isolation room. The health office will be closed to all non-emergent cases at this time.

The affected staff/student will wear a mask for the duration to contain secretions.

The staff member interacting with the affected individual will employ full Personal Protective Equipment (gown, gloves, shield or goggles, mask).

If it is a student exhibiting possible infection, parents/guardians will be notified as soon as possible and instructed to pick up the child from school. The student may not return to school for a minimum of being symptom free without medication for two (2) days or until evaluated by a physician and written documentation/clearance to attend school is provided.

Children with fever must be fever free for 24 hours with no administration of fever reducing medications (CDC Guidelines) before returning to school.

An adult will escort the student to be released to the parent/guardian. Written instructions will be provided to the parent/guardian regarding medical evaluation and documentation requirements.

After the possible infected individual has been released, the individual attending to the possible infected person will appropriately remove and discard all worn PPE and then complete proper hand hygiene with soap and water. The isolation room will remain closed for at least 24 hours and then be appropriately cleaned and disinfected.

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Protocol and Practice

Return to School

The following are the procedures for a student or staff member to return to school/work after absence from school.

Reported Absence:

Daily absences of staff and students will be shared with the school nurse daily.

Upon return to school, all individuals who had been absent will report to the school nurse immediately for assessment and screening.

Medical excuses and clearances will be shared with the school nurse upon reception of such.

Sent home from School due to possible illness/fever:

Students and/or staff sent home from school/work due to fever of 100.4 degrees or greater may not return to school/work until fever free for 24 hours (per CDC guidelines) without the aid of fever reducing medication.

Students and/or staff sent home due to illness symptoms must remain home for at least 2 days and be symptom free when returning to school.

COVID19 Testing:

Students and/or staff who are being tested for COVID19 must remain home until results of the testing are received. Documentation of negative results must be shared with the school nurse before return to school/work.

Students and/or staff who test positive for COVID19 must follow all recommendations from the CDC. The Ocean County Health Department will be notified of individuals with documented positive results. Students/Staff with a positive COVID19 result must remain out of school/work for a minimum of 10 days and improvement in symptoms.

Quarantine of contacts of these individuals with a positive COVID19 result will be enforced per determination by the OCHD. All individuals advised to quarantine due to possible exposure to a person with a positive COVID19 result will be a minimum of 14 days.

Upon return to school, all individuals will report immediately to the school health office for assessment and clearance to return to school/work.

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Appendix F

Critical Area of Operation #6 - Contact Tracing

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

Contact Tracing

The school nurse has been trained and completed the Johns Hopkins University Contact Tracing Training.

The school nurse will consult with and report to the Ocean County Department of Health to facilitate Contact Tracing it needed.

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

- Continue to adhere to existing required facilities cleaning practices and procedures, along with new specific requirements of the local health department as they arise.
- Develop a schedule for routine cleaning and disinfect surfaces and objects that are frequently touched. This includes Increased routine cleaning of objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sinks, handrails, telephones and countertops).
- Alcohol-based hand sanitizer's stations will be available at every entrance and exit of buildings.
- Alcohol-based hand sanitizer will be available and encouraged for students in each classroom.
- Custodial staff will be required to wear PPE at all times when cleaning, disinfecting and sanitizing areas which include Bathrooms, Common areas and Food service areas.
- Drinking fountains cleaning and sanitizing will be increased but staff and students will be encouraged to bring their own water to minimize use and touching of water fountains.
- EPA-registered disposable wipes or alternate cleaning materials will be provided to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, and remote controls) can be wiped down before use.
- HVAC systems have been updated with the ability to increase outdoor circulation in every area of the school. The current circulation settings are 30% outdoor to 70% indoor but can be increased to a 50/50 setting without jeopardizing temperature and comfort. This situation will take place when school rooms are occupied.
- HVAC Filters will be maintained and changed according to manufacturer recommendations.
- Classroom doors will be cleaned when anyone enters or leaves the classroom.
- When weather allows, windows will be opened to allow for greater air circulation.
- Bathrooms will be sanitized daily between periods as much as possible using EPA protocols.

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Appendix H

Critical Area of Operation #8 – Meals

Island Heights School District lunches will be distributed to the free and reduced students daily as a grab and go lunch as they leave the district since we will be on an AM/PM hybrid schedule.

Students that are attending our childcare program will eat their lunch within the gym/cafeteria between 11:30 am - 12:30 pm. Students will wash their hands prior to eating lunch and be socially distanced at the lunch tables. Children in childcare will bring their own bagged lunch from home, unless they are eligible for the free and reduced lunch program. If so, those students will receive a bagged lunch from the school.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

Recess/Physical Education

- There will be no lunch/recess period with the AM/PM schedule as there will be no mixing of groups/classes throughout the AM/PM session. Students attending the child care program in the gym will be socially distanced during their lunch period.
- Physical Education will be held on Tuesday and Thursday with 20 minute blocks for each class K-6. The PE teacher will zoom live into the gym where no more than 11 students will be properly spaced according to guidelines. The classroom teacher will be present to assist in the delivery of instruction.
- Any equipment used during the PE period will be sanitized before reuse by another class. Equipment will not be shared during the course of the lesson
- Students will use hand sanitizer or wash their hands in the sinks in the gym prior to exiting.

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Appendix J

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

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

Field Trips

Field trips by bus and/or to any densely attended locations during the period of Covid-19 emergency will be eliminated or not scheduled.

Virtual field trips will be encouraged if the curriculum and educational importance exists.

Local walking trips with proper social distancing and other safety measures may occur.

Extra-Curricular Activities

All afterschool clubs will not be held until such time that it is determined to be safe to mix groups of students and staff together.

Outside Organization Facility Use

There will be no permits issued for outside facility use for the duration of the Covid-19 emergency period. Internal district use such as staff meetings, PTO meetings and School Board meetings will be the exception to any building use outside of the school day. All safety protocols will be in place for these exceptions.

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Appendix K

Academic, Social, and Behavioral Supports

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

Social Emotional Learning (SEL) & School Culture and Climate:

- Administer annual School Culture and Climate Survey for students and staff
- Traumatic Loss Protocol - School Safety Team in assistance with contact tracing
- Provide access to mental and behavioral resource services for educators, parents and students
- Counseling services for students throughout the school year of 2020 - 2021
- Virtual online SEL workshops for parents/students
- Students will continue to participate in the Project TEAM anti-bullying movement that fosters a TEAM oriented culture. Lessons will be administered through virtual guidance lessons, while teachers and staff members will continue to instill the values that are taught in the program.
- Provide guidance and information for students study habits, remote learning resources, support groups
- Parent/Guardian virtual meetings and phone conferences to reduce in person contact

Multi-tiered Systems of Support (MTSS):

- In school, after school programs and summer programs will maintain social distancing protocols
- MTSS is a systematic approach to prevention, intervention, and enrichment for grades Pre K - 6 that include I&RS team, child study team, and academic enrichment program
- I&RS parent/guardians meeting(s) may be virtual to reduce in person contact
- Special education teachers, both resource and in-class, will be responsible for modifying assignments, providing instruction suitable for each student's needs, and following IEP accommodations, goals, and objectives. Related services in the student's IEP (such as Speech and Occupational Therapy), will be provided via distance learning by the school provided therapist. Staff will continue to utilize online components, included but not limited to RealTime progress reporting, and therapist log to properly record information
- Virtual IEP meetings, evaluations, and other meetings to identify, evaluate, and/or reevaluate students with disabilities will be conducted by the Child Study Team (CST) and will be scheduled via RealTime and/or email and be held via a virtual

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platform including but not limited to Zoom and/or Google Meet with all participants including CST, parents, and teachers (both special and regular education).

- Child Study Team case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible.

Wraparound Supports:

- Wraparound supports differ from traditional school-based services in comprehensive approach to address intervention needs for inside and outside school (i.e outside counseling and etc.)
- The School Counselor will utilize online platforms to connect with DCP&P and outside counselors in order to meet the needs of students.

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Appendix L

Restart Committee

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

Restart Committee

| | |
|-----------------|--|
| Tim Rehm | Superintendent of Schools/Principal |
| Lillian Brendel | Board Secretary |
| Maureen DeSanto | School Board President |
| Sara Bornebusch | School Board VP/Parent |
| Judy Mekles | School Nurse/IHTA Co-President |
| Emma Zermane | School Counselor |
| Lisa Royer | Curriculum and Instruction Coach/Classroom Teacher |
| Michele LeBlanc | LDTC/Special Education Teacher |
| Cheryl Thomas | School Secretary |
| Beth Smutz | School Secretary |
| Michele Brick | Parent/Special Areas Teacher |
| Ken Hawthorne | Parent (Spec Needs) |

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Appendix M

Pandemic Response Team

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

Pandemic Response Team

| | |
|-----------------|--|
| Tim Rehm | Superintendent of Schools/Principal |
| Frank Frazee | School Business Administrator |
| Lillian Brendel | Board Secretary |
| Judy Mekles | School Nurse/ IHTA Co-President |
| Emma Zermane | School Counselor |
| Lisa Royer | Curriculum and Instruction Coach/Classroom Teacher |
| Michele LeBlanc | LDTC/Special Education Teacher |
| Kelly Torres | Classroom Teacher/IHTA Co-President |
| Maureen DeSanto | School Board President |

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Appendix N

Scheduling of Students in the Hybrid AM/PM Model

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

School Day

- **AM/PM Split Session Hybrid Model**
 - Monday, Tuesday, Thursday, Friday (AM/PM Hybrid Sessions)
 - Wednesday (Remote Instruction Day for the whole school)

AM Schedule K-6 (M, T, TH, F)

In-Person Instruction: 8:45 am - 11:30 am

(Each class remains in the classroom with their teacher.)

- ELA~ 80 minutes of instruction
- Math~ 80 minutes of instruction
- Physical Education~Students will receive 20 minutes of PE instruction 2 days per week. This 20 minute period we take place within the ELA block on one day and the Math block on the other day.

Remote Instruction (at home):

- Science~30 minutes of instruction
- Social Studies~30 minutes of instruction
- DEAR (Independent Reading & Book Log)~20 minutes

PM Schedule K-6 (M, T, TH, F)

In-Person Instruction: 12:30 pm - 3:15 pm

(Each class remains in the classroom with their teacher.)

- ELA~ 80 minutes of instruction
- Math~ 80 minutes of instruction
- Physical Education~Students will receive 20 minutes of PE instruction 2 days per week. This 20 minute period we take place within the ELA block on one day and the Math block on the other day.

Remote Instruction (at home):

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- Science~30 minutes of instruction
- Social Studies~30 minutes of instruction
- DEAR (Independent Reading & Book Log)~20 minutes

Wednesday Schedule K-6 (Schoolwide Remote Instruction Day)

Remote Instruction at Home:

On Wednesdays students will stay home and work remotely on assignments that are posted by our special teachers. This day also allows the building to be empty to complete a thorough midweek cleaning. During this day, classroom and special education teachers will use this time for planning and grading assignments. ALL teachers will be available from 9 AM to 1 PM each Wednesday to answer questions and emails.

Students will complete 240 minutes of instruction in the following areas on Wednesdays:

- Music~ 40 minutes of instruction
- Art~ 40 minute of instruction
- Guidance~ 40 minutes of instruction
- Health~ 40 minutes of instruction
- Spanish~ 40 minutes of instruction
- Pathblazer Learning Program~ 20 minutes of instruction (rotate between ELA and Math each week)
- DEAR (Independent Reading & Book Log)~20 minutes

All Virtual/Remote Model

In the event that at any time the IHGS shifts back to an all virtual learning model, all students will follow the above model of instruction and ELA and Math will be added to the remote, virtual method of instruction. ELA and Math will each include 80min of instruction for an additional 160 min 4 days per week. Wednesday will remain as all specials day as per the above model.

The teacher day will consist of 4 hours, 9am to 1pm on M-T-Th-F. Wednesdays are specials day when the classroom teachers will be preparing, planning and grading work completed during the 4 day instructional week.

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IHGS All Virtual Model

The IHGS all virtual option for parents of students in K-6 follows the guidance of the NJ Dept of Education and the model to be adopted by the Island Heights BOE at its August 12, 2020 general meeting.

If the IHGS begins the 2020-21 school year on September 8 under its AM/PM Hybrid model and if parents choose an all virtual model for their child(ren) it will include the following:

1. If a parent chooses to disenroll their student and elects to **Homeschool** the student, it would be the responsibility of the parent to select an appropriate curriculum and plan for the instruction outside of the district. If a parent chooses this option they can at any time re-enroll the student back into the IHGS.
2. If a parent chooses **all-virtual instruction** from the IHGS the student schedule would be as follows:
 - **160 minutes of ELA and Math** M-T-Th-F from a certified teacher-hours to be determined (instruction could be during the school day or afterschool depending on the availability of the teacher)
 - **30 minutes of Science** M-T-Th-F through the Google Classroom of the teacher of your child's grade (students can work at any time to complete this work.
 - **30 minutes of Social Studies** M-T-Th-F through the Google Classroom of the teacher of your child's grade (students can work at any time to complete this work.
 - **20 minutes of DEAR** everyday M-F (Students will need to log their time and the book they read on a log sheet.)
 - **All Specials Wednesday**- Students will complete all specials assignments including: Art, Music, World Language, Guidance and Health.
 - Students will complete 20 minutes on their Pathblazer learning path each Wednesday, rotating between English Language Arts and Math each week.
 - PE instruction will be administered virtually on Tuesdays and Thursdays via Google Classroom.
 - **Grading policy** will be the same for the all virtual student as the in person AM/PM student.

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3. Students who have required **Related Services** in their current IEP will receive those services **remotely** via a certified service provider.
4. The all virtual model will follow the IHGS calendar as approved by the BOE which Includes the required 180 days of instruction for the 2020-2021 school year.

Digital Divide

The IHGS at the present time is 1:1 in the area of educational technology. Each student Grades K-6 have been or will be issued a chromebook to use specifically for their own educational use. If a student needs to bring home his/her chromebook, that accommodation will be made.

Surveys have been provided to determine the need for bringing chromebooks home and the availability of home devices that are accessible to the students.

Our media and technology specialist will monitor all district technology and provide the necessary repair or attention needed to maintain the devices.

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Appendix O

Staffing

This school district should include in Appendix O the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Sections B.4., B.5., and B.6.

- Professional Development - All Staff Thursday, September 3, 2020.
- Teachers have been provided with a multitude of resources and professional development opportunities to help prepare for instruction in a hybrid and virtual environment. Additionally, teachers have been given time to discuss curriculum with consecutive grade level teachers to bridge any gaps as a result of the virtual learning experience from March through June.
- Hygiene training and symptoms screening protocol for staff
- Staff schedules have been created to minimize exposure to multiple groups of staff and students.
- Non-instructional staff will be utilized to support safety guidelines

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Appendix P

Athletics

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

The IHGS does not participate in any outside athletic competitions or programs due to the K-6 structure.

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CHART OF USEFUL LINKS

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

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

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

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| Elementary and Secondary School Emergency Relief Fund | CARES Act Education Stabilization Fund | https://www.nj.gov/education/covid19/boardops/caresact.shtml |
| | NJDOE EWEG | https://njdoe.mtmgms.org/NJDOEGMSWeb/logon.aspx |
| FEMA – Public Assistance | Request for Public Assistance (RPA) Process | https://njemgrants.org/site/rpasubmission.cfm |
| Section | Title | Link |
| Purchasing | New Jersey School Directory | https://homerom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission |
| | NJSTART | https://www.njstart.gov/bso/ |
| | Division of Local Government Services | https://www.nj.gov/dca/divisions/dlgs/ |
| | Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves | https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf |
| | Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance | https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf |
| Costs and Contracting | E-rate | https://www.usac.org/e-rate/ |
| | Technology for Education and Career (NJSBA TEC) | https://www.njsba.org/services/school-technology/ |
| Continuity of Learning | | |
| Section | Title | Link |
| Ensuring the Delivery of Special Education and Related Services to Students with Disabilities | IDEA | https://sites.ed.gov/idea/ |
| | Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020 | https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml |
| Technology and Connectivity | Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education | https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders- |

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| | during the COVID-19 Pandemic School Closures and Beyond | on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf |
| Curriculum, Instruction, and Assessment | Learning Acceleration Guide | https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf |
| | Mathematics: Focus by Grade Level | https://achievethecore.org/category/774/mathematics-focus-by-grade-level |
| | Teacher Resources for Remote Instruction | https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml |
| | NJDOE Virtual Professional Learning | https://www.nj.gov/education/covid19/teacherresources/virtualprofllearning.shtml |
| Section | Title | Link |
| Professional Learning | Distance Learning Resource Center | https://education-reimagined.org/distance-learning-resource-center/ |
| Career and Technical Education (CTE) | Communicable Disease Service | https://www.nj.gov/health/cd/topics/covid2019_schools.shtml |
| | Considerations for Schools | https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html |