Restart and Recovery Plan to Reopen Schools

Brigantine Community School

Board of Education

Fall 2020

RESTART & RECOVERY PLAN

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Introduction

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

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

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

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

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

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

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

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

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

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THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

    A.   Conditions for Learning;

    B.   Leadership and Planning;

    C.   Policy and Funding; and

    D.   Continuity of Learning.

A.   Conditions for Learning

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

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

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

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

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

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.

(e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:

(i) Chronic lung disease or asthma (moderate to severe);

(ii) Serious heart conditions;

(iii) Immunocompromised;

(iv) Severe obesity (body mass index, or BMI, of 40 or higher);

(v) Diabetes;

(vi) Chronic kidney disease undergoing dialysis;

(vii) Liver disease;

(viii) Medically fragile students with Individualized Education Programs (IEPs);

(ix) Students with complex disabilities with IEPs; or

(x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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

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

(1)   The school 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 the district is not able to maintain this physical distance, additional modifications will include 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)   Face coverings are always 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 will be worn while students are seated at desks, but will 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)   The district will prepare and maintain hand sanitizing stations with non alcohol or 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 non alcohol or 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 a non-alcohol or alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

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

(1)   If the school district is providing transportation services on a school bus and is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.

(2)   Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.

(3)   Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route. Bus drivers, and aides will wear masks.

[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 establishes the process and location for student and staff health screenings.

(2)   Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

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

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

(1)   The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:

(a)   Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.

(b)   Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.

(c)   Results must be documented when signs/symptoms of COVID-19 are observed.

(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 has adopted procedures for symptomatic staff and students, which shall include the following:

(a)   Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.

(b)   If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

(c)   The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:

(i)   Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.

(ii)   Following current Communicable Disease Service guidance for illness reporting.

(iii) An adequate amount of PPE shall be available, accessible, and provided for use.

(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 Services 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.

(a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.

(6) Exceptions to requirements for face coverings shall be as follows:

(a) Doing so would inhibit the individual's health.

(b) The individual is in extreme heat outdoors.

(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.

(f)   Face masks exceptions are allowed for eating periods.

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

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

f.   Critical Area of Operation #6 – Contact Tracing

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

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

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

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

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

(1)   School officials must continue to adhere to existing required facilities cleaning practices and procedures, and

any new specific requirements of the local health department as they arise.

(2) The Board's Plan and Policy establishes 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 will include cleaning objects/surfaces not ordinarily cleaned daily (e.g. door knobs, light switches, classroom sink handles, countertops).

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

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

(i) Classroom desks and chairs;

(ii) Lunchroom tables and chairs;

(iii) Door handles and push plates;

(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).

(f)   Procedural Manual is stated later in the plan.

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

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

(1)   If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board's Plan, if applicable:

(a)   Stagger times to allow for social distancing and clean and disinfect between groups.

(b)   Discontinue family style, self-service, and buffet.

(c)   Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.

(d)   Space students at least six feet apart.

(e)   Require individuals to wash their hands after removing their gloves or after directly handling used food service items.

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

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

(1) The Board's Plan regarding recess and physical education will 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.

(i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.

(ii) 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.

(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 will adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.

(2) The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

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

2. Academic, Social, and Behavioral Supports

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

While only a small introduction to these elements is included in this Plan, a more detailed explanation and further considerations in the NJDOE Guidance are under the Academic, Social, and Behavioral Supports

section to reference as the Plan is being developed. School officials may use the supports listed in the NJDOE Guidance.

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

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

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

_x__ Being Developed by School Officials

_x__ Currently Being Utilized

Social Emotional Learning, School Culture and Climate Initiatives are currently being utilized in a variety of manners throughout the school day. School officials are currently developing additional activities based on the results of our survey that was distributed to parents/guardians in July 2020. Please refer to Appendix K

Multi-Tiered Systems of Support (MTSS)

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

____ Not Being Utilized

_x__ Being Developed by School Officials

_x_ Currently Being Utilized

A Multi-Tiered System of Supports is currently being utilized in a variety of manners throughout and following the school day. School officials are currently developing additional activities based on the results of our survey that was distributed to parents/guardians in July 2020. Please refer to Appendix K

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

_x_ Being Developed by School Officials

_x_ Currently Being Utilized

Wraparound Supports are currently being utilized in a variety of manners throughout and following the school day. School officials are currently developing additional activities based on the results of our survey that was distributed to parents/guardians in July 2020. Please refer to Appendix K

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 .
___ Not Being Utilized

___ Being Developed by School Officials

_x_ Currently Being Utilized

District will continue to distribute meals to students in the event of school closure.

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

_x_ Being Developed by School Officials

_x_ Currently Being Utilized

An optional Before and After Care program is currently available for students. Parents may sign students up for before and/or after care services for a fee based, on their need. School officials are currently developing plans to to address the need for social distancing and safety protocols.

[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 will include school district and school-level administrators, members of the local Board of Education, 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. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.

d. The Restart Committee will 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 will 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 will include a cross section of administrators, teachers, staff, and parents.

d. Pandemic Response Teams will 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 will be comprised of, at a minimum, the following members, if applicable:

   (1) School Principal or Lead Person;

   (2) Teachers;

   (3) Child Study Team member;

   (4) School Counselor or mental health expert;

   (5) Subject Area Chairperson/Director;

   (6) School Nurse;

   (7) Teachers representing each grade band served by the school district and school;

   (8) School safety personnel;

   (9) Members of the School Safety Team;

   (10) Custodian; and

   (11) Parents.

g. The Pandemic Response Team is responsible for:

   (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.

   (2) Adjusting or amending school health and safety protocols as needed.

   (3) Providing staff with needed support and training.

   (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.

(5)   Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.

(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 will 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 will be required to deliver instruction through a fully virtual environment during throughout the school year due due to the Remote mandate, and to all 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 focusing on instruction of NJSLA standards, 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 accommodates 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 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 asynchronous work while students in the classroom receive instruction. School officials will:

    (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 will 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 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 will 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 will also consult with the local bargaining units and legal counsel.

c.   The Board's Plan will identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.

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

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

(1)   Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community 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 will leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and

non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.

b. Instructional staff will:

(1) Reinforce social distancing protocol with students and co-teacher or support staff.

(2) Limit group interactions to maintain safety.

(3) Support school building safety logistics (entering, exiting, restrooms, etc.).

(4) Become familiar with district online protocols and platforms.

(5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.

(6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.

(7) Provide regular feedback to students and families on expectations and progress.

(8) Set clear expectations for remote and in-person students.

(9) Assess student progress early and often and adjust instruction and/or methodology accordingly.

(10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).

(11) Instruct and maintain good practice in digital citizenship for all students and staff.

(12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.

(13) Teacher leaders or instructional coaches will 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 preschool students.

c. Mentor teachers will:

(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 will:

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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.

(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 Preschool 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 will:

(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.

(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 will:

(1)   Lead small group instruction to ensure social distancing.

(2)   Consider student grouping to maintain single classroom cohorts.

(3)   Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

(4)   Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.

(5)   Provide real-time support during virtual sessions.

(6)   Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.

(7)   Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.

(8)   Lead small group instruction in a virtual environment.

(9)   Facilitate the virtual component of synchronous online interactions.

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

g. Substitutes

(1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.

(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 will:

(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) Prioritize the provision of district one-to-one instructional devices and connectivity.

(4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).

b. To ensure student teachers are prepared to start supporting instruction on day one, districts will:

    (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 (Preschool).

    (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 will:

    (1)   Obtain a substitute credential to gain the ability to support students without supervision as needed.

    (2)   Lead small group instruction (in-person to help with social distancing).

    (3)   Co-teach with cooperating teacher and maintain social distancing.

    (4)   Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.

    (5)   Implement modifications or accommodations for students with special needs.

    (6)   Facilitate one-to-one student support.

    (7)   Lead small group instruction virtually while the classroom teacher teaches in-person.

    (8)   Provide technical assistance and guidance to students and parents.

    (9)   Develop online material or assignments.

    (10)   Pre-record direct-instruction videos.

(11) Facilitate student-centered group learning connecting remote and in-person students.

d. Additional Staff Concerns - Districts will 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. All are subject to change based on NJ Government, NJSIAA, Cape Atlantic Junior Division guidelines.

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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. 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

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 will 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 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)   IEP teams will 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.   Brigantine School District will 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 will:

        (1)   Conduct a needs assessment.

        (2)   Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.

(3)   Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.

(4)   For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.

       (a)   If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This will 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 will develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.

c.   Virtual and Hybrid Learning Environment

(1)   Curriculum

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

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

       (c)   Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the

appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

(2)   Instruction

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

    (b)   In crafting an instructional plan, the school district will 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.

        (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 will 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 will 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 will be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

4.   Professional Learning

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

    b.   The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and

supporting educators in meeting the social, emotional, health, and academic needs of all students.

c.   Professional learning opportunities will 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 stakeholders, including all staff, parents, and community members; and

    (5)   Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.

d.   Mentoring and Induction

    (1)   Induction must be provided for all novice provisional teachers and teachers new to the district.

    (2)   One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.

    (3)   Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.

    (4)   Mentoring must be provided in both a hybrid and fully remote learning environment.

    (5)   Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

e.   Evaluation

    (1)   School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.

(2)   Our School district will develop observation schedules with a hybrid model in mind.

(3)   Our School district will consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.

(4)   Our School district will consider the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.

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

5.   Career and Technical Education (CTE)

a.   It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.

b.   The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.

c.   Guiding Principles

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

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

d.   Quality CTE Programs

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

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

e.   Work-Based Learning

Students must be provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person.   The school district will 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**

Brigantine Board of Education

Fall 2020

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Appendix A

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

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

a. Protocol for High Risk Staff Members
   - 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, shall contact the Superintendent, in writing, including a doctor's note if pertinent, documenting the need for accommodations.
   - The Superintendent may consult with the School Physician.
   - The Superintendent and/or designee shall conference with the staff member to identify appropriate accommodations, if necessary.

b. Protocol for High Risk Students
   - Students with complex disabilities with IEP's, 504 Plans or chronic health issues that may be at higher risk for severe illness from COVID-19 may require accommodations or modifications to their educational programming.
   - The Child Study Team may contact parents/guardians of special education students with known health issues to identify if there is a need to revise the IEP.
   - The 504 Coordinator may contact parents/guardians of students who have 504 Plans documenting known health issues to identify if there is a need to revise the 504 Plan.
   - The school nurses may contact parents/guardians of students with known health issues to identify the need for modifying their school health plan.
   - Parents/Guardians of students with chronic health issues that may be at higher risk for severe illness from COVID-19 must contact the school nurse(s).

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Appendix B

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

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

a. Social Distancing in Instructional and Non-Instructional Rooms
   - To the extent possible, class sizes will be limited to allow for social distancing in the classrooms.
   - Classrooms will be provided with enough desks or tables, as are developmentally appropriate, for every student.
   - Extraneous furniture including tables, file cabinets, extra desks, etc. will be removed from classrooms to provide additional spacing for student seating.
   - Classroom seating will be arranged with desks facing in the same direction when social distancing is not possible.
   - Plexiglass desktop shields will be provided for students.
   - To the extent possible, special area teachers will report to the students' classrooms to provide instruction.
   - Masks will be worn by students and staff throughout the day.

b. Procedures for Hand Sanitizing/Washing
   - Hand sanitizing stations will be available throughout the school.
   - Hand sanitizers non-alcohol placed throughout the buildings. Hand sanitizers containing at least 60% alcohol will be available as well for supervised use by students.
   - Hand sanitizers will be available at entrances/exits to the building, all classrooms, cafeteria, gym and playground.
   - Hand washing stations will be available in each Pre K-5 classroom.
   - Students will wash their hands with soap and water for 20 seconds, minimally, when they enter the school, before lunch, after recess, when they use the restroom, in the event that they cough or sneeze, in the event that they blow their nose and prior to dismissal.
   - Hand hygiene instructions will be posted.

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Appendix C

Critical Area of Operation #3 – Transportation

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

a. Student Transportation

Prior to the start of each route, district custodial staff will clean and disinfect each bus. The district's contracted transportation vendor will clean and sanitize each bus at the end of the day.

The Board of Education has revised the local transportation policy to eliminate transportation for students living less than remote from the school per N.J.S.A. 18A:39-1, unless special transportation is included in a student's IEP. This will reduce the number of preschool to eighth grade buses from ten buses to seven buses.

b. Social Distancing on School Buses

Students will have assigned seats on buses and will be spaced out as much as possible. Assigned seats will be based on household relationships. Since it is not possible for students to be spaced out at least six feet apart on buses, students, bus drivers, and bus aides will be required to wear masks at bus stops and on buses at all times. Extra masks will be provided to bus drivers for students without masks.

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Appendix D

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

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

a. Location of Staff Screening
   - Staff members are responsible for self-screening prior to arrival to the school.
   - Staff members are responsible for taking their temperature prior to arriving to work and identifying symptoms of illness.
   - When staff members sign-in when they arrive at school, they will acknowledge that they engaged in self-screening.
   - In the event that a staff member did not self-screen, they may report to the nurse's office.

b. Location of Student and Staff Screening
   - Parents/Guardians are requested to screen their children at home, prior to arrival to school, including temperature check and monitoring for symptoms of illness.
   - Parents/Guardians are responsible to keep students home when they are demonstrating signs of illness.
   - Parents/Guardians are responsible to keep students home when they have a temperature of 100.4 degrees F and above.
   - As students enter the building, staff will visually check students for symptoms upon arrival.
   - Students will be screened upon entering the classrooms at the beginning of the school day.

c. Social Distancing in Entrances, Exits, and Common Areas

   - All students will be required to wear masks all day, except for food periods.
   - Upon arrival, students will report directly to their classrooms. There will be no congregating on the playground or in common areas.
   - Additional entry/exit ways will be provided if necessary.
   - Hallways will be marked for one way traffic wherever possible.

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Appendix E

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

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

a.   Screening Procedures for Students
- As students enter the building, staff will visually check students for symptoms upon arrival.
- Staff will take students' temperatures upon entering the classroom at the beginning of the school day.
- Teachers will take students' temperatures with a touchless hand held temperature scan.
- Students will enter the classroom and wash their hands.
- In the event that a student has a temperature above 100.4 degrees F, the student will report to a designated area in the nurse's office where they will be given a second temperature check and screened for symptoms.

Screening Procedures for Staff
- Staff members are responsible for self-screening prior to arrival to the school.
- Staff members are responsible for taking their temperature prior to arriving to work and identifying symptoms of illness.
- When staff members use their key fob when they arrive at school, they will acknowledge that they engaged in self-screening.
- In the event that a staff member did not self-screen, they may report to the nurse's office.

b.   Protocols for Symptomatic Students
- In the event that a student demonstrates symptoms of illness, the supervising staff member will call the nurse.
- The student will be directed to an isolated area in the nurse's office.
- Students with special needs will be accompanied by a familiar staff member.
- The school nurse will contact the parent/guardian and obtain the following information:

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Protocol for Symptomatic Students
(Based on CDC Guidelines)

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

Symptom	X if present
Fever, chills	
Coughing	
Shortness of breath or difficulty breathing	
Fatigue	
Muscle or body aches	
Headache	
New loss of taste or smell	
Congestion or runny nose	
Nausea or vomiting	
Diarrhea	
Sore throat	
Other:	

In the past 14 days, has your child been in close proximity to anyone who has experienced any of the above symptoms or has experienced any of the above symptoms since your contact?

In the past 14 days, has the child been in close proximity to anyone who has tested positive for COVID-19?

In the past 14 days, has the child travelled to any of the states included on the travel advisory list issued by Governor Murphy, as periodically amended?

- The school nurse will make a determination if the student needs to see their physician.
- A physician's note will be required for readmittance to school.

Protocol for Symptomatic Staff

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- In the event that a staff member demonstrates symptoms of illness, they will report to a designated area in the nurse's office.
- The school nurse will obtain the following information:

Protocol for Symptomatic Staff Members

(Based on CDC Guidelines)

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

Symptom	X if present
Fever, chills	
Coughing	
Shortness of breath or difficulty breathing	
Fatigue	
Muscle or body aches	
Headache	
New loss of taste or smell	
Congestion or runny nose	
Nausea or vomiting	
Diarrhea	
Sore throat	
Other:	

In the past 14 days, have you been in close proximity to anyone who has experienced any of the above symptoms or has experienced any of the above symptoms since your contact?

In the past 14 days, have you been in close proximity to anyone who has tested positive for COVID-19?

In the past 14 days, have you travelled to any of the states included on the travel advisory list issued by Governor Murphy, as periodically amended?

- The school nurse will make a determination if the staff member needs to see their physician.
- A physician's note will be required for readmittance to school.

c. Protocols for Face Coverings
- School staff, students, and visitors are required to wear face coverings at all times, with the exception of children under the age of two, or the wearing of a face covering would inhibit the individual's health.
- Students and staff are requested to provide their own face coverings. The district has also purchased surgical face masks for any student or staff member who is unable to provide their own mask.
- Face coverings must cover the nose, mouth, and chin.
- If using a cloth face covering, it is recommended that parents/guardians wash them daily.
- The use of face coverings may be modified for individuals with disabilities.
- Face coverings must adhere to school dress code policy.

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Appendix F

Critical Area of Operation #6 - Contact Tracing

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

- Contact tracing will be conducted by the Atlantic County Department of Health with the assistance of Brigantine Community School as required.
- The School Security Specialist shall be trained in contract tracing based on CDC guidelines.
- The Department of Health will contact impacted families directly in the event of a student diagnosis of Covid-19.
- Brigantine Community School will contact the Atlantic County Department of Health in the event that a staff member is diagnosed with Covid-19.
- The school nurses or our Certified School Safety Specialist will serve as liaisons between Brigantine Community School and the Atlantic County Department of Health.
- In the event that Brigantine Community School receives a confirmed case of Covid-19 from a staff member or a student we will close the physical building for 48 hours.
- The maintenance team may return to the building for service 24 hours following a building closure.
- All classes will go to an A Day, B Day schedule virtually with teachers. The remote schedule will be provided to students and staff.
- The class that had a positive case of Covid-19 of a student/staff member will remain on Quarantine at home based on current CDC guidance and direction from the County Department of Health. STUDENTS AND STAFF members will not be marked absent, as they will work remotely on a daily basis.

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

- Procedural manual cleaning practices will be attended to as needed on a case by case situation. If/when building has a positive case, the facilities crew will wait 24 hours before entering the area. All listed materials for cleaning are listed throughout this plan, and will be led by our director of facilities and grounds, in coordination with the Department of Health. The building will be shut down for at least 48 hours.
- Cleaning and Sanitizing of district buildings with approved disinfectants, paying special attention to high traffic areas preschool and frequently touched surfaces.
- Wiping of desks and tables throughout the day when possible.
- Increased frequency of the changing of air filters in the schools ventilation systems.
- Throughout the day the use of Electrostatic sanitizing sprayers to be used to maximize the sanitizing of the buildings.
- Additional bottle fill water stations have been added to the facility. All other water fountains have been turned off and or disabled. The Brigantine Green Team committee will be donating water bottles for each student.
- Touchless soap dispensers being installed in as many areas as possible.
- Hand sanitizer will be in every room, office and large spaces and hallways.
- Communication and signage will reinforce good hygiene practices and hand washing.
- Signage will be posted to promote proper social distancing, as well as floor and wall markings.
- Unnecessary furniture and tables will be removed from classrooms. Additional classroom materials will be stored away.
- The District has acquired a supply of thousands of PPE items including different size face masks, face shields, and gloves. The district encourages parents to supply each student with a proper fitting and comfortable face mask. The district also asks that staff members do the same. However, in the case a mask is damaged, lost or otherwise dealt unsafe the district shall provide a mask.
- When feasible, outside areas will be used to promote social distancing and then be sanitized.

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Appendix H

Critical Area of Operation #8 – Meals

This school district should 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.

In the event of physical school closure, the district will continue to distribute meals to students.

While school is in session, the district will do the following:

- Preschool through 8th grade students will eat breakfast in their classrooms.
- Preschool through 5th grade students will eat lunch in their classrooms.
- 6th through 8th grade students will eat lunch in the cafeteria. Lunch periods will be staggered.
- In the event that students cannot be spaced at least six feet apart, protective barriers will be placed between students.
- All self-service and buffet style service will be discontinued.
- Biometric scanning will be discontinued. Students will be identified by name.
- All tables and desks will be cleaned and sanitized between meal services.
- Students that qualify for free & reduced lunch that choose remote learning can continue to pick up free meals at a location to be determined.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

This school district should 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.

- Stagger recess and limit the number of groups on the outdoor playgrounds at one time.

- 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 groups marked by natural barriers or the use of cones, flags, or other signage.

- All individuals will wash hands immediately after outdoor playtime.

- Stagger the use of playground equipment and establish a daily disinfecting protocol for all playground equipment used by students.

- A shared schedule of outdoor spaces will be available to prevent multiple groups from using the same outdoor space.

- Locker rooms will be closed during the school day. Students are 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.

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

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Appendix J

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

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

- Off site field trips, at the start of the school year, will not take place. Subject to change upon notification from state, and/or DOH.
- Virtual field trips will be utilized during the school day.
- Walking trips to the beach for lessons are permitted, pending clearance from parents, administration, and city officials.
- Outside organizations will not be permitted to use the interior of the building.
- Extra-Curricular activities will take place physically and/or virtually based on guidelines of Cape Atlantic League Junior Division, NJSIAA, and State orders.
- The Before & After Care program will be operational each school day from 7:30 am to 8:30 am and from 3:00 pm to 6:00 pm. All school sanitation protocols will be followed.

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Appendix K

Academic, Social, and Behavioral Supports

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

Social Emotional Learning/School Culture/School Climate

Social Emotional Learning, School Culture and School Climate Initiatives are currently being utilized in a variety of manners throughout the school day, including, but not limited to the following activities:

- Individual/Group Counseling
- Resiliency Team Initiatives
- Mentoring
- Kindness Club
- Forest Friends
- Guidance Counselor SEL Class Lessons
- Implementation of the Olweus Bullying Prevention Program
- Monthly Consultation with Behavior Specialist
- PTA Activities
- Monthly Participation in Traumatic Loss Coalition Meetings
- Trained Staff in Mental Health First Aid
- Trained Staff in Crisis Prevention Intervention
- Professional Development in Social Emotional Learning
- Sharing and Distributing Social Emotional Learning Resources

School officials are currently developing additional activities based on the results of our survey that was distributed to parents/guardians in July 2020 including, but not limited to the exploration of the following activities:

- Resiliency Team Training
- Resiliency Team Activities
- Staff Training-Trauma Informed Instructional Strategies
- Prepare Olweus Bullying Prevention Resources for Online Instruction
- Designate/Update Website for Social Emotional Resources
- No Place for Hate Initiative through the Anti-Defamation League
- Development of Cohorts to Monitor Student Social Emotional Well-Being
- Establishing Additional Counseling Activities Through Virtual Platform
- Professional Development Opportunities
- Incorporation/IExpansion of Mindfulness Activities
- Share Mental Health/Self-Care Resources with Staff
-

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Multi-Tiered System of Supports

A Multi-Tiered System of Supports is currently being utilized in a variety of manners throughout and following the school day, including, but not limited to the following:

- Intervention and Referral Services (I&RS)
- Preschool Intervention and Referral Team (PIRT)
- In-class Basic Skills Instruction
- Supplemental Basic Skills Instruction
- Continuum of Placement Options for Special Education Students

School officials are currently developing additional activities based on the results of our survey that was distributed to parents/guardians in July 2020.

- Consider and Include Social Emotional Learning (SEL) in the I&RS Process
- Update Data System to Provide Tracking of Strategies and Progress Including SEL
- Establish Baseline Data to Inform Academic Supports
- Establish Baseline Data to Inform Social Emotional Learning Support

Wraparound Supports

Wraparound Supports are currently being utilized in a variety of manners throughout and following the school day, including, but not limited to:

- Afterschool Title One Services
- Homework Assistance
- Strengthening Families
- Before and Aftercare
- Summer Counseling

School officials are currently developing additional activities based on the results of our survey that was distributed to parents/guardians in July 2020.

- Provide Virtual Homework Assistance
- Parent Training
- Parent Connections via Zoom with Teachers and Parents
- Establish Baseline Data to Inform Academic Wraparound Supports
- Establish Baseline Data to Inform Social Emotional Learning Wraparound Supports

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Appendix L
Restart Committee

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

Restart Team:

Superintendent: Glenn Robbins

Business Administrator: Jonathan Houdart

Principal: Kathy Fox

School Resource Officer: Art Faden

Supervisor of Building and Grounds: Michael Fulmor

Supervisor of Curriculum and Instruction: Bonnie Marino

Supervisor of Special Education: Lisa Glick

Guidance Counselor: Greg Smallwood

Guidance Counselor: Kristen Barron-Geubtner

School Psychologist: Tammy Rood

School Social Worker: Esther Brahmi

School Nurse: Monica Eafrati

School Nurse: Christine Ortolf

Learning Disabilities Teacher/Consultant: Sandra Dalton

Technology Coordinator: Scott Scott

Board of Education Members

Brigantine Education President: Amy Seaman

Brigantine Education Association Members

Parents

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Students

Deputy Mayor, Vince Sera

City Manager, Jim Bennett

Brigantine FD/PD/OEM

Brigantine Public Works

Brigantine Chamber of Commerce

Brigantine Green Team

Brigantine Elks

Safety Bus Service

Nutri-Serve Food Management

Eric Goldstein, Esquire

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Appendix M

Pandemic Response Teams

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

Pandemic Response Team:

Superintendent: Glenn Robbins

Business Administrator: Jonathan Houdart

Principal: Kathy Fox

School Resource Officer: Art Faden

Supervisor of Building and Grounds: Michael Fulmor

Supervisor of Curriculum and Instruction: Bonnie Marino

Supervisor of Special Education: Lisa Glick

Guidance Counselor: Greg Smallwood

Guidance Counselor: Kristen Barron-Geubtner

School Psychologist: Tammy Rood

School Social Worker: Esther Brahmi

School Nurse: Monica Eafrati

School Nurse: Christine Ortolf

Learning Disabilities Teacher/Consultant: Sandra Dalton

Technology Coordinator: Scott Scott

Brigantine Education Association Members

Parents

Appendix N

Scheduling of Students

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

a. School Day

- Scheduling
- Students will return to school on a full schedule of five full days a week, with the exception of half days for professional development and parent conferencing.
- A full remote instruction option will be offered to parents in lieu of returning to school for in-person instruction. Parents must register for the remote instruction on or before August 5, 2020.
- In the event of a COVID-19 related emergency school closure, remote instruction will begin immediately for all students on a rotating schedule of A Day/B Day.
- The schedule will accommodate time for specialized learning activities including speech, physical, and occupational therapies, IEP and 504 based instruction, and ESL services.
- A steady supply of PPE and cleaning supplies will be allocated to ensure the safety of students and staff.
- The number of students on each bus will be reduced through the elimination of courtesy busing. Buses will include PK-8 students with assigned seating based on family relationships.

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Appendix O

Staffing

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

- The school district will consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year will consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.

- 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 will also consult with the local bargaining units and legal counsel.

- The Board's Plan will 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.

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

- 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, 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.

- In-Person and Remote Learning Environments: Roles and Responsibilities

a.   In a fully in-person or remote learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules will include designated time to support school building logistics required to maintain health and safety requirements.

b.   Instructional staff will:

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(1)   Reinforce social distancing protocol with students and co-teacher or support staff.

(2)   Limit group interactions to maintain safety.

(3)   Support school building safety logistics (entering, exiting, restrooms, etc.).

(4)   Become familiar with district online protocols and platforms.

(5)   Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.

(6)   Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.

(7)   Provide regular feedback to students and families on expectations and progress.

(8)   Set clear expectations for remote and in-person students.

(9)   Assess student progress early and often and adjust instruction and/or methodology accordingly.

(10)   Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).

(11)   Instruct and maintain good practice in digital citizenship for all students and staff.

(12)   Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.

(13)   Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.

(14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).

(15) Limiting on-line activities for preschool students.

c. Mentor teachers will:

(1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

(2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.

(3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.

(4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.

(5) Continue to maintain logs of mentoring contact.

(6) Mentor teachers should consider all health and safety measures when doing in-person observations.

(7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

(8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.

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

(1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.

(2)   Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.

(3)   Prioritize vulnerable student groups for face-to-face instruction.

(4)   Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.

(5)   Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.

(6)   Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.

(7)   Define and provide examples of high-quality instruction given context and resources available.

(8)   Assess teacher, student, and parent needs regularly.

(9)   Ensure students and parents receive necessary supports to ensure access to instruction.

(10)   Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).

(11)   Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.

(12)   Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.

(13)   Create feedback loops with parents and families about students' academic and social emotional health and

well-being, through use of remote learning conferences 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 in person and remote learning models.

(16) Collaborate in determining expectations for differentiated instruction and rigor for in person 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 Preschool Director 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 platforms for small groups of in-person students while the 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.

    (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.

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)   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 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. A hotline and email address will be provided for staff and students to provide technology assistance.

2)   Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).

(3)   The district will provide one-to-one instructional devices and seek opportunities for connectivity.

(4)   Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).

b.   To ensure student teachers are prepared to start supporting instruction on day one, districts should:

(1)   Train student teachers to use technology platforms.

(2)   Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.

(3)   Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations will be made for staff with health issues.

c.   Student teachers should:

(1)   Obtain a substitute credential to gain the ability to support students without supervision as needed.

(2)   Lead small group instruction (in-person to help with social distancing).

(3)   Co-teach with cooperating teacher and maintain social distancing.

(4)   Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.

(5)   Implement modifications or accommodations for students with special needs.

(6)   Facilitate one-to-one student support.

(7)   Lead small group instruction virtually while the classroom teacher teaches in-person.

(8)   Provide technical assistance and guidance to students and parents.

(9)   Develop online material or assignments.

(10)   Pre-record direct-instruction videos.

(11)   Facilitate student-centered group learning connecting remote and in-person students.

d.   Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:

(1)   Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices 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.

(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.

Appendix P

Athletics

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

- Extra-Curricular activities will take place physically and/or virtually based on guidelines of Cape Atlantic League Junior Division, NJSIAA, and State orders. This includes players, coaches, and spectators.
- Coaches and students will be responsible for cleaning of personal gear on a daily basis.
- The district will clean materials and equipment on an as needed basis.
- Sport teams will use locker rooms to change. Restrictions on student/adult numbers in the room at one time. Locker rooms will be cleaned each day based on usage.

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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

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/

	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/edevaluation.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://d31hzlhk6di2h5.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**

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.mtwgms.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://homeroom5.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-

Section	Title	Link
	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

★ **ALL IS SUBJECT TO CHANGE BASED ON GOVERNOR, NJDOE, AND DOH ORDERS.**