

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

South Bound Brook School District

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. The Board of Education has adopted Board Policy 1648-Restart and Recovery Plan that includes the policies required in the NJDOE Guidance.

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

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completing tasks to “school officials” which would be the Superintendent of Schools or a designee of the Superintendent of Schools.

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

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

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

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THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

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

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

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

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

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

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

Ten Critical Areas of Operation

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

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

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

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

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- (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
- (2) 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. doorknobs, light switches, classroom sink handles, countertops).
 - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
 - (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 - (i) Classroom desks and chairs;
 - (ii) Lunchroom tables and chairs;
 - (iii) Door handles and push plates;

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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 must wash their hands after removing their gloves or after directly handling used food service items.

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

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

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

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

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

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

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

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

2. Academic, Social, and Behavioral Supports

In addition to taking the steps listed in the Health and Safety Guidelines section to protect students’ and educators’ physical health, leaders must also consider the impact of social isolation on both educators and students.

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

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

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

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

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

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

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

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The South Bound Brook School District is currently utilizing the Leader in Me, a CASEL Select SEL program. The district will continue to implement this throughout the Restart and Recovery.

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

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behavior that offers educators and families a mechanism to identify individual students who need extra support.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The district currently has a robust I &RS intervention team and is expanding this to include MTSS systems of support.

c. Wraparound Supports

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The district will continue to deliver breakfast and lunch to identified students.

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e. Quality Child Care

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The district currently works with Work Family Connection to provide daycare services for children. The district has met with WFC to expand services for shortened and virtual day schedules.

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

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

b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local

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education associations, and a diverse set of content experts, educators, parents, and students.

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

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

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

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- (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.
 - (1) For special education and ELL students, the Board of Education will provide educators with professional

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development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

- (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:
- (1) Provide teachers common planning time.
 - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
 - (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
 - (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
 - (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
 - (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional

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activities based on what is developmentally appropriate for each grade band.

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

[See Appendix N – Scheduling of Students]

4. Staffing

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

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- (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
- (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
- (3) Certification
 - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.
 - (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

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

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support school building logistics required to maintain health and safety requirements.

b. Instructional staff should:

- (1) Reinforce social distancing protocol with students and co-teacher or support staff.
- (2) Limit group interactions to maintain safety.
- (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
- (4) Become familiar with district online protocols and platforms.
- (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
- (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- (7) Provide regular feedback to students and families on expectations and progress.
- (8) Set clear expectations for remote and in-person students.
- (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
- (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- (11) Instruct and maintain good practice in digital citizenship for all students and staff.
- (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.

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- (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
 - (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
 - (15) Limiting on-line activities for pre-school students.
- c. Mentor teachers should:
- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
 - (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
 - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
 - (5) Continue to maintain logs of mentoring contact.
 - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
 - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:

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

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- (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
 - (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
 - (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
 - (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
 - (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
 - (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
 - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.
 - (2) Facilitate the virtual component of synchronous online interactions.
 - (3) Manage online platform for small groups of in-person students while teacher is remote.
 - (4) Assist with the development and implementation of adjusted schedules.

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

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- (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

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

[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).

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- b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:
 - (1) Train student teachers to use technology platforms.
 - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
 - (3) Survey assistant teachers to determine technology needs/access (Pre-school).
 - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

- c. Student teachers should:
 - (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
 - (2) Lead small group instruction (in-person to help with social distancing).
 - (3) Co-teach with cooperating teacher and maintain social distancing.
 - (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - (5) Implement modifications or accommodations for students with special needs.
 - (6) Facilitate one-to-one student support.
 - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.
 - (9) Develop online material or assignments.

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

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[See Appendix P – Athletics]

C. Policy and Funding

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

1. School Funding

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

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

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transfers, and cash flow; and costs and contracting, including E-Rate funding and cooperative purchasing contracting.

(1) Purchasing

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

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

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

(3) Costs and Contracting

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

D. Continuity of Learning

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

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

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

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

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

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

2. Technology and Connectivity

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

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

3. Curriculum, Instruction, and Assessment

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

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

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

(3) Assessment

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

4. Professional Learning

- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.

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

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

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meeting the requirements of NJSLS, CTE Core Content Standards, industry certifications, college credit agreements, etc.

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

e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

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Appendices

Restart and Recovery Plan to Reopen Schools

South Bound Brook School District

Board of Education

Fall 2020

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Appendix A

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

This school district will 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:

The district will maintain communication with the local health officials:

Somerset County Department of Health
James Norgalis, Deputy Director
27 Warren Street
Somerville, NJ 08876
908-231-7155

a. Protocol for High Risk Staff Members

1. The district will provide education to all staff and students in practices which will reduce the spread of COVID - 19 such as social distancing, frequent handwashing and the use of face coverings.
2. Staff members identified as higher risk for severe illness from COVID-19 as identified by CDC guidelines should:
 - a. Provide the Superintendent with an ADA 504 Disability request form completed by a physician outlining the requested accommodations.
 - b. The district will, when feasible, provide the opportunity for reasonable accommodations, such as alternate assignments or telework.
3. Staff members who are concerned about exposure for high risk family members, if telework is not available, may apply for leave under FMLA. Information regarding family leave can be found here:

<https://myleavebenefits.nj.gov/worker/fli/>

b. Protocol for High Risk Students

1. The district will provide education to all staff and students in practices which will reduce the spread of COVID - 19 such as staying home when ill, social distancing, frequent handwashing and the use of face coverings.
2. Students identified as higher risk for severe illness from COVID-19 as identified by CDC guidelines should:
 - a. Provide the Superintendent with an ADA 504 Disability request form completed by a physician outlining the requested accommodations.
 - b. The district will then provide the opportunity for reasonable accommodations, such as alternate class assignments or virtual learning.

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Appendix B

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

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

- a. Social Distancing in Instructional and Non-Instructional Rooms
 1. Desks in instructional areas will be placed at a minimum of three feet apart and all facing in the same direction.
 2. All facilities will have adequate ventilation with upgraded air filters and include a fresh air component and windows will be open if practical.
 3. Face coverings will be required for staff and students in classrooms, unless doing so is impractical (e.g. young children, students with disabilities, or health related reasons). Students who refuse to comply with face covering guidelines will be addressed on a case by case basis utilizing a progressive approach. This will begin with counseling and may result in the student being asked to participate in fully remote instruction for refusal to wear a face covering. Partitions may be utilized in these cases.
 4. Students will be assigned seats that accommodate a six foot distance between students, for example every other seat, every other row.
 5. In classrooms or non-instructional rooms with tables, plastic partitions will be utilized.
 6. In larger spaces without desks, such as the gymnasium and all-purpose room, six foot markings will be placed on the floor.
 7. Therapies will be delivered following the protocols of wearing a face covering and if appropriate, face shields, at all times, gloves when appropriate, and following social distancing protocols. Activities will be modified to minimize contact. Rooms and equipment will be sanitized after each student.
 8. CST testing will be conducted utilizing partitions, face coverings, and social distancing protocols.
 9. Signage will be placed throughout the school to remind students of social distancing, handwashing, the proper way to sneeze and cough, etc.
- b. Procedures for Hand Sanitizing/Washing
 1. The district has installed no-touch hand sanitizer dispensers in high traffic areas, such as entrances, gymnasium, all-purpose room, and classrooms that do not have sinks.
 2. Classrooms in grades PreK through 4 have sinks located in the classroom.
 3. Classrooms in grades 5 through 8 will be provided with hand sanitizer.

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4. All students will be required to wash/sanitize their hands upon entering the classroom, prior to lunch, after lunch, and after touching high traffic surfaces, as well as periodically during the day.
 5. Each classroom will be equipped with CDC and EPA approved disinfecting wipes that can be used as needed if materials are inadvertently shared or to disinfect student desks and technological devices.
 6. Staff will be trained on how to perform spot cleanings should materials be inadvertently shared or other disinfecting desired.
 7. Students will be provided or asked to provide individual materials in order to eliminate sharing of materials.
- c. Other Social Distancing
1. Physical distancing during emergency safety drills will be addressed upon guidance from the NJDOE.
 2. Students who refuse to comply with social distancing guidelines will be addressed on a case by case basis utilizing a progressive approach. This will begin with counseling and may result in the student being asked to participate in fully remote instruction for refusal to socially distance.

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Appendix C

Critical Area of Operation #3 – Transportation

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

- a. Student Transportation
 1. The district does not transport students to the Robert Morris School.
 2. The district will communicate with contracted vendors who transport special education and other identified students, such as homeless students, and provide each vendor with specific guidelines to ensure that CDC guidelines regarding transportation are being followed. See below.

South Bound Brook School District Covid-19 Transportation Guidelines

School districts should maintain social distancing practices on buses (at least six feet of distance between riders) to the maximum extent practicable. Several methods are available to achieve such social distancing:

- If a district is providing transportation services on a school bus, a face covering must be worn by all students who are able to do so upon entering the bus.
 - 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., such as providing additional social distancing space, alternate transportation or fully remote learning.
-
- Adopt best practices for cleaning and disinfecting school buses and other transport vehicles (see [guidance for bus transit operators](#)).
- Open windows if possible.
- Clean and disinfect school buses and other vehicles used to transport students at least daily, preferably between routes.
- To clean and disinfect school buses or other transport vehicles, see guidance for bus transit operators.
- Drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, face coverings).
- Hang signs to reinforce social distancing and hygiene rules. The below signs are provided:
 - <https://www.cdc.gov/coronavirus/2019-ncov/images/social-media-toolkit/social-distancing-6ft-1080x1080.jpg>
 - <https://www.cdc.gov/coronavirus/2019-ncov/images/social-media-toolkit/stop-the-spread-cough-1200x1200.jpg>
 - https://www.cdc.gov/coronavirus/2019-ncov/images/social-media-toolkit/COVID-19_FaceCovering-1080x1080_4.jpg
 - <https://www.cdc.gov/handwashing/pdf/wash-your-hands-poster-english-508.pdf>

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- When necessary, a staff person should accompany the driver on all transportation routes to ensure safety and social distancing. This is due to the disability and behavior needs of students on a case-by-case basis.
- **Health screenings for drivers** - The bus driver has to provide a personal signed attestation form that they do not have a fever of greater than 100.4 and that they do not possess any signs/symptoms* of Covid-19. This screening should be conducted daily.

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Appendix D

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

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

- a. Location of Student and Staff Screening
 1. Location of Student screenings will be at their assigned entrance.
 - a. Entry F - Elizabeth Street Main Doors -Grade Pre-Kindergarten and Kindergarten
 - b. Entry E- Elementary Left Side Doors - Grades 1 and 2
 - c. Entry G- Elementary Right Side Doors - Grades 3 and 4
 - d. Entry A- Madison Street Main Doors - Grades 5 and 6
 - e. Entry H- Middle School Right Side Doors - Grades 7 and 8
 2. Accommodations for students with disabilities during screening - Students with disabilities will receive accommodations as required, which could include screening in a different location, screening outside of the school building upon arrival and departing the bus, or screening conducted by the parent or guardian prior to arrival.
 3. Each morning staff members will be required to complete a COVID-19 symptoms/risk survey via email. Staff members will be assigned to report to an Entrance A or F for temperature checks each morning.
- b. Social Distancing in Entrances, Exits, and Common Areas
 1. Students in Grades K-4 will arrive at 8:30am and students in Grades 5-8 will arrive at 9:08am and line up outside their assigned Entry door for health screenings adhering to sidewalk 6 ft markings. All students must wear face coverings at all times.
 - Temperatures will be taken at each entrance
 - Students who have a temperature of less than 100 degrees can proceed to their classrooms
 - Students who have a temperature of 100 degrees or more will be escorted to the Isolation Room (Room 111) screening. 3 staff escorts are needed - 1 at each Entry

Entry

Entry F - Elizabeth Street Main Doors -Grade Pre-Kindergarten and Kindergarten

Entry E- Elementary Left Side Doors - Grades 1 and 2

Entry G- Elementary Right Side Doors - Grades 3 and 4

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Entry A- Madison Street Main Doors - Grades 5 and 6

Entry H- Middle School Right Side Doors - Grades 7 and 8

Students in Grades K-4 will arrive at 8:30am and students in Grades 5-8 will arrive at 9:08am and line up outside their assigned Entry door for health screenings adhering to sidewalk 6 ft markings. All students will be required to wear face coverings at all times.

- Temperatures will be taken at each entrance
 - Students who have a temperature of less than 100 degrees can proceed to their classrooms
 - Students who have a temperature of 100 degrees or more will be escorted to the Isolation Room (Room 11) for additional screening. 3 staff escorts are needed - 1 at each Entry

Support Staff will be stationed in specific hallways and outside to assist and direct students to classrooms.

Support Staff will be stationed as follows:

- 2 staff members on the first floor by Entry F
- 1 staff member on the first floor by Entry E
- 1 staff member at the top of the stairs by 2nd grade classrooms
- 1 staff member at the top of the stairs by 4th grade classrooms
- 3 staff members in the Middle School Hallway
- 1 staff member by the Library
- 1 staff member in the 5th grade hallway
- 1 staff member in the hallway by the cafeteria

Exit

Students will exit the school at staggered times using assigned doorways. Support staff will be stationed to assist and direct students.

- PreKindergarten will exit at 10:30 from Entry G
- PreKindergarten will exit at 1:30 from Entry G
- Grade K will exit at 10:30 from Entry F
- Grade K will exit at 1:30 from Entry F
- Grade 1 will exit at 12:30 from the All Purpose Room
- Grade 2 will exit at 12:30 from Entry E
- Grade 3 will exit at 12:30 from Entry G
- Grade 4 will exit at 12:40 from Entry G
- Grade 5 will exit at 1:08 from Entry A
- Grade 6 will exit at 1:18 from Entry A
- Grade 7 will exit at 1:08 from Entry H
- Grade 8 will exit at 1:18 from Entry H

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Student Flow

Hallway floors will be divided and marked with tape to direct one-way traffic (stay to the right) on each side. Students and staff will be required to wear face coverings at all times.

Common Areas

Students and staff will be required to wear face coverings at all times.

- Classroom-desks in instructional areas will be placed at a minimum of three feet apart and all facing in the same direction. Students will be assigned seats that accommodate a six foot distance between students, for example every other seat, every other row.
- Hallways-Will be marked and direct one-way traffic (stay to the right).
- Cafeteria-Students will sit 6 feet apart facing the same direction.
- Out-door Recess-Areas will be divided by grade level with age appropriate activities maintaining 6 feet distance.
- Walkways to Building Entries-Will be marked at 6 feet.
- Restrooms-While individual visits will be allowed, restroom schedules will be established based on grade level and classroom location to control restroom flow and allow for cleaning.
- Upon restart, the library will remain closed. While we do not plan to use the all-purpose room or the McLaughlin gym at this time, those spaces will be marked with six foot social distancing in the event they need to be utilized.

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Appendix E

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

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

- a. Screening Procedures for Students and Staff
For Staff:
 1. Staff members will complete a daily health screening form via email.
 2. Daily temperature checks will be conducted at their assigned entry. Staff members will be required to wear masks and socially distance while on school grounds.For Students:
 3. Students in Grades K-4 will arrive at 8:30am and students in Grades 5-8 will arrive at 9:08 a.m. and line up outside their assigned Entry door for health screenings adhering to sidewalk 6 ft markings.
 - Temperatures will be taken at each entrance
 - Students who have a temperature of less than 100 degrees can proceed to their classrooms
 - Students who have a temperature of 100 degrees or above will be escorted to the Isolation Room, Room 111, will be referred to, supervised and cared for by the school nurse.
 - The Isolation room will include plastic partitions to separate students and staff from one another.
 - If necessary Room 107 will be utilized as an additional Isolation Room.
 - Educational literature will be provided to families to be alert for signs of illness in their children and advising them to keep their children home when they are sick.
- b. Protocols for Symptomatic Students and Staff
 1. Staff and students presenting with a fever of 100 degrees or above or displaying any COVID-19 symptoms will be directed to the Isolation Room located in Room 111, staff and students will be referred to, supervised and cared for by the school nurse.
 - a. The Isolation room will include plastic partitions to separate students and staff from one another.
 - b. If necessary Room 107 will be utilized as an additional Isolation Room

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2. The school nurse will evaluate the staff/student, log symptoms, and make a referral to the Somerset County Department of Health.
3. As per the guidance from our local Health Department, if a student or staff member test positive for COVID-19, the parents/guardians of the students in that class(es) will be notified. Information regarding quarantine will be provided by the Somerset County Department of Health. If preventive measures such as social distancing, hand sanitizing, and the wearing of face coverings have been taken, quarantine may not be necessary.
4. Positive COVID-19 test results will be reported by the testing lab to Somerset County Board of Health for follow-up and contact tracing.
5. The student or the staff member who tested positive will be told to follow the CDC guidelines for returning to school/work, which are:
 - a. at least ten days have passed since the symptoms first appeared,
 - b. 24 hours without a fever and with no fever-reducing medications have passed, and
 - c. Symptoms have improved.
6. The district will follow up with staff/student to monitor symptoms and return to work/school.
7. Any questions regarding return to school will be jointly decided in consultation with parents or caregivers, school personnel, and the student's healthcare provider.

”

- c. Protocols for Face Coverings
 1. All students, staff, and visitors will be required to wear face coverings unless: doing so would inhibit the individual's health, the individual is in extreme heat outdoors, the individual is in water, a student's documented health condition or disability as reflected in an IEP precludes the use of face coverings, the student is under the age of two and could risk suffocation.
 2. Students who refuse to comply with face covering guidelines will be addressed on a case by case basis utilizing a progressive approach. This will begin with counseling and may result in the student being asked to participate in fully remote instruction for refusal to wear a face covering.
 3. 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.
- d. PPE for Students and Staff
 1. Staff members will be provided with 5 usable cloth face coverings, surgical gloves, hand sanitizer, and disinfectant wipes for their classrooms.
 2. Students will be required to provide their own face coverings. Each student will have 2 face coverings per day, one to wear, and one in case the first one becomes soiled.

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3. Custodial staff will be supplied with appropriate PPE by Atalian, the sub contracting company.
4. The nurse will be provided with additional PPE that includes a face shield, disposable coat, shoe and hair covering.
5. District will maintain extra PPE for students and staff.
6. Training will be provided for staff on proper use and disposal of PPE on the first day of return to school.

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Appendix F

Critical Area of Operation #6 - Contact Tracing

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

1. The school nurse will educate parents and staff on the importance of contact tracing.
2. The school nurse will remain in contact with Somerset County Department of Health to assist with contact tracing.
3. The school nurse will provide Somerset County Department of Health with contact tracing records of groups/cohorts, assigned staff and daily attendance.
4. Based on guidance from the Somerset County Department of Health the school nurse will disseminate a letter to any staff or students who may have been exposed to COVID-19.
5. Somerset County Department of Health will advise the district of any further actions that may need to be taken.

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

This school district will 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.

The South Bound Brook School District has established strict cleaning standards that adhere to the guidance of local public health officials and the Department of Education. These standards are addressed in the Facilities Cleaning Protocol Manual, which includes a checklist of duties and responsibilities. The district will communicate with Atalian, the custodial contract vendor to obtain a list of cleaning supplies utilized, their application protocol, and training of custodial staff.

All disinfectant products utilized by the South Bound Brook School District facilities personnel are listed on the EPA approved disinfectants for use against SAS-COV-2 (COVID-19). Said list can be found here:

<https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>

Use of all cleaning products according to the directions on the label. The use of any equipment will align with the manufacturer's instructions for all cleaning and disinfection products.

We have retrofitted our facilities with hand sanitizer stations in highly trafficked areas, including all entrances. Hand sanitizer will be available to students in staff in every classroom and many classrooms have direct sink-access. For those classrooms without a sink, a procedure will be communicated to the instructional staff with respect to traveling to the nearest restroom facility, these classrooms will have sanitizer available for staff and students in the classroom. Signage on the proper handwashing technique will be posted in all bathrooms and all classrooms with sinks. All bathrooms will be stocked with paper towels for hand drying. Students who refuse to comply with handwashing guidelines will be addressed on a case by case basis utilizing a progressive approach. This will begin with counseling and may result in the student being asked to participate in fully remote instruction for refusal to wash hands. The district is also implementing social distancing markers & signage to encourage proper social distancing when on school grounds.

With respect to permanent installations, the district has installed deionizer units on our rooftop HVAC units to purify the airflow servicing the McLaughlin gymnasium, the

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multipurpose room, the child study team suite, the nurses office, and our front office reception area. In classrooms, air filtration filters have been upgraded to MERV 13 grade. All spaces have a fresh air component to ventilation.

HVAC units utilizing Demand Control Ventilation (DCV) where the space CO2 levels are measured and modulate the outdoor air damper to meet the space occupant load will be disabled during the pandemic. This will allow the designed volume of outdoor air to be introduced into the space on a continual basis permitting increased air changes of outdoor air.

A purge or flush of the spaces, two hours before they are occupied and two hours after they become unoccupied will be performed.

On site inspection of HVAC units to ensure they are in working order will be performed by Mr. Leonageo every other week. Should a HVAC unit not be working order the occupants of the room will be relocated to another room with a working HVAC unit. In the case of catastrophic failure of the HVAC system school will operate remotely during the pandemic.

The District's facilities team has established and codified a cleaning schedule that will address targeted areas when school is in session and allow for a nightly deep cleaning of our facilities.

Our daytime cleaning procedures include:

- Regularly cleaning and disinfecting high-trafficked and frequently-touched areas and surfaces, including, but not limited to: doorknobs, handles, light switches, communal tables, water fountains, shared devices, sinks, & countertops.
- All school bathrooms will undergo intensive disinfection at least once a day. Electrostatic disinfectant sprayers will be used when appropriate. Upon testing, it takes approximately 20-30 minutes for a sprayed bathroom to dry. Signage will be posted during bathroom servicing and students will be directed toward the next closest bathroom.
- Disinfectant wipes will be made available to staff and students to allow for ad hoc cleanings during the school day.
- With respect to transportation, it has been communicated to our bussing contractors that they are to follow the public health guidance issued by public health officials and the DOE. Regular cleanings of vehicles is required.
- When possible, windows will be opened to allow for the circulation of outside air.
- The district, through its custodial contractor Atalian Global Services, plans to hire a per diem day-shift worker to better execute the daytime cleaning schedule.

Our nighttime cleaning procedures include:

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- The use of EPA-approved disinfectant in all school environments. This includes cleaning of all frequented surfaces, including, but not inclusive, of desks, tables, chairs, and any other surfaces present in the room. Special attention will be put on instructional areas and all high-trafficked areas of the school.
- The cleaning of any reusable PPE, including plastic dividers and face shields.
- The use of portable 300W UVC disinfecting carts. Using technology developed for medical facilities, these units clean spaces up to 6,000 ft² using ultraviolet C (UVC) light. It will take approximately 30 minutes to service each classroom and a schedule has been developed to ensure that every room will be serviced nightly.
- The restocking of all hand sanitizers and toiletries to allow for the continuation of safe hygienic practices during instructional sessions.

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Appendix H

Critical Area of Operation #8 – Meals

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

1. Upon Restart, the district will resume in-person instruction with a modified day. The cafeteria will not be used by students at this time for meals.
2. Individuals handling food must wash their hands after removing their gloves or after directly handling any used food items.
3. Students will be provided with multiple days’ worth of “Grab and Go” meals upon dismissal from school delivered to their classrooms.
4. A “Grab and Go” pick up station will be established near the cafeteria for remote and rotational families who wish to pick up meals for students.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

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

1. Upon Restart the district will have a modified day with no lunch or recess.
2. Physical Education requirements will be fulfilled through a series of remote learning activities.
3. When appropriate to resume in person Physical Education the following protocols will be followed:
 - a. designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc. to ensure separation among students.
 - b. Locker rooms will be closed. Students will be encouraged to wear comfortable clothing and safe footwear to allow for safe movement.
 - c. No sharing of equipment.
 - d. Use of cones, flags, tape, or other signs to create boundaries between groups.
 - e. Contactless activities.
 - f. Students will be required to wash hands immediately after physical education.

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

1. At the current time of restart, our district will not be offering extra-curricular activities.
2. Field trips have been suspended.
3. In order to provide sufficient time for cleaning and disinfecting, with the exception of Work Family Connection, who provides childcare, and voting, the district will not allow the use of facilities outside of school hours. Work Family Connection will be required to follow district procedures and health and safety protocols.

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Appendix K

Academic, Social, and Behavioral Supports

This school district will 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.

- A. The district will continue to implement the Leader in Me, a CASEL select SEL program in grades PreK through 8. *Leader in Me* unites students, staff, and families around a common goal to prepare students with college, career, and life-readiness skills that are necessary to thrive in today's ever-changing, fast-paced environment, like:
- Critical Thinking
 - Creativity
 - Self-Discipline
 - Vision
 - Initiative
 - Communication
 - Relationship Building
 - Goal Achievement
 - Public Speaking
 - Global Awareness
 - Social-Emotional Learning
 - Teamwork
 - Listening Skills
 - Time Management
 - Leading Projects
 - Self-Directed Learning
 - Valuing Diversity

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- Problem Solving

These skills will assist our school community to cope with the stresses related to the COVID-19 pandemic, isolation, and hybrid and remote learning.

- B. In order to ensure equity and highly effective instruction the Multi-Tiered Systems of Support (MTSS) model will be facilitated through combinations of synchronous and asynchronous learning opportunities.

The learning environments will include:

- Tier 1- Whole Group Instruction
 - Live Classroom Instruction
 - Recorded Instructional Videos
- Tier 2- Small Group Instruction
 - Live virtual Guided Reading/Math small groups
- Tier 3- Intensive Individualized Instruction
 - Live virtual ELA/Math support/intervention
 - IEP driven instruction

To determine student learning gaps, the South Bound Brook School District will administer the iReady Diagnostic Assessments for Reading and Math. Diagnostic results data analysis will be used to determine appropriate targeted instruction for individual students and student cohorts within the MTSS framework.

Content area teachers, interventionists, specialists, and paraprofessionals will continuously collaborate in reviewing student data to plan and implement small group tiered instruction and personalized learning.

- C. Wrap Around Services

- South Bound Brook has developed a tiered system of care to address the essential elements of trauma.
 - Leader in Me : The district is committed to creating and supporting student and staff empowerment, which will provide safe learning environments to promote healthy successful students and staff.
 - Early Intervention/Identifying Students and Staff At-Risk Schools: The district will identify through in-class observations, parent contact and student and staff check-ins in the form of informal conversations, students and staff who are at-risk or have been exposed to trauma and/or loss in ways that meet their unique exposures, experiences, developmental, and personal needs.
 - Intensive Support Schools: The district will provide support to those students whose behaviors and experiences necessitate intensive interventions and aim to meet their unique exposures, experiences, developmental, and personal needs. Staff members will be assisted in utilizing supports provided through our health insurance benefit.

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- In conjunction with the Leader in Me classroom approach, teachers will be practicing daily morning meetings to have discussions around the COVID-19 Pandemic quarantine/social isolation. Depending on the outcomes from these discussions students could be recommended to talk with a counselor to see if more services are needed.
- South Bound Brook will continue to work with Work Family Connection to provide before and/or after care for our in person students.

D. Food Service and Distribution

The district will be providing students with “Grab and Go” meals. Students will take home multiple days worth of meals. Parents will utilize Pay Schools app to order lunches the week prior for the food service provider to prepare meals for students. Meals will be delivered to classrooms by cafeteria personnel.

Students who are on full remote education, will have the opportunity to pick up meals twice weekly at the school.

E. Quality Child Care

The district will provide common spaces to Work Family Connection to provide child care options for families.

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Appendix L Restart Committee

School Staff

Dr. Lorise Goeke
Matthew Leonaggeo
Leonard Libitz
Marc DeMarco
Lisa Butynes
Josephine El-Raheb
Kristina Tomaino
Ryan Cullinane
Mary Caputo
Douglas Pierard
Christopher Kelly
David Zatta
Lauren Miska
Lucrecia Ventura

Board of Education Members

Constance Conner
Dominic Vatalare

Parent Volunteers

Ms. Demetris Guilford
Ms. Kelly Swain
Ms. Betty Reyes
Mr. Dayton Parkinson
Ms. Suzanne Hanlon
Ms. Anne Dedousis
Ms. Claudia Vargas
Ms. Erica Rosciszewski
Ms. Holly Megles
Ms. Barbara Schuster
Ms. Elizabeth Rivera
Ms. Sharon Stout
Ms. Jackie Coburger
Mr. Rafael Padilla
Ms. Alyssa Marrone

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Appendix M

Pandemic Response Teams

This school district will 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.

Dr. Lorise Goeke - Superintendent/Principal
Matthew Leonaggeo - Business Administrator/School Safety Specialist
Josephine El-Raheb - Assistant Principal
David Zatta - Teacher
Doug Pierard - Teacher
Kristina Tomaino - Teacher
Ryan Cullinane - Teacher
Lauren Miska - Teacher
Marc DeMarco - CST
Lisa Butynes - Curriculum Supervisor
Madeline Santiago - Guidance Counselor
Mary Caputo - School Nurse
Nicole Riley - School Safety Team Member
David Budd - Custodian
Parent Team Members
Mrs. Rosie Baker
Mrs. Hanlon
Mrs. Coppola-Schuster
Ms. Marrone
Mrs. Guilford
Mrs. Dedousis
Mrs. Rosciszewski
Ms. Rivera

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Appendix N

Scheduling of Students

This school district 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:

The district will follow the Board approved school calendar which shall provide for 180 student instructional days.

These are sample schedules and may be slightly different for individual grade levels and teachers.

- a. School Day
8:30 - 10:30 Session 1 PreK and K five days per week
11:30 - 1:30 Session 2 PreK and K five days per week
Kindergarten teachers will supplement with ½ hour of teacher directed remote activities to fulfill the 2.5 hour requirement for kindergarten.

A/B Rotational Days Monday through Thursday
8:30 a.m. - 12:30 p.m. - First through Fourth Grade
9:08 a.m. - 1:08 p.m. - Fifth through Eighth Grade
Friday all students Grades 1-8, will participate in Remote Learning.

Hybrid Schedule

PreK - Kindergarten

Monday through Friday

8:30 a.m. - 10:30 a.m. - First session
10:30 a.m. - 11:30 a.m. - Prep and cleaning
11:30 a.m. - 1:30 p.m. - Second session
1:45 - 2:30 - Teacher lunch
2:30 - 3:20 - Teacher Collaboration Time (PLC, PD, etc.)

Monday through Thursday - First through Fourth Grade

8:30 a.m - 12:30 p.m. SEL and Academics
12:45 p.m. - 1:30 p.m. Lunch
1:30 p.m. - 2:15 p.m. Teacher Prep
2:20 p.m. - 3:20 p.m. Teacher Collaboration Time (PLC, PD, etc.)
Virtual Friday - First through Fourth

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Friday	
8:16-9:08	Teacher Prep
9:08-9:30	LIM -SEL Check-in Class Google Meeting
9:30 -11:00	FUNdations Science/SS (60 min) Health
11:00-12:00	Lunch/Recess
12:00-1:00	<ul style="list-style-type: none"> • Guided Reading • Guided Math 12:00 - 1:00
1:00 - 2:00	Staff Meeting/Refresh Renewal

Monday through Thursday - Fifth through Eighth Grade

8:26 a.m. - 9:08 a.m. Teacher Prep
 9:08 a.m - 1:08 p.m. SEL and Academics
 1:30 p.m. - 2:15 p.m. Lunch
 2:20 p.m. - 3:20 p.m. Teacher Collaboration Time (PLC, PD, etc.)

Friday

Virtual Instruction

8:16 a.m. - 9:08 a.m. Teacher Prep Period
 9:08 a.m. - 11:08 a.m. SEL and Academics (plus asynchronous work to equal 4 hours)
 11:10 - 12:10 Lunch
 12:10 - 1:00 Small Group Instruction
 1:00 - 2:00 Twice monthly Faculty meeting, twice monthly Refresh and
 Renewal
 2:00 p.m. dismissal for teachers on Friday

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The district realizes that some families may wish to have their students participate in remote learning as an alternative to the hybrid option. The district will make remote learning available to those families.

1. Unconditional Eligibility for Fulltime Remote Learning -
All students will be eligible for fulltime remote learning.
2. Procedures for Submitting Fulltime Remote Learning Requests:
 - The deadline for submitting a remote learning request will be August 7. Requests will be processed the week of August 10.
 - The point of contact for remote learning is: Mrs. Lisa Butynes, Curriculum Supervisor, rmsremoteflearning@southboundbrookk8.org
 - The district will distribute a survey through Google forms to collect information from parents who wish to participate in fulltime remote learning. This information shall include student name, grade level, availability of internet access, and availability of a device to be utilized for learning.
 - For students with disabilities, the case manager will contact the family to determine services to be provided remotely, and will schedule IEP meetings for amendments.
3. Scope and Expectations of Fulltime Remote Learning
 - Students participating in fulltime remote learning will receive the identical instruction to students in the hybrid A/B learning model. Students will log into Google classroom and participate in real-time with classroom instruction. Fulltime remote learning students will participate in four hours of instruction with their hybrid counterparts and receive the same afternoon extension assignments.
 - Students who require internet access or devices will be provided with Chromebooks or hotspots from the district.
 - Special education and related services will be provided either in realtime or according to a schedule provided by the case manager.
 - In order to ensure a smooth transition from one learning plan to another, parents will be asked to choose a modality for one marking period.
4. Procedures to Transition from Fulltime Remote Learning to In-Person Services
 - Students may choose fulltime remote learning on a marking period to marking period basis.
 - The district will survey parents in English and Spanish through Google forms three weeks prior to the end of the marking period in order to allow for changes from fulltime remote learning to hybrid learning or vice versa. The contact for questions and concerns is Mrs. Lisa Butynes, Curriculum Supervisor, rmsremoteflearning@southboundbrookk8.org.

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- Upon transitioning to in-person learning, the district will evaluate completed work, marking period grades, and benchmarks assessments in order to provide the student with academic support. The school guidance counselor will interview the student and the family in order to determine how to best support the student’s transition to in-person learning.
- Parents wishing to transition to fulltime remote learning will complete the informational survey regarding technology needs, and meet with Mrs. Butynes to discuss resources and procedures for fulltime remote learning.

5. Reporting

- In order to assist the DOE in evaluating fulltime remote learning, the district will collect data which includes the number of students participating in fulltime remote learning by subgroup.

6. Procedures for Communicating District Policy with Families

- A summary of the fulltime remote learning policy will be presented at the Board of Education meeting, and the presentation will be placed on the district website.
- The district’s Restart and Recovery Plan will be posted on the website and distributed electronically to parents. This shall include:
 - procedures for submitting fulltime remote learning requests,
 - scope and expectations for fulltime learning;
 - the transition from fulltime remote learning to in-person services and vice versa;
 - the district’s procedures for addressing families’ questions or concerns.

Should the district be required to close schools and convert to a fully remote option for all students, the following schedule will be utilized.

Schedule for Fully Virtual Instruction

Grades K-5

	Monday-Thursday	Friday
8:16-9:08	Teacher Prep	Teacher Prep
9:08-9:30	LIM -SEL Check-in Class Google Meeting	LIM -SEL Check-in Class Google Meeting

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9:30 -11:00	ELA - Ready <ul style="list-style-type: none"> • Whole Group • Small Group • iReady • FUNdations(K-2) 	FUNdations Science/SS (60 min) Health
11:00-12:00	Lunch/Recess	Lunch/Recess
12:00-1:15	Math - <ul style="list-style-type: none"> • Whole Group • Small Group • iReady 	<ul style="list-style-type: none"> • Guided Reading • Guided Math 12:00 - 1:00
1:15-2:08	Guided Reading	1:00 - 2:00 Staff meeting - Refresh/Renew
2:08-3:20	Teacher PLC	Teacher dismissal 2:00 p.m

Grades 6-8 Monday through Thursday

8:26 a.m. - 9:08 a.m. Teacher Prep
 9:08 a.m - 11:00 a.m. SEL and Academics
 11:00 a.m. - 12:00 p.m. Lunch
 12:00 p.m. - 2:08 p.m. Academics
 2:08 p.m. - 3:20 p.m. Teacher Collaboration Time (PLC, PD, etc.)

Friday

8:26 a.m. - 9:08 a.m. Teacher Prep Period
 9:08 a.m. - 11:08 a.m. SEL and Academics (plus asynchronous work to equal 4 hours)
 11:10 a.m. - 12:10 p.m. Lunch
 12:10 p.m. - 1:15 p.m. Small Group Instruction
 1:20 p.m. - 2:00 p.m. Twice monthly Faculty meeting, twice monthly Refresh and Renewal

2:00 p.m. dismissal for teachers on Friday

b. Educational Program

South Bound Brook School District will provide students with BOE approved curriculum and instructional programs that will be delivered in a variety of methods. In order to ensure equity and highly effective instruction the Multi-Tiered Systems of Support (MTSS) model will be facilitated through combinations of synchronous and asynchronous learning opportunities.

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The learning environments will include:

- Tier 1- Whole Group Instruction
 - Live Classroom Instruction
 - Recorded Instructional Videos
- Tier 2- Small Group Instruction
 - Live virtual Guided Reading/Math small groups
- Tier 3- Intensive Individualized Instruction
 - Live virtual ELA/Math support/intervention
 - IEP driven instruction

To determine student learning gaps, the South Bound Brook School District will administer the iReady Diagnostic Assessments for Reading and Math. Diagnostic results data analysis will be used to determine appropriate targeted instruction for individual students and student cohorts within the MTSS framework.

Content area teachers, interventionists, specialists, and paraprofessionals will continuously collaborate in reviewing student data to plan and implement small group tiered instruction and personalized learning. Common planning time will be embedded in staff schedules to enable articulation of instruction and goals.

Teachers are expected to establish and maintain routine communication with students and parents via announcements on Teacher websites, posting on Google Classroom, emails, and phone/video conferences.

Program/Resources:

- Ready Classroom Mathematics
- Ready Reading
- Ready Writing
- iReady Mathematics
- iReady Reading
- FUNdations/Wilson Reading
- HMH Collections
- HMH Science Dimensions
- HMH Into Social Studies
- HMH US History
- HMH Ancient Civilizations
- HMH Handwriting
- The Great Body Shop
- Middlebury World Language

Assessments:

- iReady Diagnostic 1 (Reading/Math)- September
- iReady Diagnostic 2 (Reading/Math)- February
- iReady Diagnostic 3 (Reading/Math)- June
- iReady Student Mastery Assessments that align directly with NJSL
- LinkIt Benchmark Assessments
- LinkIt Standards Probes
- Project-based Assessments with Rubrics

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b. Digital Divide

1. All families will receive a Google survey to ascertain their access to the internet and their need for a device.
2. The district is able to provide a 1 to 1 device ratio for our students. Students who do not have access to a device will be instructed to pick one up at the school according to a designated schedule.
3. Families who do not have internet access will be provided with a hotspot or a device with LTE capabilities.
4. The Google survey will be distributed each marking period to all families in order to collect the most recent information and provide devices and/or accessibility to those families whose situation may have changed.

c. Special Education

1. The district will contact the families of medically fragile children in order to collaborate regarding accommodations necessary for a return to in-person instruction.
2. The IEP team will review student data/progress to determine whether critical skills were lost during the period in which remote instruction was provided to students and determine the need for additional services to address learning loss. The impact of any missed services upon IEP goals will be evaluated and additional compensatory services will be assigned as needed to address regression and recoupment of skills.
3. The Director of Special Education will evaluate the roster of IEP students in order to determine any overdue or incomplete evaluations and develop a schedule with the IEP team in order to determine eligibility for services.
4. The Director of Special Education will prepare communication for parents/guardians in order to educate them on the procedures for student referrals and evaluations in order to determine the eligibility for special education services and related services or a 504 plan as required by Federal and State Law.

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Appendix O

Staffing

This school district will 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.

School Administrators -

In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in person or virtually, administrators should:

- Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction. Provide time for staff collaboration and planning (See Scheduling section).
- Prioritize practical science and practical CTE areas for on-site opportunities.
- Prioritize vulnerable student groups for face-to-face instruction.
- Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Hone collaboration, cooperation and relationship building skills using alternative methods to remain connected to virtual instruction.
- Define and provide examples of high-quality instruction given context and resources available.
- Assess teacher, student, and parent needs regularly.
- Ensure students and parents receive necessary supports to ensure access to instruction.
- 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).
- Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when they return to school.
- Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their student's experience and learning while out of school.
- Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.

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- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- Ensure the Preschool Director/Contact person is involved in the planning so development activities and supports are in place for Preschool and supports transition to kindergarten.

Instructional Staff-

- Instructional staff should reinforce social distancing protocol with students and co-teacher or support staff.
- Reinforce social distancing protocol with students and co-teacher or support staff.
- Limit group interactions to maintain safety.
- Support school building safety logistics (entering, exiting, restrooms, etc.).
- Become familiar with district online protocols and platforms.
- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress.
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- Instruct and maintain good practice in digital citizenship for all students and staff.
- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- 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.
- Providing materials, manipulatives and items for at-home activities at no cost to families (particularly in preschool).
- Limiting on-line activities for preschool students.

Instructional Assistants -

Paraprofessionals that usually serve in physical classrooms supporting students and teachers may also provide support in the virtual environment, especially for struggling students, those with special needs, English language learners, and those that need additional support at home. Paraprofessionals may:

- Lead small group instruction to ensure social distancing.

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- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- Pre-record read-alouds and videos around SEL activities and routines (P-2)
Caption prerecorded instructional videos from general education teachers.
- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Support families and students in accessing and participating in remote learning.
Paraprofessionals can be added to online classes as co-teacher.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.

Educational Service Professionals -

- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.
- Manage an online platform for small groups of in-person students while the teacher is remote.
- Assist with the development and implementation of adjusted schedules.
- Plan for the completion of course requests and scheduling (secondary school).
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.
- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

Mentor Teachers-

The district will:

- Plan for “in-person” contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
- Continue to maintain logs of mentoring contact.
- Mentor teachers should consider all health and safety measures when doing in-person observations.

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- Plan for “in-person” contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Consider alternative methods for classroom observations and avoiding in-person contact where possible.

Substitutes -

The district will:

- Utilize special area teachers, instructional aides with substitute certificates and EduStaff personnel in case of sudden long-term absences and/or vacancies.
- Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

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 district will:
 - (1) Provide ongoing support with technology to students, teachers, and families through a series of workshops, online resources, and district tech support.
 - (2) Survey teachers and families to determine updated technology needs/access.

Educator Evaluation

The district will follow current guidance regarding educator evaluation under the ACHIEVE NJ guidelines for virtual/hybrid instruction when issued.

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Appendix P

Athletics

This school district will 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 South Bound Brook School District is a PreK-8 with no intramural sports programs. At this time, the school is suspending extra-curricular activities.

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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.mtwtgms.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/virtualproflearning.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