

MILFORD PUBLIC SCHOOL

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RESTART & RECOVERY PLAN

Restart and Recovery Plan  
to Reopen Schools

*Milford Public School*

Board of Education

Fall 2020

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# MILFORD PUBLIC SCHOOL

## RESTART & RECOVERY PLAN

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### **Introduction**

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

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

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

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

The NJDOE Guidance uses the term “should” throughout the document when referencing “anticipated minimum standards ... that school districts should incorporate into their reopening plans as definitive components related to health, safety, and operations.”

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Therefore, those provisions in the NJDOE Guidance listed as “anticipated minimum standards” have been interpreted to be required components in the Plan.

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

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

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have been incorporated into the Board's Plan and related protocols, as applicable.

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 for the District

(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 will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
- (b) School 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 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

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coverings; and signs and messages in and around school buildings.

(d) High Risk Staff/Student Members

(1) 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).



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- (2) Staff who are considered a High Risk shall communicate with the administration to identify a reasonable accommodation.

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

- (1) Schools 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.

- (a) Classrooms

- (i) Classrooms have been assessed for occupancy standards with six feet of separation.

- (b) Testing and Therapy Rooms

- (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. Parents will be encouraged to teach their child to wear a mask.

- (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

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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 will be limited when possible or cleaned between use.
- (6) The district recognizes the needs to create additional passive air circulation and introduction of increased outdoor air into the building to promote safety. All indoor facilities have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, and windows will be opened.
- (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
  - (a) In each classroom (for staff and older children who can safely use hand sanitizer).
  - (b) At entrances and exits of buildings.
  - (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).

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- (8) Students will 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.
- (9) Students will have opportunities throughout the day to be mask free.
  - (a) Specific areas will be designated for students to have an opportunity to appropriately social distance.
  - (b) The staff will be encouraged to take the students outside. Multiple outdoor learning areas have been developed to allow students to appropriately social distance.

c. Critical Area of Operation #3 – Transportation

- (1) Students being transported must wear a face covering must upon entering the bus.
- (2) No student can board the bus without a mask.
  - (i) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
- (3) Every school bus will be cleaned and disinfected before and after each bus route.

d. Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas

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- (1) Staff and students shall wear face coverings when social distancing (six feet apart) cannot be maintained at any time or place during the school day. This includes hallways, classrooms, bathrooms, outdoor classrooms, entrances, common areas, and buses.
- (2) Physical guides will be used to promote social distancing during times of transition.
  - (a) Floors will be marked and signs will be hung on walls to designate spacing, flow, and procedures. Social distancing posters that promote best practices will be posted throughout the building.
  - (b) Where feasible, one-way routes will be implemented in hallways and entrance/exit doors.
- (3) The school facilities will be used by our staff and students for daily instruction and will not be used for any extra curricular activities, before, during, or after school hours.
- (4) The use of common areas will be limited to opportunities when social distancing can be maintained.
- (5) Transitioning students during and at the end of the school day will be done in small groups as designated by the administration.
- (6) Student sign-in and out procedures will be updated to promote social distancing guidelines and limit contact.

e. **Critical Area of Operation #5 – Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms**

- (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon

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arrival at school for symptoms and history of exposure. These screening procedures will include the following:

- (a) Staff will visually check students for symptoms upon arrival and/or confirm with families that students are free of COVID-19 symptoms. Further screenings will be conducted by the school nurse as deemed necessary. Staff will be trained to identify signs and symptoms that warrant follow-up with the school nurse.
- (b) Health checks will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
- (c) Results will be documented when signs/symptoms of COVID-19 are observed.
- (d) Any screening policy/protocol will take into account students with disabilities and accommodations that may be needed in the screening process for those students.

(2) Procedures for symptomatic staff and students will include the following:

- (a) Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others.
  - (i) An isolation space will be established where students will remain with continued supervision and care until picked up by an authorized adult.
  - (ii) An adequate amount of PPE will be available, accessible, and provided for use.

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- (iii) Parents will be expected to pick up symptomatic children as quickly as possible.
    - (iv) Any isolation space occupied by a symptomatic student or staff member will be cleaned/disinfected accordingly.
  - (b) Follow current Communicable Disease Service guidance for illness reporting.
- (3) If the school district becomes aware that an individual who has spent time in the building tests positive for COVID-19, officials will immediately notify the local health department and will follow the health department's guidance while maintaining confidentiality.
  - (a) School staff will assist the county health department in contact tracing, using records of groups/cohorts, assigned staff, and daily attendance.
  - (b) Re-admittance will be based upon guidance from the local health department.
- (4) School officials will encourage parents to be on alert for signs of the illness in their children and to keep ill children at home.
- (5) School staff and visitors are required to wear face coverings unless doing so would be detrimental to the individual's health, or the individual is under two years of age.
  - (a) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.

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- (6) Students are expected to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would be detrimental to the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
  - (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
  - (b) Exceptions to requirements for face coverings shall be as follows :
    - (i) Wearing a face covering would be detrimental to the individual's health.
    - (ii) The individual is in extreme heat outdoors.
    - (iii) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.

### f. Critical Area of Operation #6 – Contact Tracing

- (1) All school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent should be provided information regarding the role of contact tracing conducted by state, county, and local officials.
- (2) Recognizing the importance of contact tracing, school staff will work with the county health department to identify contacts of a positive case using records of groups/cohorts, assigned staff, and daily attendance.

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- (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.

g. Critical Area of Operation #7 – Facilities Cleaning Practices

- (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 district 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;
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- (ii) Lunchroom tables and chairs;
- (iii) Door handles and push plates;
- (iv) Handrails;
- (v) Kitchens and bathrooms;
- (vi) Light switches;
- (vii) Handles on equipment (e.g. athletic equipment);
- (viii) Buttons on vending machines and elevators;
- (ix) Shared telephones;
- (x) Shared desktops;
- (xi) Shared computer keyboards and mice;
- (xii) Drinking fountains; and
- (xiii) School bus seats and windows.

(e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

h. Critical Area of Operation #8 – Meals –

- (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.

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- (b) Discontinue self-service.
  - (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
  - (d) Space students at least six feet apart.
  - (e) Require individuals must wash their hands after removing their gloves or after directly handling used food service items.
- (2) The classroom may be utilized for lunch when social distancing in the cafeteria is not possible. The desks will be sanitized afterwards.

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

- (1) Multiple designated outdoor recess areas will be staggered throughout the school grounds to ensure social distancing guidelines are followed.
  - (a) 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.
  - (b) Outdoor spaces will be designated by the use of cones, flags, tape, or other signs to create boundaries between groups.
  - (c) Individuals will be required to wash hands immediately following outdoor play.
  - (d) Playground equipment use will be staggered and cleaned in between use by different groups of students.

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- (2) In Physical Education, the school district will mitigate risk, limit and/or eliminate direct contact with equipment, and will not allow sharing of equipment. If equipment is used, it will be sanitized between each group/class.
  - (a) Locker rooms are 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.
  - (b) Students will 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.

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

- (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 is not allowing any external community organizations to use the school/district facilities.

### 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.

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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 is critical to the development of the Board's Plan.
  - b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.
  - c. The Restart Committee will 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.
  
2. Pandemic Response Teams
  - a. The Pandemic Response Team (PRT) will centralize, expedite, and implement COVID-19 related decision-making.
  - b. The PRT will consist of the principal, School Safety Specialist, teachers, CST member, school counselor, custodian, school nurse, and parent(s).
  - c. The Pandemic Response Team is responsible for:

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- (1) Overseeing the 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.
  - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
  - (6) Providing necessary communications to the school district.
- d. The Pandemic Response Team will meet on an as needed basis.
3. Scheduling: Parents will have a choice when determining the scheduling for the fall of 2020. Parents may select from an in-person instruction or virtual learning. Parents will notify the district of their choice before the start of the school year.
- a. The Board's Plan accounts 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. The in-person instruction will provide students with core academic needs.
  - 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

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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 allows 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 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 will accommodate educators teaching in-person, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in the classroom receive instruction. Administration may:
- (1) Provide teachers common planning time.

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- (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
  - (a) Virtual learning will create privacy challenges that must be addressed.
- (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 activities based on what is developmentally appropriate for each grade band.

#### 4. Staffing

- a. 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.
- b. Roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and

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leverage existing resources and personnel to maximize student success.

c. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

d. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:

(1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community 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



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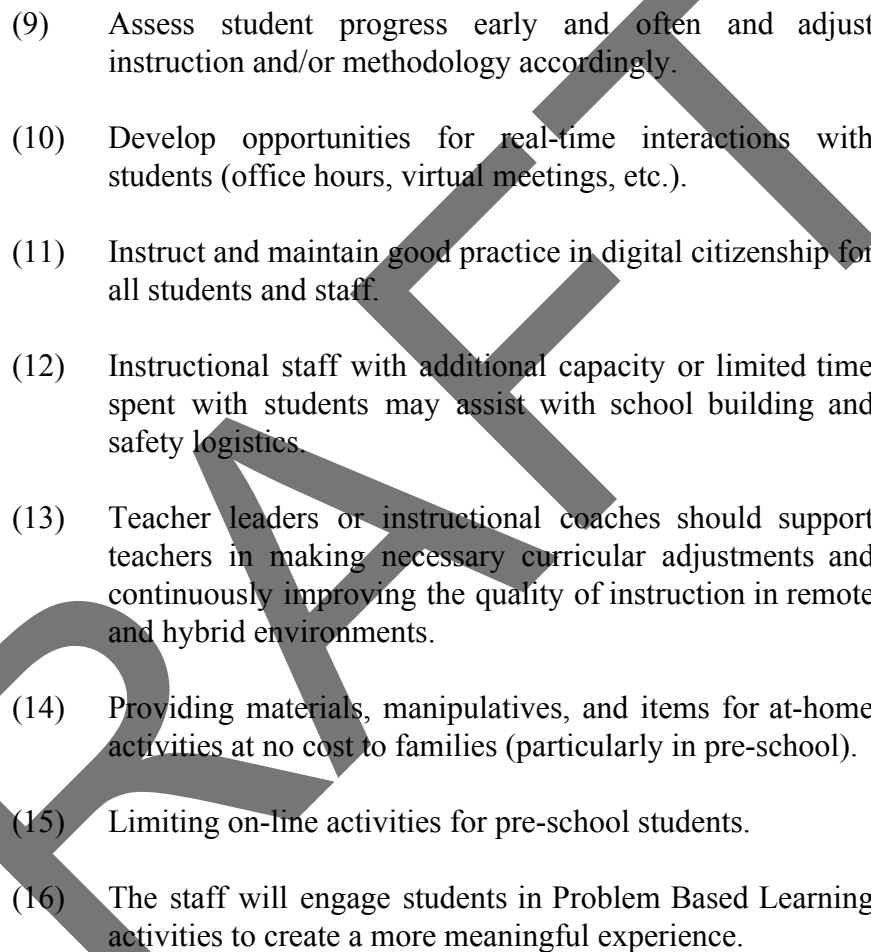
to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

5. In-Person Learning Environments and when possible for remote learning:  
Roles and Responsibilities
  - a. In a fully in-person learning environment the staff will monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.
  - b. Instructional staff should:
    - (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.

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- (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
  - (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
  - (11) Instruct and maintain good practice in digital citizenship for all students and staff.
  - (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
  - (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
  - (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.
  - (16) The staff will engage students in Problem Based Learning activities to create a more meaningful experience.

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.

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## RESTART & RECOVERY PLAN

- (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
  - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
  - (5) Continue to maintain logs of mentoring contact.
  - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
  - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
  - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
  - (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
  - (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.

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- (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- (7) Define and provide examples of high-quality instruction given context and resources available.
- (8) Assess teacher, student, and parent needs regularly.
- (9) Ensure students and parents receive necessary supports to ensure access to instruction.
- (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
- (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.

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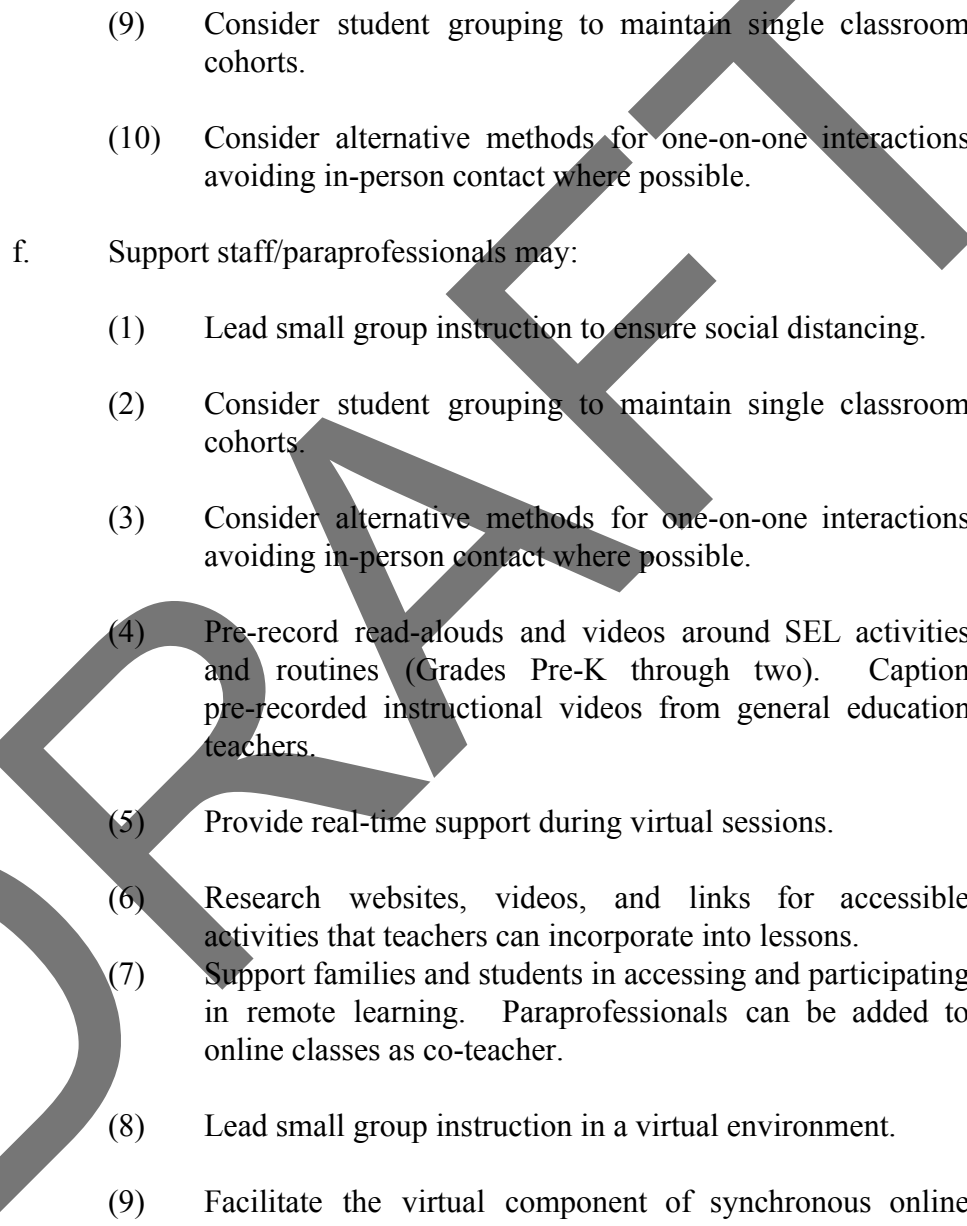
## RESTART & RECOVERY PLAN

- (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
  - (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
  - (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
  - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.
  - (2) Facilitate the virtual component of synchronous online interactions.
  - (3) Manage online platform for small groups of in-person students while teacher is remote.
  - (4) Assist with the development and implementation of adjusted schedules.
  - (5) Plan for the completion of course requests and scheduling (secondary school).
  - (6) Assist teachers with providing updates to students and families.
  - (7) Support embedding of SEL into lessons.
  - (8) Lead small group instruction to ensure social distancing.

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## RESTART & RECOVERY PLAN

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

g. Substitutes

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## RESTART & RECOVERY PLAN

- (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.

### 6. Educator Roles Related to School Technology Needs

a. To ensure all staff supporting remote virtual learning are prepared to provide or support instruction on day one, the district will:

- (1) Survey teachers and families to determine technology needs/access
- (2) Provide district one-to-one devices
- (3) Provide district email addresses and access to online platforms (usernames/passwords)
- (4) Provide ongoing support with technology to students, teachers, and families.

### 7. Athletics

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## RESTART & RECOVERY PLAN

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.

### 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. Readying 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



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## RESTART & RECOVERY PLAN

School officials will review the Policy and Funding section of the NJDOE Guidance that includes information on Federal and State funding sources; purchasing practices; use of reserve accounts, transfers, and cash flow; and costs and contracting, including E-Rate funding and cooperative purchasing contracting.

(1) Purchasing

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

We have discussed the matter with our auditor and purchases may be made under the emergency executive order to procure the items needed.

(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 reserve or makibudget actions, such as withdrawing from the emergency ng 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.

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## RESTART & RECOVERY PLAN

### D. Continuity of Learning

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

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

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

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

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

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## RESTART & RECOVERY PLAN

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) The district will review the needs 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 will review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
- (3) IEP teams will 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) The district will develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- (5) The district will provide 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. The district will strive to ensure that every student has access to a device and internet connectivity. The district should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access.

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## RESTART & RECOVERY PLAN

- b. The district will conduct a survey to assess the needs of teachers/students for home connectivity for remote virtual learning.
  - (1) The district will address all connectivity issues with necessary families to discuss alternate options for connectivity or paper instruction.
- c. All students will be assigned a Chromebook or iPad that can be taken home for remote virtual learning.
  - (1) Students that are new to the district or do not have a school issued device will be notified of the time and date such devices will be available for pick up at the school
- d. All teachers will be assigned a laptop that can be used in school or at home for remote virtual learning.
- e. Training will be continually offered for teachers and staff for new and existing technologies that support both in-person and online instruction.
- f. Google Apps for Education will be utilized by both students and staff, allowing the district to monitor classroom activities and log in information.
- g. Any technology problems (staff or student) that may arise will be supported through the technology department. The technology department will provide troubleshooting, tutorials and remote assistance to assist with any issues.

### 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

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## RESTART & RECOVERY PLAN

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 Learning Environment

- (1) Curriculum

- (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.

- (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.

- (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

- (2) Instruction

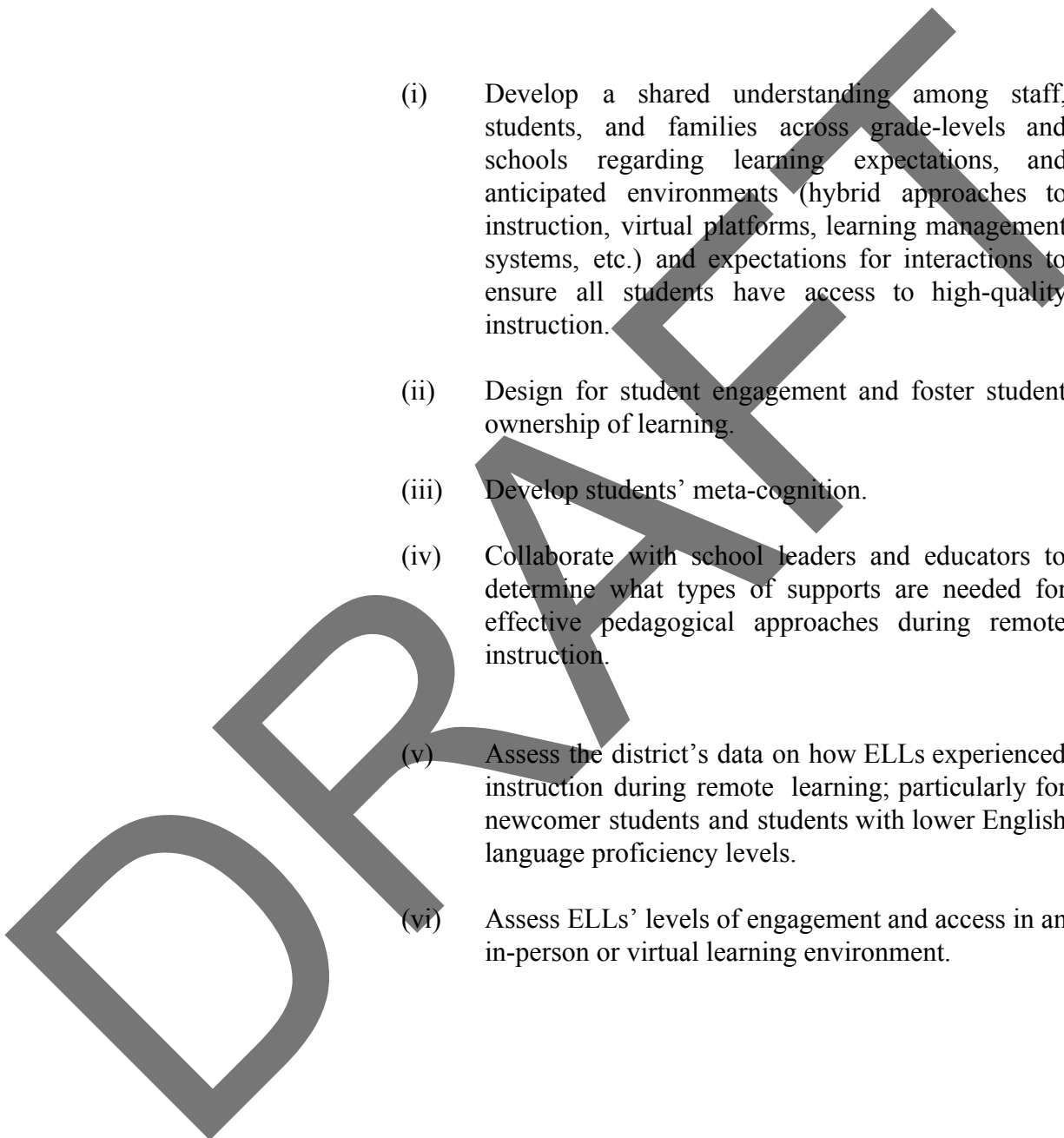
- (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may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

- (b) In crafting an instructional plan, the school district should consider the following:

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## RESTART & RECOVERY PLAN

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- (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
  - (ii) Design for student engagement and foster student ownership of learning.
  - (iii) Develop students' meta-cognition.
  - (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote instruction.
  - (v) Assess the district's data on how ELLs experienced instruction during remote learning; particularly for newcomer students and students with lower English language proficiency levels.
  - (vi) Assess ELLs' levels of engagement and access in an in-person or virtual learning environment.

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## RESTART & RECOVERY PLAN

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