

June 2020



# The Road Back

Restart and Recovery Plan for Education

New Jersey Department of Education



# Restart and Recovery Plan

South Bound Brook School District

July 29, 2020

DEPARTMENT OF HEALTH & HUMAN SERVICES • USA



# Restart and Recovery Plan Committee

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# Four Key Subject Areas

Conditions for Learning

Leadership and Planning

Policy and Funding

Continuity of Learning

# Conditions For Learning

## Health and Safety - 10 Critical Areas

- ▶ 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 Symptom
- ▶ Contact Tracing
- ▶ Facilities Cleaning Practices
- ▶ Meals
- ▶ Recess, Physical Education
- ▶ Field Trips, Extra Curricular Activities, and Use of Facilities Outside of School Hours

## Academic, Social, and Behavioral Supports

- ▶ Social Emotional Learning (SEL), and School Climate and Culture
- ▶ Multi-Tiered Systems of Supports (MTSS)
- ▶ Wraparound Supports
- ▶ Food Service and Distribution
- ▶ Quality Child Care

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

## ▶ Somerset County Department of Health

Contact: Mr. James Norgalis

## ▶ Educate staff and students regarding COVID-19

Social Distancing Protocols

Handwashing

Face Coverings

Stay Home when Ill

## ▶ Protocol for High Risk Staff Members

ADA 504 Disability request form completed by a physician outlining the requested accommodations.

When feasible, provide the opportunity for reasonable accommodations, such as alternate assignments or telework.

## ▶ Protocol for High Risk Students

ADA 504 Disability request form completed by a physician outlining the requested accommodations.

Provide the opportunity for reasonable accommodations, such as alternate class assignments or virtual learning.

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

### a. Social Distancing in Instructional and Non-Instructional Rooms

- ❖ 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.
- ❖ Adequate ventilation with upgraded air filters and include a fresh air component and windows will be open if practical.
- ❖ 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). Partitions may be utilized in these cases.
- ❖ In classrooms or non-instructional rooms with tables, plastic partitions will be utilized.
- ❖ In larger spaces without desks, such as the gymnasium and all-purpose room, six foot markings will be placed on the floor.
- ❖ 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.
- ❖ CST testing will be conducted utilizing partitions, face coverings, and social distancing protocols.

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

### **b. Procedures for Hand Sanitizing/Washing**

- ❖ 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.
- ❖ Classrooms in grades PreK through 4 have sinks located in the classroom.
- ❖ Classrooms in grades 5 through 8 will be provided with hand sanitizer.
- ❖ 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.
- ❖ Each classroom will be equipped with disinfecting wipes that can be used as needed on, for example, student desks and technological devices.
- ❖ Students will be provided or asked to provide individual materials in order to eliminate sharing of materials.

# Critical Area of Operation #3 - Transportation

## Student Transportation

- ▶ The district does not transport students to the Robert Morris School.
  - ▶ 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.
- b. Social Distancing on School Buses
- ▶ The school district does not maintain buses, but will require vendors to comply with CDC guidelines regarding social distancing.



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

### a. Location of Student and Staff Screening

- ❖ Location of Student screenings will be at their assigned entrance.
  - ❖ 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
  - ❖ Entry A- Madison Street Main Doors - Grades 5 and 6
  - ❖ Entry H- Middle School Right Side Doors - Grades 7 and 8
  
- ❖ 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 administrator at Entrance A or F for temperature checks each morning.

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

## b. Social Distancing in Entrances, Exits, and Common Areas

### Entrances

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

### 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.

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

## 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-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.
- ▶ 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.
- ▶ 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.

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

### b. Social Distancing in Entrances, Exits, and Common Areas

#### 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

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

### **a. Screening Procedures for Students and Staff**

- ❖ Staff members will complete a daily health screening form via email.
- ❖ Daily temperature checks will be conducted at their assigned entry.
- ❖ 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, and referred to the school nurse.

## b. Protocols for Symptomatic Students and Staff

- ▶ 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 and referred to the school nurse.
- ▶ The school nurse will evaluate the staff/student, log symptoms, and make a referral to the Somerset County Department of Health.

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

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

### b. Protocols for Symptomatic Students and Staff

- ❖ 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.
- ❖ Positive COVID-19 test results will be reported by the testing lab to the Somerset County Department of Health for follow-up and contact tracing.
- ❖ The student or staff member who tested positive will be told to follow the CDC guidelines for return to school/work, which are:
  - ❖ At least ten days have passed since the symptoms first appeared,
  - ❖ 24 hours without a fever and with no fever-reducing medications have passed, and
  - ❖ Symptoms have improved.
- ❖ The district reserves the right to require two negative COVID-19 tests spaced at least 24 hours apart for return to work/school.

### Protocols for Face Coverings

- ▶ 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.
- ▶ 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.

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



The school nurse will educate parents and staff on the importance of contact tracing.

- ▶ The school nurse will remain in contact with the Somerset County Department of Health to assist with contact tracing.
- ▶ The school nurse will provide the Somerset County Department of Health with contact tracing records of groups/cohorts, assigned staff and daily attendance.
- ▶ 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.
- ▶ The Somerset County Department of Health will advise the district of any further actions that may need to be taken.

# Critical Area of Operation #6 - Contact Tracing

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

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.

- ❖ EPA approved disinfectants for use against SAS-COV-2 (COVID-19)
- ❖ Retrofitted our facilities with hand sanitizer stations in highly trafficked areas, including all entrances.
- ❖ Installed deionizer units on our rooftop HVAC units to purify the airflow servicing the McLaughlin gymnasium, the multipurpose room, the child study team suite, the nurses office, and our front office reception area.
- ❖ In classrooms, upgraded air filtration filters to MERV13 grade.
- ❖ All spaces have a fresh air component to ventilation.

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

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.

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

Our nighttime cleaning procedures include:

- ❖ 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 ft<sup>2</sup> 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.

# Critical Area of Operation #8 - Meals

- ▶ 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.
- ▶ Individuals handling food must wash their hands after removing their gloves or after directly handling any used food items.
- ▶ Students will be provided with multiple days' worth of "Grab and Go" meals upon dismissal from school delivered to their classrooms.

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

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

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

- ▶ At the current time of restart, our district will not be offering extra-curricular activities.
- ▶ Field trips have been suspended.
- ▶ 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.

# Academic, Social and Behavioral Supports

## a. Social Emotional Learning

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



# Academic, Social and Behavioral Supports

## b. Multi-Tiered Systems of Supports

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.

Tier 1- Whole Group Instruction

Tier 2- Small Group Instruction

Tier 3- Intensive Individualized 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.

# Academic, Social and Behavioral Supports

## c. Wraparound Supports

South Bound Brook has developed a 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 (How are you?), 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.

### c. Wraparound Supports

- ▶ In conjunction with the Leader in Me classroom approach, teachers will be holding 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 outside 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.

# Academic, Social and Behavioral Supports



# Academic, Social and Behavioral Supports

## 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.

Academic,  
Social and  
Behavioral  
Supports

- ▶ Restart Committee
- ▶ Pandemic Response Team
- ▶ Scheduling
- ▶ In-Person and Hybrid Learning Environments
- ▶ Staffing
- ▶ Educator's Roles Related to School Technology Needs
- ▶ Athletics

# Leadership and Planning

# Scheduling - Hybrid

## 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  $\frac{1}{2}$  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 (concentration on ELA and Math)

9:08 a.m. - 1:08 p.m. - Fifth through Eighth Grade (core content area instruction)

Friday all students in Grades 1-8 will participate in Remote Learning.

Grades 1-5: Flexible Fridays include small group instruction, Science, Social Studies, Health, World Language and PE on a rotating schedule.

Grades 6-8: Flexible Fridays include PE, World Language, Financial Literacy, and small group instruction.

# Fulltime Remote Option during Hybrid Schedule

- ▶ Unconditional Eligibility for Fulltime Remote Learning

## 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, [rmsremotelearning@southboundbrookk8.org](mailto:rmsremotelearning@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.



# Fulltime Remote Option - continued

## 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 real time 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.

## 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, [rmsremotlearning@southboundbrookk8.org](mailto:rmsremotlearning@southboundbrookk8.org).
- ▶ 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.

# Fulltime Remote Option - continued

## 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.

## 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.

	Monday-Thursday	Friday
8:26-9:08	Teacher Prep	Teacher Prep
9:08-9:30	LIM -SEL Check-in Class Google Meeting	LIM -SEL Check-in Class Google Meeting
9:30 - 11:00	ELA - Ready •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 - •Whole Group •Small Group •iReady	Guided Reading Guided Math 12:00 - 1:00
1:15-2:08	Guided Reading	1:00 - 2:00 Teacher Staff meeting/Refresh and Renew
2:08-3:20	Teacher PLC	Teacher dismiss 2:00 p.m.

# Scheduling - School Closed Complete Virtual - K-5

# Scheduling - School Closed Complete Virtual - 6-8

## Monday through Thursday

8:26 a.m. - 9:08 a.m.	Teacher Prep
9:08 a.m. - 11:00 a.m.	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.	Academics (plus asynchronous work to equal 4 hours)
11:10 a.m. - 12:10 a.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



# Continuity of Learning

# Educational Program

## ▶ 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

# Special Education

- ▶ The district will contact the families of medically fragile children in order to collaborate regarding accommodations necessary for a return to in-person instruction.
- ▶ 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.
- ▶ 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.
- ▶ 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.

# Staffing

The Restart and Recovery Plan outlines the following staffing roles:

- ▶ School Administrators
- ▶ Instructional Staff
- ▶ Instructional Assistants
- ▶ Educational Service Professionals
- ▶ Mentor Teachers
- ▶ Substitutes



# Staffing

## 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.

- ❖ 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.

# Athletics

# Policy and Funding

## Policy

- ▶ Approval of Restart and Recovery Plan includes policy on all components of the plan

## Funding

- ▶ CARES Act
- ▶ FEMA
- ▶ E Rate
- ▶ Grant opportunities
- ▶ Local Funds