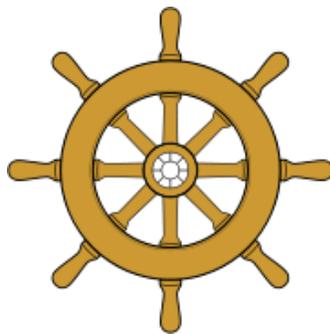# RESTART & RECOVERY PLAN

Ocean Township School District

Restart and Recovery Plan to Reopen Schools
& Appendices

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Ocean Township School District
Board of Education

Fall 2020

RESTART & RECOVERY PLAN

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Introduction

Of what we understand the most, we are responsible for our community's…our parents' children. We know that this is an awesome responsibility and weight and we do not carry it lightly, not for a minute…

Ocean Township is a small community in southern New Jersey. We have 2 elementary schools spanning from pre-school to sixth grade. Our 7-12th graders are sent to a regional school district. At this time, we believe the following model and measures will serve our elementary community best. The Ocean Township School District will adapt a model that will accommodate students attending in-person instruction 5 days per week. Additionally, we will offer and provide a full-remote option for our students.

We have surveyed our parents and found that over 53% indicated they would like to attend on a full-time basis when given the choice of a hybrid, attending full-time (5 days per week), or full remote learning . We believe approximately 25+% of our families will opt for remote instruction. With this in mind, as time and circumstances change, we will remain pliable/flexible with our direction and methods. Meaning, if COVID-19 cases rise/lower, direction from the state alters, community needs change, or information becomes more sophisticated, we will change direction/models in kind.

We believe that distancing when as much as possible and adult/student mask wearing will be a key factor in providing a safe environment for our school family during this temporary pandemic environment. Again, those parents and children who choose not to attend in-person instruction, will be offered our remote instruction model 5 days per week. Moreover, we have dedicated our resources, focus, energies, and time to create a safe, serviceable, educational environment for our staff, students and stakeholders. Hence, listed within the following plan, are monumental changes in our everyday school life.

In retrospect, I believe a portion of the new hygiene and educational rituals and routines adapted during this pandemic for schools, will become lasting if not permanent. Also, we believe that the more aggressively our district adheres to the new safety and hygiene measures, the faster we will mitigate the risk for all. Now, it is schools that must model good citizenship and the urgency to act appropriately if we are to make a difference state and nationwide.

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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.

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

Ten Critical Areas of Operation

a.   Critical Area of Operation #1 - General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan

(1)   In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:

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

(b)   School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.

(c)   The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.

(d)   The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.

(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) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at

least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications will be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

(2)   When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.

   (a)   Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

(3)   All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.

(4)   Use of shared objects should be limited when possible or cleaned between use.

(5)   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.

(6)   School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:

   (a)   In each classroom (for staff and older children who can safely use hand sanitizer).

(b)   At entrances and exits of buildings.

(c)   Near lunchrooms and toilets.

(d)   Children ages five and younger should be supervised when using hand sanitizer.

(e)   For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

(8)   School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.

(a)   If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

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

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

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

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

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

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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 will establish 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 must adopt procedures for symptomatic staff and students, which shall include the following:

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

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

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

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

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

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

       (iv)   Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.

       (v)   Continuous monitoring of symptoms.

       (vi)   Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.

       (vii)   Written protocols to address a positive case.

(3)   School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.

(4)   School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.

(5)   Students are required to wear face coverings, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

     (a)   Accommodations 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.

(7) If a visitor refuses to a 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 may be denied.

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

f.   Critical Area of Operation #6 – Contact Tracing

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

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

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

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

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

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

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

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

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

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

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

(i)   Classroom desks and chairs;

(ii)   Lunchroom tables and chairs;

(iii)   Door handles and push plates;

(iv)   Handrails;

(v)   Kitchens and bathrooms;

(vi)   Light switches;

(vii)   Handles on equipment (e.g. athletic equipment);

(viii)   Buttons on vending machines and elevators;

(ix)   Shared telephones;

(x)   Shared desktops;

(xi)   Shared computer keyboards and mice;

(xii)   Drinking fountains; and

(xiii) School bus seats and windows.

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

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

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

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

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

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

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

(d)   Space students at least six feet apart.

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

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

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

(1)   The Board's Plan regarding recess and physical education should include protocols to address the following:

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(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 may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.

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

(3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

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

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

(1) The Board's Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.

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

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

2. Academic, Social, and Behavioral Supports

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

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

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

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

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

___ Not Being Utilized

___ Being Developed by School Officials

_X_ Currently Being Utilized

Ocean Township School District has incorporated SEL lessons throughout the curriculum. The teachers and administrators focus on monitoring school culture and climate to create a positive school environment.

b.   Multi-Tiered Systems of Support (MTSS)

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

___ Not Being Utilized

___ Being Developed by School Officials

_X_ Currently Being Utilized

Tier 1 and Tier 2 students will receive services in their classroom by their teacher to ensure social distancing and limit interactions between cohorts of students. Tier 3 students will receive services through basic skills teachers with social distancing measures in place.

c.   Wraparound Supports

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic,

behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.

___ Not Being Utilized

___ Being Developed by School Officials

_X_ Currently Being Utilized

Administrators, Guidance Counselors, and CST have developed resources for staff, parents, and students to assist with supporting our school family. These resources are available on the district website.

d.   Food Service and Distribution

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

___ Not Being Utilized

___ Being Developed by School Officials

_X_ Currently Being Utilized

Breakfast and lunch will be available for all students during in-person instruction. In the event of an emergency remote only decision, meals will be available for pick up at the Waretown Elementary School.

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

___ Currently Being Utilized

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<u>Before and after school care will be developed for a possible October opening. Cohorts of students will be created in groups of 10 students. The number of cohorts established will be based on availability of staff and space.</u>

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

B.   Leadership and Planning

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

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

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

1.   Establishing a Restart Committee

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

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

   c.   The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the District Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.

   d.   The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and

who reflect diverse racial, ethnic, and socioeconomic demographics.

e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.

b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.

c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.

d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.

e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.

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 should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3.   Scheduling

a.   The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of

the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.

c. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.

    (1)   In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.

    (2)   School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.

    (1)   For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

    (2)   For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work

while students in classroom receive instruction. School officials may:

(1)   Provide teachers common planning time.

(2)   Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.

    (a)   Virtual learning may create privacy challenges which school districts and schools have not yet faced.

    (b)   The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.

(3)   Secure a steady supply of resources necessary to ensure the safety of students and staff.

(4)   Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.

(5)   Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.

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

    [See Appendix N – Scheduling of Students]

4.   Staffing

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

b.   When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.

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

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

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

(1)   Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.

(2)   Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).

(3)   Certification

(a)   Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the

teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

(b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

5. In-Person and Hybrid Learning Environments: Roles and Responsibilities

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

b. Instructional staff should:

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

(2) Limit group interactions to maintain safety.

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

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

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

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

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

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

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

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

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

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

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

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

(15)   Limiting on-line activities for pre-school students.

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c.   Mentor teachers should:

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

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

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

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

(5)   Continue to maintain logs of mentoring contact.

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

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

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

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

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

(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 Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.

e.   Educational services staff members should:

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

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

(3)   Manage online platform for small groups of in-person students while teacher is remote.

(4)   Assist with the development and implementation of adjusted schedules.

(5)   Plan for the completion of course requests and scheduling (secondary school).

(6)   Assist teachers with providing updates to students and families.

(7)   Support embedding of SEL into lessons.

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

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

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

f.   Support staff/paraprofessionals may:

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

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

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

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

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

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

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

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

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

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

g. Substitutes

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

(2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.

(3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.

(4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:

(1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.

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

(3)   To the extent possible, provide district one-to-one instructional devices and connectivity.

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

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

(1)   Train student teachers to use technology platforms.

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

(3)   Survey assistant teachers to determine technology needs/access (Pre-school).

(4)   Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

c.   Student teachers should:

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

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

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

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

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

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

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

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

(9)   Develop online material or assignments.

(10)   Pre-record direct-instruction videos.

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

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

(1)   Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.

(2)   Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).

(3)   Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.

(4)   Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.

(5)   Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

7.   Athletics

Under Executive Order 149, high school sports under the jurisdiction of the NJSIAA may resume only in accordance with reopening protocols issued by NJSIAA and cannot resume earlier than June 30, 2020.

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

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

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

        (3)   Costs and Contracting

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

[See Appendix Q – Policy and Funding]

D.   Continuity of Learning

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning

environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. School officials should work closely with their stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

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

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

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

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

   a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.

   b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.

   c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

      (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.

(2)   IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.

(3)   IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

(4)   IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.

(5)   The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.

(6)   Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

2.   Technology and Connectivity

a.   School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.

b.   Districts should:

(1)   Conduct a needs assessment.

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

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

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

    (a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

3. Curriculum, Instruction, and Assessment

    a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).

    b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.

    c. Virtual and Hybrid Learning Environment

        (1) Curriculum

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

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

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

(2)   Instruction

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

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

(i)   Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.

(ii)   Design for student engagement and foster student ownership of learning.

(iii)   Develop students' meta-cognition.

(iv)   Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.

(v)   Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.

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

(3) Assessment

(a) For the purposed of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.

(b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.

(c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.

(d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.

(e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.

(i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

4. Professional Learning

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

b.   The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.

c.   Professional learning opportunities should be:

(1)   Presented prior to the beginning of the year;

(2)   Presented throughout the school year;

(3)   Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remotely;

(4)   Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and

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

d.   Mentoring and Induction

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

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

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

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

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

e.   Evaluation

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

(2)   School districts should develop observation schedules with a hybrid model in mind.

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

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

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

5.   Career and Technical Education (CTE)

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

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

c.   Guiding Principles

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

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

d.   Quality CTE Programs

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

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

e.   Work-Based Learning

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

f.   Career Advisement and Development

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

g.   CTE Recruitment and Retention

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

h.   Funding to Support CTE Programs

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

[See Appendix R – Continuity of Learning]

RESTART & RECOVERY PLAN

E.   Pandemic Management Health Related School Closure Preparedness Plan

In the event of school closure, (as mandated by Executive Order of the Governor) or the school closure due to COVID-19, as directed by the Ocean County Health Department, the Ocean Township School District will move to Pandemic Management Health Related School Closure Preparedness Plan.

Ocean Township School District Pandemic Plan Link:
https://www.otsdk6.org/cms/lib/NJ02210493/Centricity/Domain/8/Pandemic%20Management%20Plan%202020.pdf

RESTART & RECOVERY PLAN

This is a snapshot of the Virtual/Remote Instructional Day Plan, which will also be utilized for families that select the Remote Instructional Day option.

General Plan for Remote Learning Days
During any remote learning days, students will be provided with instruction based on their typical school schedule.

- On Remote Learning Days, students will be expected to log into their Google Classroom to access grade level work that has been developed to support the appropriate grade level standards and curriculum.
- Students in grades K-6 will be provided with a District assigned laptop for use both in school and at home.
- All students will be assigned a Google account for use of Google Docs and Google Classroom. All parents will be asked to join Class Dojo for teacher / parent communication.
- Each teacher will be assigned a District laptop for use in school and at home.
- Any Emergency Remote Learning Day will be stated clearly via the district's automated notification by the Chief School Administrator.
- Students who participate in a fully virtual option will be assigned to a remote learning teacher.
- Students who must participate in remote learning on a short term basis (due to sickness or quarantine) will be instructed by their previously teacher.

Expectations
The Ocean Township School District will utilize the Google Classroom as the educational platform for all students. Below are the expectations for instruction:
Classroom teachers and special education teachers will hold:

- Group meeting with entire class via Google Meet or Zoom daily
- Recorded and live lessons will be provided via Google Meet, Screencast, and/or Zoom
- ELA, Math, Science, Social Studies, Health will be provided based on a typical in-school schedule.
- Small group breakout sessions will be held weekly
- Grading of work turned in for grades K-3 will continue to follow the standards based report card rubric.
- Grading of work turned in for grades 4-6 will continue to follow the number grading system, previously established.

Special Area Teachers:

- Will provide instruction via Google Classroom and other ancillary sites.
- Weekly check-ins with students will occur.
- Lessons will be either video lessons or in person
- Grading of work turned in with Outstanding, Satisfactory or Needs Improvement for grades 4-6 will continue.
- Grading of work turned in for K-3 will continue to follow the standards based report card rubric.
- Related services (OT/PT/Speech, etc.) will conduct services via Google Meet or Zoom.

RESTART & RECOVERY PLAN

In order to address the needs of struggling learners, basic skills teachers will work closely with assigned teachers to provide additional support where needed, after completing pretesting using Renaissance Learning STAR Math, ELA, and Early Literacy.

Mutisensory reading instruction will also be provided using Google Meet or Zoom, in order to provide support for students having been identified as in need of the services.

Preschool

At the preschool level, a combination of paper packets and electronic assignments via Google Classroom will be utilized. Class Dojo will be utilized to promote communication with parents. A variety of assignments will be provided to support Creative Curriculum and will be monitored using Teaching Strategies Gold. Technology devices are available for preschool students use at home on a limited basis.

Elementary (Grades K-6)

Students in grades K-6 will participate in online learning using a variety of programs and sites to support the New Jersey Student Learning Standards, as well as the Ocean Township School District's approved curriculum and pacing. Instruction will be differentiated by their assigned virtual teacher, in order to meet the needs of the student. All textbooks and consumables will be made available for use at home.

Special Education/Related Services Procedures for Remote Learning

Appropriate leveled assignments will be in the teacher's Google Classroom as well as independent work will be assigned based on Individual Education Plans (IEP) goals and objectives. Specialized Online Programs will be utilized, as well, at the teacher's discretion. Instruction should be tailored to the student's individual needs in a most appropriate method for remote learning. Teachers will allow time for 1:1 or small group instruction or instructional break-out sessions, multiple times per week. They will also modify assignments and expectations as appropriate based on student IEP or individual goals and objectives.

- Based on current guidance related to the education of students with disabilities during COVID-19 school closures, special education and related services will be provided "to the most appropriate extent possible while students are away from their schools/programs". Furthermore, "the provision of FAPE may include, as appropriate, special education and related services provided through remote

instruction provided virtually, online, or telephonically" to the extent that it is safe, practicable and ethical in light of the circumstances with the anticipation that parents/guardians will cooperate and participate as needed.

- Students with disabilities will be delivered remote/virtual instruction as well as related services, as outlined in their IEP, to the greatest extent possible. Special Education Teachers will level and differentiate assignments and distribute those assignments via teacher websites, virtual sites and any other platform deemed appropriate by the teacher that is accessible by the student. The following platforms and websites are utilized: Google Classroom, Google Meet, Google Slides, Kahoot, Go Math/Think Central, Class Dojo, and many other educational sites at the teachers' discretion. Teachers have created and will continue to deliver individual and small group instruction to students with disabilities. Appropriate accommodations and modifications will be made by the teacher for individual students based on their IEPs and needs.
- CST & Related Service Providers will be available each instructional day from 8:00am-3:00 pm. CST and Related Service Providers will check in with the teachers on their caseload, at minimum, once a week. They will also check in with families and students on their caseload frequently to ensure services are implemented in accordance with the IEPs to the greatest extent possible. CST and Related Service Providers will continue to document communication with teachers, students and families in a remote log that is shared directly with the Director of Special Education via Google Docs.
- CST & Related Service Providers will use email and any available school/district online platform and resources to provide remote supports, as needed. Written notification and invitations to meetings will be sent to parents electronically. Secretaries and Child Study Team Members will follow up with phone calls to ensure parents and guardians received the written notification. All required meetings, including Annual Reviews, Initial Identification, Re-Evaluation Planning, IEP Revision, and Eligibility Meetings will be conducted virtually through an online platform such as Google Meet. All paperwork will be shared with parents electronically, via email. Parents who require a hard copy will get one mailed to them, at their request. Child Study Team Members will verbally communicate evaluation plans during the meetings, as well as provide written documentation that clearly outlines the evaluation plans. This will include the portions of the evaluations to be completed remotely as well as those that will need to be completed when school commences. Child Study Teams will stay within the guidelines of IDEA for timelines, to the greatest extent possible. If there is a delay with eligibility, Teams will err on the side of supports for the children, documenting and communicating a plan to evaluate the most appropriate services for students once school commences. This plan includes children exiting Early Intervention during the school closure.
- Related Services will continue to be provided through electronic communications, virtual, remote or other online platforms, as appropriate and as required by the

student's IEP, to the greatest extent possible. Related Services will be delivered through a digital platform and may provide services individually or in a small group for designated services. Related Service Providers will document services offered, services provided, and student progress towards their Individual Education Plan Goals and Objectives.

Out of District Placements

Case Managers for Out of District Placements will communicate with all providers and be sure that students continue to receive the proper services in the event of remote learning/school closures. Case Managers will document communication with Out of District Placements.

Addressing English Language Learners (ELL) and Bilingual Needs

Assignments will be modified and individualized for ELS students. The ELS teachers will provide support in their Google classroom to meet these individual student needs. ELS teachers will continue to support students in accessing the curriculum and providing targeted support. They will also be providing additional activities to promote English Language development.
In an effort to communicate with our families, meetings have been held virtually with our Basic Skills teacher to assist in translating, as well as use of texting by administrators and emailing from staff that allows written word to be translated.

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Appendix A
Health and Safety Guidelines

The Ocean Township School District will:

- Establish and maintain communication with the Centers for Disease Control, New Jersey Department of Education, and Ocean County Health Department
- Comply with the Centers for Disease Control, State, and local guidelines
- Provide reasonable accommodations for staff and students at higher risk for severe illness.
- Promote social distancing, frequent hand washing, and the use of face coverings.

In doing so, the Ocean Township School District will:

- Review, update and implement emergency operations plans, specifically the areas related to infectious disease outbreaks.
- Coordinate with School Nurses to review Ocean County Health Department Covid-19 guidelines
- Reference the CDC, State and Local Guidelines to make accommodations for high risk staff and students
- Reference NJDOE broadcasts for guidance
- Coordinate with the Ocean County Health Department in the event of a positive COVID-19 case
- Routinely clean and disinfect surfaces and objects that are frequently touched.
- Allow accommodations for students to attend school via virtual learning
- Allow accommodations for staff to provide virtual learning to students
- Utilize universal signage to encourage social distancing
- Require all staff, students and visitors to wear face protection unless medically documented exemptions exist. Documentation of medical exemption will be kept on file.
- Classroom layouts will be designed to promote social distancing and utilize dividers where students do not have individual desks.
- Support healthy hygiene behaviors by equipping classrooms with soap, tissues, paper towels, hand sanitizers and/or wipes.
- Building entrances and exits, and common areas will be equipped with hand sanitizer stations.
- Students will wash hands on a regular schedule which includes after going to the bathroom, before eating, and after blowing his/her nose, coughing, or sneezing. Utilize signage to promote proper handwashing techniques.
- Promote proper hygiene as part of the curriculum to include hand washing, social distancing and use of personal protection equipment.

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Protocol for High Risk Staff

The Ocean Township School District is dedicated to collaborating with high risk staff members to provide reasonable accommodations. Accommodations in the workplace will include distribution of face protection, face shields and gloves and the ability to provide instruction to students virtually, when possible.

Protocol for High Risk Students

High risk students will be given the opportunity to participate via remote learning. Accommodations in school will include masks, gloves, etc. Medically fragile students with an IEP and/or 504 plan will have necessary accommodations as documented in his/her individual plan. Students will wash hands on a regular schedule which includes after going to the bathroom, before eating, and after blowing his/her nose, coughing, or sneezing. The District will utilize signage to promote proper handwashing techniques.

RESTART & RECOVERY PLAN

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

Social Distancing in Instructional and Non-instructional Rooms

Desks/ tables will be separated in all instructional rooms including classrooms and common areas. Students/staff will be required to wear face coverings, and physical barriers will be utilized to separate students and/or staff. In areas such as hallways, bathrooms, entries and exits and on school buses, students will be required to wear face coverings. Use of shared objects will be limited when possible and when this is not possible, the items will be cleaned between uses. Social distancing will be ensured during lunch in order to ensure that students may remove their face coverings safely.

Procedures for Hand Sanitizing/Washing

Rooms will be supplied with hand sanitizer, wipes, gloves, tissues and soap and paper towels; when a sink is present within the classroom. Students will wash hands on a regular schedule which includes after going to the bathroom, before eating, and after blowing his/her nose, coughing, or sneezing. The district will utilize signage to promote proper handwashing techniques. All building entrances and exits will be equipped with hand sanitizer stations.

Hand washing will take place prior to and after lunch and bathroom use. All classrooms will utilize the same procedures to teach proper handwashing. A poster will be hung in every classroom to reinforce a CDC approved handwashing procedure. If washing hands with soap and water is not possible, washing with an alcohol-based hand sanitizer will be used instead.

RESTART & RECOVERY PLAN

Appendix C
Critical Area of Operation #3 - Transportation

Student Transportation

The Ocean Township School District provides transportation through Southern Regional for our students. Parents will be given an option to decline transportation for the 2020-21 school year if they choose.

- Non-Riders
  - Parents will have the opportunity to waive transportation for his/her child and transport his/her child to school daily
- Morning Pick Up
  - Students will social distance at the bus stop
  - Upon entering the bus, the students will be reminded of social distancing procedures
  - Students will load the bus from back to front and unload from the front to the back
  - Student numbers on the bus will be limited where possible
  - Siblings will sit together, if possible
  - Students will be reminded by the transportation aide about wearing a mask at all times
  - Proper signage will be placed on each bus as additional reminders about face coverings
- Sanitation
  - School buses will be disinfected between bus routes with COVID-19 disinfectants/via fogger
  - Handrails will be wiped down with disinfectant wipes between each bus route
  - Windows and roof hatches will be opened, weather permitting, to increase constant air flow
  - Trash receptacle will be emptied each evening
  - Transportation staff will be supplied with the proper PPE

Social Distancing on School Buses

When possible, The Ocean Township School District will encourage social distancing where possible on school buses by:

- Instructing students that social distancing begins at the bus stop
- Seating students 6 feet apart, if possible
- Siblings will be sitting together, if possible

RESTART & RECOVERY PLAN

- Students will be required to wear facial coverings while riding the bus
- Signs will be visible to all students inside the bus for facial coverings

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

Social Distancing in Entrances, Exits and Common Areas

Our school day will be set-up to minimize student and adult traffic throughout the buildings. All students will unload in the morning one bus at a time and load in the afternoon one bus at a time to minimize large groups of students entering /leaving the buildings. We will be displaying multiple signage to communicate to all visitors, staff, and students to wear masks and practice social distancing throughout the school. Meanwhile, our main entrance and most exit ways will be clearly marked to support social distancing and mask wearing. Floor sticker reminders will be used to ensure that staff and students remain 6 feet apart in lines and at other times. Hallways and common areas will be marked with blue and yellow arrows to support traffic flow and social distancing as well as a separation line for hall traffic in our schools.

Note: visitors will not be allowed to enter the school buildings during school operation hours. We will place drop boxes at the front of the schools for items dropped off by parents, delivery people, mail, etc. This will reduce foot traffic in the schools.

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

Screening Procedures for Students and Staff

Parents and staff will be required to complete a COVID-19 annual statement of understanding on the parent portal prior to the school year and adhere to these requirements. Staff will diligently observe students daily for symptoms of COVID-19. If one or more symptoms is observed, staff will send the student to the nurse for assessment.

Student Screening:
- Parents will sign a waiver stating that they will check their child(ren) for COVID-19 symptoms daily - and if their child is exhibiting any of the symptoms, they will keep their child home. Parents will also sign that they will notify the district if anyone in their household tests positive for COVID-19.
- Daily, parents will login to Realtime and verify that their child does not exhibit any COVID-19 symptoms.
- Daily, school secretaries will run a report in Realtime to check that parents have completed a health check of their child.
- If a student's parent fails to complete the health check, the parent will be contacted by a school representative.
- Main office staff and administration will monitor compliance with this procedure. If a parent is not following the proper procedures, the main office will contact the parent to remind them of the procedure. If the parent still does not comply, the main office will refer the matter to the building administrator.

Staff Screening:
- All staff will be required to "sign in" before entering the building. Sign in will take place in the Realtime staff portal. Staff will be required to answer screening questions related to Covid-19 symptoms as well as required to take and log their temperature, prior to coming to work.
- Main offices will run a report in Realtime daily, to ensure that staff are signing in and are not experiencing symptoms of COVID.

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Protocols for Symptomatic Students and Staff

Nurses will assess the student and make a determination based on the CDC guidelines. Students who are believed to be ill will be respectfully isolated from others until picked up by a parent/guardian. Staff members who are believed to be ill will be required to go home immediately. Staff and parents will be encouraged to follow up with his/her physician.

District Procedures for Positive COVID-19 within the district:

- If the school district becomes aware that any individual tests positive for COVID-19, the Ocean Township School District administration will immediately notify the Ocean County Health Department.
- With guidance from the OCHD, the district will follow the Center for Disease Control Communicable Disease Service guidance to notify staff and families.
- District will ensure that adequate amount of PPE will be available, accessible, and provided for use
- The district will work with local officials in contact tracing
- Re-admittance of staff and students will be consistent with the CDC and OCHD guidance for home isolation and quarantine timelines.

Protocol for Face Coverings & Necessary PPE

Students, staff, and visitors will be required to wear a face covering. The district will supply masks for all students and staff. There will be additional face coverings if staff or students forget or lose their masks. Staff members will be provided with face shields as well. Additional PPE items will be available to any staff or students on an as needed basis.

Visitors refusing to wear a face covering, for non-medical reasons, will be offered a face covering, if they refuse to wear the face covering, they may be denied entry into the school/district facilities.

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Appendix F
Critical Area of Operation #6 - Contact Tracing

Contact tracing is the process used to identify those who come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice in New Jersey and around the world and is an integral function of local health departments in keeping communities safe from the spread of disease.

The Ocean Township School District will work closely with the Ocean County Health Department to assist in contact tracing of students and staff that have been identified as a positive COVID-19 case.

The school principal will share the schedule and contact information for those teachers and students that have been identified as a positive case with the superintendent and school nurses. The district will then provide the Ocean County Department of Health with a list of those student(s)/staff who were in close contact with the positive case. For this purpose, close contact is defined as within 6 feet for 10 minutes or more. The school district will gather information to seek more contacts to prevent a foreseeable risk of harm for other exposed individuals. The Ocean County Department of Health will further identify contacts, and all close contacts identified should remain home for the 14 day quarantine period and be monitored for symptoms.

CDC cleaning protocols require that areas of school where a COVID-19 positive student or staff member traveled will be closed and cleaned and completely disinfected.

The district will ensure adequate information and training is provided to the staff as necessary, to enable staff to carry out responsibilities assigned to them. Again, the district will work closely with The Ocean County Health Department to carry out timely contact tracing services for any student or staff member determined to be COVID positive during the 2020-2021 school year.

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

Cleaning and Disinfection of Schools and School Equipment

Ocean Township School District will ensure that Maintenance and Facility Staff are trained in proper disinfection and sanitizing of schools and school equipment. The following procedures will be followed:

- Disinfecting daily with COVID-19 EPA disinfectants in classrooms, bathrooms, hallways, entrance and exit doors, high touch points, etc.
- Routine cleaning and disinfecting of surfaces and objects that are frequently touched: desks, tables, door handles, light switches, etc.
- Air Scrubbers utilized throughout buildings; particularly in windowless rooms
- Scheduled HVAC filter upgrades to Merv 10 filters, which provide the highest level of filtration without restricting airflow.
- Cleaning schedule - At the start of the school day and after all students and staff are in the building, all the high touch points will be cleaned and disinfected with an EPA approved to work against COVID-19 disinfectant. This will be done either by manual spray bottle or with the use of one of our electrostatic disinfectant sprayers. An example of these high touch point areas would be door handles, panic bars, light switches, handrails, and restroom fixtures.
- General cleaning; bathrooms will be disinfected periodically throughout the school day, classrooms will be disinfected during the school day when students go to lunch, and nightly; all non-porous surfaces and common touch points will be sanitized and disinfected regularly.

This cleaning/disinfecting will be done throughout the day on an increased schedule along enhanced cleaning procedures. All disinfectants used will be applied using the manufacturer's instructions and proper dwell time. After school hours, the night staff will do a thorough cleaning of all areas of the building such as restrooms, door handles/push bars, railings, telephones, vending machines, desktops, and lunch tables which will consist of cleaning with a peroxide based cleaner then disinfecting with an EPA approved disinfectant to work against the COVID-19 virus. This cleaning will be accomplished with the use of micro-fiber rags, bottle sprayers, pump sprayers and/or electrostatic sprayers. Any surfaces that will have food contact will be wiped down after the disinfectant dwell time has passed.

In addition, all classrooms will be stocked with hand sanitizer, wipes, gloves, tissues, soap, and paper towels; when a sink is present within the classroom. All building vestibules will have hand sanitizing stations.

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The Ocean Township School District in conjunction with Pomptonian, our food service company will:

Ensure social distancing during lunch times
Ensure the safe delivery of meals in the cafeteria
Stagger lunch times

Pomptonian staff will:

Wash hands after removing gloves or after directly handling used food service items and follow all appropriate protocols and procedures.
Wear masks when preparing food.

Lunches:

The district will stagger lunches by grade level.
Students will be directed to wash their hands before and after breakfast and lunch.
Students will eat breakfast and lunch in the cafeteria and social distanced.
Students will be encouraged and given the option to eat outside at picnic tables.
Staff will sanitize tables/surfaces after each breakfast and lunch period.
Recess will be staggered by grade level. Students will remain with their assigned classes in order to limit exposure to other groups. Stations will be established on the recess field.

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Appendix I
Critical Area of Operation #9 - Recess and Physical Education

The Ocean Township School District will provide students in grades K-6 with 20 minutes of recess daily and 80 - 120 minutes of health and physical education weekly. This will be provided on the following schedule:

- **PE/Health Instruction:** will take place twice weekly for 40 minutes. Additionally, students will receive 40 minutes of health instruction weekly, via their classroom teacher. When possible, gym classes will be held outside with distancing or inside with distancing and non-contact activities.

- **Recess:** All students will receive a scheduled 20 minute recess. Times will be staggered to allow for social distancing. Six feet of open space will be utilized between groups. Various stations will be developed for student choice, in order to ensure social distancing. Students will wash hands or use hand sanitizer immediately upon re-entry to the school building.

RESTART & RECOVERY PLAN

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

The Ocean Township School District will adhere to all applicable social distancing
requirements and hygiene protocol during any extracurricular activities. When the time
comes to open our district to outside organizations, we will require any external
community organizations that use school/district facilities to follow district guidance on
health and safety protocols.

The Ocean Township School District will consider the following:

- If possible, maximize the use of technology and online resources to continue
  some extra- curricular activities without additional person-to-person contact.
- We will restrict use of school/district facilities to district-sponsored extra-
  curricular activities and groups.
- We will limit public use of school facilities or design a method, such as
  scheduling or increased cleaning, to ensure the use will not conflict with
  hygiene standards.

For the 2020-2021 school year, the Ocean Township School District will:

- Suspend all field trips, student assemblies and use of school facilities by outside
  organizations.
- Extended Day will be held in each building, with social distancing, mask
  wearing, and students within a common cohort.
- At this time, school based events such as PTA Meetings, Back to School Night,
  and Parent/Teacher Conferences will be held virtually and/or with a video

> **Note: In the event that we are able to transition from a virtual school
> event to an in person school based event, cleaning and disinfecting
> protocols will be enacted.**

Use of Facilities by Outside Organizations:
- At this time, no outside organizations will be permitted to use our facility.

RESTART & RECOVERY PLAN

Appendix K
Academic, Social and Behavioral Supports

Social Emotional Learning (SEL) and School Climate and Culture

The Ocean Township School District recognizes that SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. The district will:

- Acknowledge and provide support for the potential trauma that staff and students faced during COVID-19 school closures.
- Recognize and empower educators' and staff strengths.
- Provide professional development to support educator's integration of SEL in their teaching, including the skills to foster positive learning environments and techniques for embedding SEL into in-person or virtual instruction

Students will receive SEL curriculum via curriculum programs that include but are not limited to Kelso's Choice. Mindfulness and self-help practices will be integrated in health lessons and during independent social times and during common areas instructional times. In addition, opportunities for students to regularly practice and reflect on their social and emotional competencies. Time will be provided for this during individual counseling sessions, class meetings and small group counseling sessions.

Creating a positive school climate and culture is equally important to address the issues raised by the COVID-19 and to improve the learning conditions for all students in both virtual and in-person models.

- Priority is the health and emotional well-being of staff and students
- Continuously communicate with stakeholders through various means in order to determine ways to provide further support in areas identified.
- Provide professional development to enhance skills and provide articulation time to share strategies that have been found to be successful

RESTART & RECOVERY PLAN

Multi-Tiered Systems of Support

The Ocean Township School District tiered system of intervention aligns with the state framework, NJMTSS. At tier one, all students are supported through differentiated learning and classroom interventions; instruction is provided by their assigned general education teacher. At the secondary level, students who require more support for success in the classroom may be assisted through additional interventions, inside or outside their regular classroom setting; instruction may be provided by the grade-level's Basic Skills instructor or the child's assigned general education teacher. These interventions are still part of the general education program. At the tertiary level of intervention, students may require more intensive supports, which may be provided through either the general or special education program; a basic skills instructor will support students through the general education program, and a special education instructor will support students through the special education program.

2020-21 School Year MTSS Adjustments:

Tier 1 and Tier 2 students will receive services in the classroom setting to limit interactions between students and staff. Tier 3 students will receive services from the basic skills teacher. In addition, students will also utilize an online intervention program which will provide individualized instruction to meet their needs.

RESTART & RECOVERY PLAN

Wraparound Supports

Student mental health will include but not be limited to student check-ins, individual and group counseling. Guidance and the Child Study Team will work as liaisons for families in need of mental health services by providing information from Ocean Mental Health Services.

Guidance and Child Study team staff will offer support and community resources for families to explore to assist with addressing the academic, behavioral and social-emotional needs of students both in or outside of the school. Below is a list of available Mental Health Resources.

Mental Health Resources

*Items #1-3 are resources for crisis situations. Items with * are mindfulness resources.*
Underlined titles contain hyperlinks

1. Mobile Response: 1-877-652-7624
Mobile Response provides trained response teams to assist in de-escalating problems at home. REsponse teams are typically onsite within one hour of the initial call. The team will also set an action plan into place for further services usually lasting between 4-8 weeks.

2. PESS (Psychiatric Emergency Screening Services: 609-978-8972 or dial 911
PESS is a 24 hour/7 day a week service. Their primary function is to evaluate people in crisis to determine the level of danger and care necessary. It is imperative that a call is made in advance so that a referral can be made to the proper location for service. For help in receiving adolescent services for all issues (including substance abuse), contact **Perform Care** (24/7): **877-652-7624.**

3. Family Crisis Intervention: 732-240-3638
The Family Crisis Intervention Unit is a county funded program within Harbor House, offering free counseling and case management services to Ocean County residents. Counselors are trained and qualified to intervene in family crises, working with juveniles ages 10 to 18 years old and their families. At the Family Crisis Intervention Unit the aim is to divert cases involving juvenile family crises from the courts by providing our families with the counseling, case management, and referral assistance needed to stabilize the immediate family crisis

2ND FLOOR, NJ YOUTH Helpline
This is a confidential and anonymous helpline for New Jersey's youth and young adults. We are here to help you find solutions to the problems that you face at home, at school and in your social life. Call: **1-888-222-2228**

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Link: **http://2ndfloor.org/**
NJ Hopeline
NJ Hopeline is the first New Jersey **SUICIDE PREVENTION HOTLINE**. It is committed to providing assistance 24 hours a day, 7 days a week, 365 days a year to anyone that makes a call for help . **Call: 1-855-654-6735**,
Link: http://njhopeline.com/

CDC: Helping Children Cope with Emergencies
Guidance for parents and families with **resources** for students who are struggling to cope with anxiety and stress as a result of COVID-19.

Crisis Text Line
Text **HOME to 741741** to connect with a crisis counselor 24 hours a day, 7 days per week.

Keep Calm and Carry On *
Healthy ways to manage your stress during these uncertain times.

Mobile Response/Perform Care
Mobile Response Stabilization Services (MRSS) will come to your home within one hour of notification to provide face-to-face crisis services. Mobile Response and PerformCare are available 24 hours a day, seven days a week. There is no charge for calling Mobile Response/PerformCare. PerformCare assists in linking individuals with services related to emotional and behavioral health concerns(877) 652-7624

NJ Hope Line
1-855-654-6735. Need someone to talk to? We are here to help. Specialists are available for confidential telephone counseling and support 24 hours a day, 7 day per week.

NJ Mental Health Cares Help Line
NJ Mental Health Cares, the state's behavioral health information and referral service, will now also offer help to people dealing with anxiety and worry related to the Novel Coronavirus (COVID-19) outbreak. New Jerseyans can call **1-866-202-HELP (4357)** for free, confidential support from 8 a.m. to 8 p.m. seven days a week.

Psychiatric Emergency Screening Services (PESS)
Crisis intervention, stabilization, mobile outreach, crisis hotline and family crisis services are provided. Services can be accessed through the Emergency Department or by calling our crisis hotline at 1-866-904-4474 or 732-886-4474

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Food Service and Distribution

Breakfast and lunch meals will continue to be available.

During In Person Instruction

The Ocean Township School District in conjunction with Pomptonian, our food service company will:

- Ensure social distancing during lunch times
- Ensure the safe delivery of meals in the cafeteria
- Stagger lunch times

During Virtual Instruction

The Ocean Township School District in conjunction with Pomptonian, our food service company will:

- Provide a date, time and location for pickup of school supplied breakfast and lunch

Quality Child Care

The Ocean Township School District will offer before and after school care through the Extended Day Program for kindergarten through 6th grade students. The Extended Day Program will create a plan, incorporating the guidance from the NJDOE Road Back, as well as the NJ office of licensing for childcare, and the Children's Home Society. At this time, we plan on offering the program to parents beginning October 1, 2020.

RESTART & RECOVERY PLAN

Addressing the Digital Divide

Prior to the school closure, the Ocean Township School District had 1:1 devices for all students in need of a device. All families in the Ocean Township School District were given ample opportunities to request a district provided laptop. During the Health Related School Closure, the district was available by appointment to distribute and address any technical issues with laptops. From March to June, the district provided approximately 60 laptops. For those families who had numerous children in one household, the district provided more than one laptop. Families in the district who identified that they did not have internet were connected with our Information Technology department to review viable options for securing internet. Our administrators and staff also assisted families in connecting with these outside resources. The district has conducted needs assessments of families multiple times, via technology surveys and on our reopening plan questionnaires.

Staff members that need a device can request to have one issued to them by the district. All certified staff members will receive a laptop automatically. Staff members will ensure they have access to any passwords they may need to get on Realtime, Google Drive, etc.

The district has ordered additional laptops in order to provide a laptop to every student in grades K-6. The district is investigating viable internet options for families in need (approximately 7 families identified in our reopening survey).

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Appendix L
Restart Committee

Name	*Position*	*Contact Information*
Christopher Lommerin	Superintendent	(609) 693-3131 ext. 130 (office)
George Gahles	Business Administrator	(609) 693-3131 ext. 311 (office)
Sarah Reinhold	Principal-Waretown Elementary School/Director of Special Services	(609) 693-3131 ext. 112 (office)
Ariane Phillips	Principal- Frederic A. Priff School	(609) 693-3131 ext. 213 (office)
Evelyn McDowell Kelly Zuzic	Board of Education	(609) 693-3131
Jeff vonSchmidt	Facilities Manager	(609) 693-3131 ext. 211 (office)

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Carol Widmer	Transportation Liaison	(609) 693-3131 ext. 112 (office)
Steve Soletto	IT Department	(609) 693-3131 ext. 227 (office)
Teresa Tarricone	Cafeteria Manager	(609) 693-3131 ext. 219 (office)

Staff: Teresa Kurywczak, Ruthann Milne, Colleen Nauta, Chelsey Odgers, Alison Pohlman, Jenna Risden, Christine Roth, Theresa Russo, Karen Schwing, Ashley Soletto, Erin Weinberg

Parents: Courtney Current, Ashley Ernest, Alicia Goldner, Erica Haug, Amanda Lynn, Christine Naisby, Stephanie Siedel

RESTART & RECOVERY PLAN

Appendix M
Pandemic Response Team

Our response team was created to garner feedback and disperse information regarding the Ocean Township's COVID-19 response to open our schools in a safe and effective manner. The Pandemic Response Team will be established on a district level due to the fact that we have only 2 small schools. This will enable us to give us continuity focus and implement COVID-19 related decision making and ordering.

Additionally, the Pandemic Response Team will ensure that the decisions made reflect the make-up of the community. The Pandemic Response Team will meet as needed and will provide the community with timely updates and any changes to protocols or schedules.

The Pandemic Response Team will be responsible for:

- Communicate effectively with staff and community.
- Provide feedback to develop the Restart and Recovery Plan for Ocean Township School District.
- Overseeing our school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
- Adjusting or amending school health and safety protocols as needed.
- Providing staff with needed support and training through faculty meetings and articulations.
- Reviewing school level and community data regarding health and safety measures and the presence of COVID-19.
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the situations posed by COVID-19.
- Posting and communicating important communications to our school and community.

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Chain-of-Command to Carry Out Pandemic Management Plan

Chain of Command for District/Central Office Staff

Primary: Dr. Christopher Lommerin, Superintendent
        (609) 693-3131 x130 (office)

        Ariane Phillips, Principal
        (609) 693-3131 x214 (office)

        Sarah Reinhold, Principal/Director of Special Services
        (609) 693-3131 x113 (office)

        George Gahles, Business Administrator
        (609) 693-3131 x311 (office)

RESTART & RECOVERY PLAN

Appendix N

Scheduling of Students

School Day

The Ocean Township School District has adopted the following school day times for the 2020-2021 school year in response to COVID-19. Students will attend in person 5 days per week or attend via remote learning from home.

Waretown Elementary School (PreK)
- Teacher Day- 8:00-2:55
- Student Day- 8:45-2:45

Waretown Elementary School (K - 2nd Grade):
- Teacher Day: 8:00 – 2:55
- Student Day: 8:15- 2:45

Frederic A. Priff School (3rd - 6th Grade):
- Teacher Day: 8:30 - 3:25
- Student Day: 8:45 - 3:15

Education Program Preschool

The Ocean Township School District plans for the students and staff to return full time. Within the 5 day week program we have inclusion students and ELL students. Additionally, we have a PSD self-contained program servicing students with disabilities. A remote learning only option will also be offered to all students. Homeroom classes will be limited to 15 students. Students will remain in their homeroom classrooms all day with the teacher. Classroom items will be individualized for each student and students will not share supplies when possible. Students will be scheduled for outside play times. Daily procedures will include hand washing and sanitizing breaks, students will wear face coverings, and any items that cannot be cleaned or disinfected will be removed.

Additionally, meals will be delivered to the classrooms. The hand sanitizer dispensers will be monitored and kept by adults. Rest time will be set up 6 feet apart and placed head to toe.
Supplies will be limited and cleaned regularly.

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Education Program Kindergarten to Grade 6

The Ocean Township School District plans for the students and staff to return full time, 5 days a week in person. A remote learning only option will also be offered. Masks will be worn. Travel throughout the building will be limited and special area teachers, with the exception of art and gym, will travel to the homeroom classroom in order to provide instruction.

Classroom Setting:
Grade level standards based lessons will be planned
- Daily lessons in English Language Arts (Reading, Writing, Grammar, etc) and Mathematics - weekly lessons in Social Studies, Science, Health, and other mandated subjects
- Benchmark assessments given in ELA/Mathematics will be administered a minimum of three times per year - to determine baseline data and assist with lesson planning and practice skills

Remote Learning will be an option for the entire 2020-2021 school year upon parent request.
- Certified teachers will be designated as remote learning teachers.
- Instruction will be delivered fluidly through asynchronous (recorded) and synchronous (real-time) models. In order to stay connected to the students, teachers are also cultivating connections through video-conferences and or scheduled "office hours"

  o Daily:

    ▪ Lessons in reading, writing, mathematics (small group or individual)
  o Weekly:

    ▪ Lessons in SS, Science, Health, and other mandated subjects
    ▪ Check ins with individual or small groups of students in ELA, Math, and any other subject area deemed necessary
    ▪ Lessons will be either "live" lessons, video lessons, or another technology program that is appropriate for the subject area
    ▪ Group meeting with entire class

In the event the district must move to emergency Remote Only Learning, the district will have a four hour instructional day for students. Instruction will be delivered fluidly through asynchronous (recorded) and synchronous (real-time) models.

The Ocean Township School District will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.

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Special Education

Beginning September 2020 the Ocean Township School District will provide students with disabilities in-person COVID-19 compliant, mandated services, as per their IEP.

- All students in self-contained classes will remain with their HR teacher 5 days per week
- All Resource Room Pull-Out Replacement (POR) students will meet with their Resource Teacher 5 days per week, as per their IEP
- All Resource Room In-Class Support (ICS) students will meet with their Resource Teacher 5 days per week, as per their IEP
- All Students will receive their related services monthly, as per their IEP

English Language Learners (ELL)

All identified ELL students will receive the necessary ELL services 5 days a week.

504 Plans

Students with 504 plans will receive the necessary accommodations in both the classroom and common area settings.

RESTART & RECOVERY PLAN

Appendix O

Staffing

High Risk Staff

All staff were surveyed to assess any accommodations or special circumstances that at risk staff may require, hence, we can provide for a safe working environment. The district will accommodate all reasonable accommodations which staff reques document. Accommodations in the workplace for **all staff** will include distribution of face protection, separation panels, face shields, and gloves.

Staff & Schedule Adjustments

Staff will be repurposed for the 2020-21 school year to ensure that student needs are met in school and to serve as remote teachers for distance learning for our district. Staff that are repurposed will receive training on their new roles and responsibilities.

At this time, our school buildings will maintain our regular hour of operation and daily schedules will be adjusted to ensure that the district is able to provide social distancing for staff and students as much as possible. The certified staff will have their preparatory time outside of the student day. As per the collective bargaining contract, all certified staff will receive their preparatory time incorporated into their daily schedules. Within this format, staff will account for common planning time for grade levels.

NJDOE Flexibilities

The Ocean Township School District has provided flexibilities for implementation of certain state regulatory requirements during the public health emergency as per the NJDOE guidelines:

- Mentoring - the district will follow all state guidelines for mentoring of novice staff members
- Educator Evaluation - the district will follow all state guidelines for educator evaluation using the Danielson system. Additionally, we will reconvene the DEAC committee to discuss how to best proceed with the evaluation process for the 2020-21 school year.

In Person Learning Environment- Roles and Responsibilities

Instructional staff will:

- Reinforce social distancing protocol with students and
- Limit group interactions to maintain safety.
- Reinforce mask wearing for students.
- Support school building safety logistics (entering, exiting, restrooms, etc.).

Become familiar with district online protocols and platforms.

- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments/remote learning models.
- Develop rituals, routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Via technology and standard communication, provide regular feedback to students and families on expectations and academic progress.
- Set clear schedules and expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for direct and real-time interactions with students (office hours, virtual meetings, etc.).
- Instruct and maintain good practice in practices and digital citizenship for all students and staff.
- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- To provide materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
- Limiting on-line activities for preschool students.
- Maintain all students records and grading during any remote instruction

Mentor teachers will:

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

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

- Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- Provide time for staff collaboration and planning

RESTART & RECOVERY PLAN

- Work to prioritize vulnerable student groups for face-to-face instruction.
- Work to identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Keep our focus on developing collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- Locate and provide examples of high-quality instruction given context and resources available.
- Define, as best as possible, teacher, student, and parent needs regularly.
- Ensure students and parents receive necessary supports to ensure access to instruction.
- Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- Communicate 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.
- Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- Regarding our curriculum implementation, communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.

Educational services staff members will:

- Create and lead small group instruction in a virtual environment.
- Develop the virtual component of synchronous online interactions.

RESTART & RECOVERY PLAN

- Manage an online platform for small groups of in-person students while the teacher is remote.
- Assist with the development and implementation of adjusted schedules.
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.
- Lead small group instruction to ensure social distancing

Support staff/paraprofessionals will:

- Assist small group instruction to ensure social distancing.
- Access student grouping to maintain single classroom cohorts.
- Record read-aloud and videos around SEL activities and routines. Caption pre-recorded instructional videos from general education teachers.
- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.

Substitutes will:

- Work off lesson plans; follow staff develop long term and daily contingency learning plans in case of sudden absences. These plans will include the technology they are utilizing and programs that is appropriate for the grade level and student needs. Substitute plans will be created for in person and remote learning.
- Follow the developed roles and responsibilities for substitute teachers in both virtual and hybrid settings.

Thus far, our administrators have met and planned out the district reopening to focus on health and safety and education.

Educator Roles Related to Technology

The Ocean Township School District Technology Department will provide ongoing support with technology to students, teachers, and families. Teachers and families were surveyed on multiple to determine technology needs/access. To the extent possible, the district will provide one-to-one instructional devices and connectivity.

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

- Assigned a mentor teacher
- Train student teachers to use technology platforms.
- Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.

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Appendix P
Athletics

The Ocean Township School District is an elementary district (prek-6) and does not offer school sports to the students. Any athletics would normally take place during club activities; they are all postponed till further notice.

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Appendix Q
Policy and Funding

The Policy and Funding section focuses on existing and pending federal and state legislation, regulations, and guidance to predict the potential impact on districts and provide targeted assistance to help districts cope.

Federal Funding

The Ocean Township School District will capitalize on Federal funding (ESSER) and use it as a one-time, non-recurring revenue, and consider dedicating these resources to non-recurring expenditures or replacing a short-term loss in revenues.

State Aid

The Ocean Township School District will use the most recent State aid figures released by the Department for planning purposes, but these figures are not final. NJDOE will provide more detailed accounting guidance.

Purchasing

The Ocean Township School District will consider purchasing through an established State contract or through a cooperative purchasing consortium to lower costs, especially for items the district may not have needed to purchase in the past, such as PPE and cleaning supplies.

Use of Reserve Accounts, Transfers, and Cash flow

The Ocean Township School District will consider making expenditures from various accounts or over budgeted line times to meet unanticipated costs and to manage cash flow. Note; the Commissioner's approval may be necessary for withdrawal from certain accounts.

Costs and Contracting

The Ocean Township School District will explore the federal E-rate program, which provides schools with funding support for high-speech broadband connectivity and internal connections equipment.

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The Ocean Township School District will explore cooperative contracts through the state, NJSBA, County Cooperative Contracts, and County Educational Services Commissions to procure technology and connectivity services.

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Appendix R
Continuity of Learning

The Continuity of Learning section presents standards and considerations designed to account for a range of potential instructional delivery models, anticipating that many students will need support for any unfinished learning from the 2019-2020 school year. To close achievement gaps, the district recognized the value of in-person learning for students with disabilities, ELL students, homeless youth, low-income students, and other historically underserved populations.

Special Education and Related Services

Since the closure in March, the district has provided services to students with disabilities virtually, including related services and Extended School Year to the greatest extent possible. In person evaluations resumed on July 2020. A procedure has been put into place to ensure staff and student safety during these evaluations.

The Child Study Team (CST) will hold meetings for students who are medically fragile to determine, in consultation with the child's family and doctor, the safety of the student returning to in person instruction. Additionally, during meetings the CST will have discussions with all stakeholders to determine what goals were not met during remote instruction and they will work with the IEP team to develop a plan moving forward.

Beginning September 2020, the Ocean Township School District will provide students with disabilities with in-person COVID-19 compliant, mandated services, as per their IEP.

- All students in self-contained classes will remain with their HR teacher 5 days per week
- All Resource Room Pull-Out Replacement (POR) students will meet with their Resource Teacher 5 days per week, as per their IEP
- All Resource Room In-Class Support (ICS) students will meet with their Resource Teacher 5 days per week, as per their IEP
- All Students will receive their related services monthly, as per their IEP

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Technology and Connectivity

Ocean Township families were given ample opportunities to request a district provided laptop. During the Health Related School Closure, the district was available by appointment to distribute and address any technical issues with laptops. From March to June, the district provided approximately 60 laptops. For those families who had numerous children in one household, the district provided more than one laptop. Families in the district who identified that they did not have internet were connected with our Information Technology department to review viable options for securing internet. Our administrators and staff also assisted families in connecting with these outside resources. The district has conducted needs assessments of families multiple times, via technology surveys and on our reopening plan questionnaires.

Staff members that need a device can request to have one issued to them by the district. All certified staff members will receive a laptop automatically. Staff members will ensure they have access to any passwords they may need to get on Realtime, Google Drive, etc.

The district has ordered additional laptops in order to provide a laptop to every student in grades K-6. The district is investigating viable internet options for families in need (approximately 7 families identified in our reopening survey).The district has ordered additional Chromebooks and will be utilizing CARES funding and local funds to assist families that are unable to get internet access via a local company. The district is purchasing wifi hotspots to help families.

The school district will track participation rates in remote learning through a virtual learning log. Those students that are identified as not participating, will be contacted by the school just as those that are absent from in-person instruction.

District administrators met with all certificated staff members in May and June to discuss virtual learning plans for the fall, in the event that remote instruction needed to continue. This feedback and varying resources have been reviewed and will be utilized to develop a detailed virtual learning plan.

The district will provide training for staff, students, and parents on technology

- Students - training in the various online programs and platforms (i.e. Google Classroom) is embedded into classroom instruction from day 1
- Staff - will be trained in online programs needed to support remote learning. We will continue to work with our District IT Department and ETTc in order to identify opportunities for further training.

Parents - The district will provide in-person/virtual training for parents/guardians who want it. The District Information Technology department will create and distribute a "tips and tricks" document for families to use when working with District distributed devices.

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Curriculum, Instruction, and Assessment

The Ocean Township School District prioritizes safely returning students to school five days a week utilizing appropriate PPE and social distancing. To close achievement gaps, the district will provide support for historically underserved subgroups, including: students with disabilities, English language learners, homeless youth, and low-income students.

The Ocean Township School District plan accounts for the loss of learning that may have taken place during the extended closures during SY19-20

The district will use an online assessment system to help evaluate students' knowledge of prerequisite skills for various subject areas in their current grade level.
Lesson plans should be flexible and allow for hybrid learning, including virtual and in person, as necessary. The district will use student achievement data to identify students, individually and in groups, who have academic gaps. Administrators and I&RS teams will review data reports.
ESL ACCESS Testing will be administered in September. This will assist in identifying gaps of students learning. Data from this testing will be shared with teachers to help plan instruction.

Professional Learning

The Ocean Township School District will provide professional learning that will better equip leaders, staff, substitutes, students, and parents/caregivers with the resources necessary to adapt to altered educational environments and experiences.
The District will distribute a professional development needs assessment to determine specific needs for professional development.

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Professional Development will continue to be offered to staff during articulation, certified staff meetings and if necessary professional development days during the school year. This professional development will be presented to help grow each educator's professional capacity to deliver developmentally appropriate standards instruction (in the classroom and remotely. Professional development plans for teaching staff and administrators will be flexible and adapt to the changing needs of the district, school or individual.

Mentoring

The Ocean Township School District will provide all novice provisional teachers with 1:1 mentoring. Qualified mentors will provide sufficient support to novice provisional teachers. The district is fully prepared to do in-person and online mentoring. The meetings will be asynchronous (recorded) and synchronous (live) as needed.

Evaluation

The Ocean Township School District will modify annual evaluation training as needed to review any procedures and processes that will be impacted due to our reopening plan and/or the potential of fully remote learning. The district will follow relevant DOE Educator Evaluation Guidance, for flexibilities and requirements for the evaluation as necessitated by any hybrid schedule, school closures or executive orders. The district will review the requirements and best practices and be differentiated for those with provisional certificates, non-tenured and those on corrective action plans. The observation schedule will be developed with our reopening plan in mind. The DEAC will meet to review evaluation policies and procedures.

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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/

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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/

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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

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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 during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-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

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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