

**The Road Back
Restart and Recovery Plan for Education
New Jersey Department of Education
And
The Egg Harbor City Public School District**

Meeting Dates: 7/8/20, 7/15/20, 7/22/20

**Board of Education Approval: July 27, 2020
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Committee Members

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I. Conditions for Learning

Critical Areas of Operation	Required Response	Responsible Parties
<p>A. General Health and Safety Guidelines – In all stages and phases of pandemic response and recovery, schools must comply with the Center for Disease Control (CDC), state, and local guidelines. Schools must also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.</p>	<ul style="list-style-type: none"> ● School officials will maintain communication with local and State authorities to determine current mitigation levels in the community. ● 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 when possible (see Appendix A). ● The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed. ● 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. ● 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: <ul style="list-style-type: none"> (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 	<p>Superintendent Director of Special Projects Building Principal Supervisor of Early Childhood Supervisor of Buildings & Grounds School Nurses Custodians Classroom Teachers</p>

	<p>(x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).</p> <ul style="list-style-type: none"> ● Social distancing will be enforced wherever possible. 6 feet ideal. ● Staff/visitors/students must wear masks at all times. ● Classrooms will be equipped with hand sanitizer and soap as needed. Hand washing will be scheduled throughout the school day. ● Students will not share personal belongings. 	
<p>B. Classrooms, Testing, and Therapy Rooms – Schools and districts must allow for social distancing to the maximum extent possible. When social distancing is difficult or impossible, face coverings are required, and face coverings are always required for visitors and staff unless it will inhibit the individual’s health. School districts must also minimize the use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently</p>	<ul style="list-style-type: none"> ● 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 made 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 or on opposite ends of the table, spaced apart. ● Enforcing the use of face coverings may be impractical for young children or individuals with disabilities. ● All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable. ● Use of shared objects will be limited when possible or cleaned between use. ● 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. ● Custodial staff will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations will be: <ul style="list-style-type: none"> ○ In each classroom (for staff and older children who can safely use hand sanitizer). ○ At entrances and exits of buildings. ○ Near toilets. ● Children ages five and younger will be supervised when using hand sanitizer. 	<p>Superintendent Director of Special Projects Building Principal Supervisor of Early Childhood Supervisor of Buildings & Grounds School Nurses Custodians Classroom Teachers</p>

	<ul style="list-style-type: none"> ● For classrooms that have existing handwashing stations, stations will be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol). ● School officials will require students 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. ● If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) will be used. 	
<p>C. Transportation – School districts should maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students. If maintaining social distancing is not possible, all students who are able must wear face coverings while on busses.</p>	<ul style="list-style-type: none"> ● If the school district is providing transportation a face covering must be worn by all students, bus drivers and aides where able, upon entering the bus and for the duration of the trip. ● Accommodations for students who are unable to wear a face covering will be addressed according to that student's particular need and in accordance with all applicable laws and regulations. ● Every school bus will be cleaned and disinfected before and after each bus route. ● Parents may be offered aid in lieu of transportation and will transport the students themselves, allowing for more social distancing. 	<p>Superintendent Business Administrator</p>
<p>D. Student Flow, Entry, Exit, and Common Areas – School district reopening plans should establish the process and location for student and staff health screenings. This should include providing physical guides, such as tape on</p>	<ul style="list-style-type: none"> ● 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). ● Teachers will pick up and dismiss their individual classes based on the entry and exit schedule specific to their school. ● Upon arrival, staff will self-screen daily with the district screening protocol. If presenting with symptoms the staff member will be sent to the school nurse to assess the employee's health. 	<p>Superintendent Director of Special Projects Building Principal Supervisor of Early Childhood Supervisor of Buildings & Grounds School Nurses Custodians Classroom Teachers</p>

<p>floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart. When it is not possible to maintain physical distancing, schools must require the use of face coverings.</p>	<ul style="list-style-type: none"> ● Staff will sign in and out daily through the Genesis Staff Portal on their own device to avoid coming into the main office. ● Students will be visually screened during their homeroom time every day upon entering the building. A protocol of questions will be asked and students will be observed for symptoms. If presenting with symptoms they will be directed to the nurse, following hallway escorting procedures. ● When possible, staff will rotate classrooms as opposed to students. 	
<p>E. Screening, PPE, and Response to Students and Staff Presenting Symptoms – School districts must adopt a policy for safely and respectfully screening students and employees for symptoms of and history of exposure to COVID-19. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. If a school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a</p>	<ul style="list-style-type: none"> ● 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: ● Staff must visually check students for symptoms upon arrival and/or confirm with families that students are free of COVID-19 symptoms. ● Health checks will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. ● Results will be documented when signs/symptoms of COVID-19 are observed. ● Any screening policy/protocol will take into account students with disabilities and accommodations that may be needed in the screening process for those students. ● The Board will adopt procedures for symptomatic staff and students, which shall include the following: <ul style="list-style-type: none"> ○ Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting. ○ 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. ○ 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 	<p>Superintendent Director of Special Projects Building Principal Supervisor of Early Childhood Supervisor of Buildings & Grounds School Nurses Custodians Classroom Teachers</p>

<p>confirmed case while maintaining confidentiality.</p>	<p>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:</p> <ul style="list-style-type: none">○ Establishment of an isolation space. Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. Students will remain in isolation with continued supervision and care until picked up by an authorized adult.○ Following current Communicable Disease Service guidance for illness reporting.○ An adequate amount of PPE shall be available, accessible, and provided for use.○ Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.○ Continuous monitoring of symptoms.○ 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.○ Written protocols to address a positive case. <ul style="list-style-type: none">● 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.● 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.● Students are required to wear face masks 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.● Accommodation for students who are unable to wear a face covering will be addressed according to that student's need and in accordance with all applicable laws and regulations.● Exceptions to requirements for face coverings shall be as follows:<ul style="list-style-type: none">(a) Doing so would inhibit the individual's health.	
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	<ul style="list-style-type: none"> (b) The individual is in extreme heat outdoors. (c) The individual is in water. (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering. (e) The student is under the age of two and could risk suffocation. (f) Eating/drinking ● If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility will be denied. ● A protocol will be followed to screen staff and students. If presenting with symptoms, staff, and/or students will be sent to the nurse for further medical assessment. ● Based on gathered information, contact tracing information will be collected and if needed due to any medical concerns related to COVID-19, the local health offices, staff, and families will be notified as required. 	
<p>F. Contact Tracing – Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice and is an integral function of local health departments. All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate</p>	<ul style="list-style-type: none"> ● 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 will be provided information regarding the role of contact tracing conducted by State, county, and local officials. ● School officials will engage the expertise of their school nurses and that of the Atlantic County Department of Health in the application of contact tracing. ● 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. The District's nurses have been encouraged to participate in this course. ● Based on the collection of screening data from both staff and students, contact tracing information will be collected as well as reported if needed. ● Staff will be provided information on contact tracing and the protocol the district will follow. 	<p>Superintendent Director of Special Projects Building Principal Supervisor of Early Childhood Supervisor of Buildings & Grounds School Nurses Custodians</p>

<p>by the school district, should be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. School districts should collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.</p>		
<p>G. Facilities Cleaning Practices – School districts 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. School districts must also develop a schedule for increased routine cleaning and disinfecting, especially of</p>	<ul style="list-style-type: none"> ● School officials will continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise. ● The Board’s Plan and Policy as outlined in the Procedural Manual will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used. This plan will adhere to CDC guidelines. <ul style="list-style-type: none"> (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 will be 	<p>Superintendent Director of Special Projects Building Principal Supervisor of Early Childhood Supervisor of Buildings & Grounds School Nurses Custodians Classroom Teachers Food Service Department</p>

<p>frequently touched surfaces and objects, and sanitize bathrooms daily and between use as much as possible.</p>	<p>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.</p> <p>(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:</p> <ul style="list-style-type: none"> (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. <p>(e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).</p>	
<p>H. Meals – If cafeterias or other group dining areas are in use, school districts must stagger eating times to allow for social distancing and disinfecting of the area between groups. Additionally, districts must discontinue family-style, self-service,</p>	<ul style="list-style-type: none"> ● Lunches will be “Grab and Go.” They will be distributed to students as they leave at the end of the day. ● Breakfast will be eaten in the classrooms. Classes will be sanitized after all meals and between groups, if applicable. ● Require food service individuals wash their hands after removing their gloves or after directly handling used food service items. 	<p>Superintendent Director of Special Projects Building Principal Supervisor of Early Childhood Supervisor of Buildings & Grounds School Nurses Custodians Classroom Teachers Food Service Department</p>

<p>and buffet-style dining and maintain social distancing. Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food service items.</p>		
<p>I. Recess/Physical Education – School districts must complete an inventory of outdoor spaces and mark off areas to ensure separation between students. Recess must be staggered by groups and staff must disinfect playground equipment and other shared equipment between uses. School districts should also consider closing locker rooms and encouraging students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.</p>	<ul style="list-style-type: none"> ● If applicable, the Board’s Plan regarding recess and physical education includes protocols to address the following: <ul style="list-style-type: none"> (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 will 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. 	<p>Superintendent Director of Special Projects Building Principal Supervisor of Early Childhood Supervisor of Buildings & Grounds School Nurses Custodians Classroom Teachers</p>

	<p>(ii) Students will be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.</p> <ul style="list-style-type: none"> ● 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. ● The school district will designate specific areas for each class during recess to avoid cohorts mixing. 	
<p>J. Extracurricular Activities and Use of Facilities Outside of School Hours – All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol. External community organizations that use school facilities must follow district guidance on health and safety protocols.</p>	<ul style="list-style-type: none"> ● The Board’s Plan will adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities. ● The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols. 	<p>Superintendent Director of Special Projects Building Principal Supervisor of Early Childhood Supervisor of Buildings & Grounds School Nurses Custodians Classroom Teachers</p>

II. Additional Areas to Be Addressed

Component	Required Response	Responsible Parties
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<p>A. Social-Emotional Learning (SEL) and School Climate and Culture –Social-emotional learning (SEL) will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. To this end, school districts are encouraged to thoughtfully plan around the well-being of educators so they can support the social and emotional well-being and learning needs of their students, acknowledge and prepare for the potential trauma that staff and students have faced during the COVID-19 school closures, and recognize and empower educators’ and staff’s strengths.</p>	<ul style="list-style-type: none"> ● Procedures will be in place to support the whole child.. ● Counseling screening and services will be offered. ● A tiered level approach will be used to address behavioral, social, and emotional needs. ● Instruction through the use of the arts will be implemented to positively support students' mental health. ● Mindfulness activities will be conducted and staff will be trained in this area. ● The I&RS teams will utilize a collection of data and information to identify, screen, problem solve, engage, and make decisions to positively promote student success. ● Collaboration and weekly meetings with identified staff will occur. 	<p>Superintendent Director of Special Projects Building Principal School Nurses Guidance Counselors Child Study Team Classroom Teachers</p>
<p>B. Multi-Tiered Systems of Support (MTSS) – MTSS is a systematic approach to prevention, intervention, and enrichment in grades</p>	<ul style="list-style-type: none"> ● Procedures will be in place to support the whole child through a multi-tiered approach. ● Counseling screening and services will be offered. ● A tiered level approach will be used to address academic, social, and emotional needs. 	<p>Superintendent Director of Special Projects Building Principal School Nurses Guidance Counselors</p>

<p>PK-12 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. In partnership with leaders and educators from districts experienced with implementing MTSS the NJDOE identified universal screening, collaborative problem-solving teams, family engagement, and data-based decision making as critical components for districts moving toward MTSS.</p>	<ul style="list-style-type: none"> ● Instruction through the use of the arts will be implemented to positively support students' mental health. ● Mindfulness activities will be conducted and staff will be trained in this area. ● The I&RS teams will utilize a collection of data and information to identify, screen, problem solve, engage, and make decisions to positively promote student success. ● Collaboration and weekly meetings with identified staff will occur. 	<p>Child Study Team Classroom Teachers</p>
<p>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. These</p>	<ul style="list-style-type: none"> ● Continue with YAP counseling services. ● Assess students to identify mental health needs early in the school year. ● Contact Comcast, Verizon, etc. regarding internet programs available and how to help families who don't qualify due to outstanding bills, etc. 	<p>Superintendent Director of Special Projects Building Principal School Nurses Guidance Counselors Child Study Team</p>

<p>include mental health support, primary health, and dental care, family engagement, expanded before-school and afterschool and summer learning time, and mentoring programs.</p>		
<p>D. Food Service and Distribution – School meals are critical to student health and well-being, especially for low-income students, and the NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of New Jersey’s approximate 1.4 million students during all phases of school reopening. The Department is working with the Departments of Agriculture and Health to ensure that school district concerns related to food service are addressed as more guidance is made available.</p>	<ul style="list-style-type: none"> ● Lunches will be “Grab and Go.” They will be distributed to students as they leave at the end of the day. ● Universal breakfast will be eaten in the classroom following all safety precautions. ● Classes will be sanitized after all meals and between groups, if applicable. 	<p>Superintendent Director of Special Projects Business Administrator Building Principal School Nurses Classroom Teachers</p>

<p>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 that otherwise would not utilize child care will now require it. The NJDOE encourages schools to involve child care providers in planning meetings, communicate the school’s modified schedule to local child care providers, and plan to transport students from school to child care facilities.</p>	<ul style="list-style-type: none"> ● YMCA program in building or use of outdoor space when applicable for after care ● Use extra staff who are not providing virtual instruction to staff an after school program following the abbreviated school day. ● Collaborate with Kid’s Place and other local child care providers to provide additional child care. ● Kid’s Place will transport students to and from school to child care facility. 	<p>Superintendent Director of Special Projects Building Principal Supervisor of Early Childhood</p>
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III. Leadership & Planning

Critical Issue	Required Response	Responsible Parties
<p>A. Scheduling – Districts’ reopening plans must account for resuming in-person instruction in some capacity. Scheduling</p>	<ul style="list-style-type: none"> ● A Restart Committee was established as collaboration is critical to the development of the Board’s Plan. ● The Restart Committee included school district and school-level administrators, members of the local Board of Education, the President of the local education 	<p>Superintendent Building Principal Restart and Recovery Committee Pandemic Committee Classroom Teachers</p>

<p>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 stakeholder input on the needs of all students and the realities of each unique district. School district policies for attendance and instructional time may require modifications for the 2020-2021 school year.</p>	<p>association and their designees of the local education association, and a diverse set of content experts, educators, and parents.</p> <ul style="list-style-type: none"> ● The Restart Committee worked 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 will help address policies and procedures for the Board’s Plan. ● The Restart Committee reflects 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. ● The Restart Committee developed 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. ● School-based Pandemic Response Teams were established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making. ● Each school team has a liaison that reports to district-level administrators to ensure coordinated actions across the district. ● Members of the school teams include a cross section of administrators, teachers, staff, and parents. ● Pandemic Response Team represents 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. ● The district Crisis Response Team will serve as the Pandemic Response Team. ● Pandemic Response Team is comprised of, at a minimum, the following members, if applicable: <ul style="list-style-type: none"> (1) School Principal or Lead Person; (2) Teachers; (3) Child Study Team member; (4) School Counselor or mental health expert; (5) Subject Area Chairperson/Director; (N/A) (6) School Nurse; (7) Teachers representing each grade band served by the school district and school; 	<p>Guidance Counselors</p>
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- (8) School safety personnel;
- (9) Members of the School Safety Team;
- (10) Custodian; and
- (11) Parents.

g. The Pandemic Response Team is responsible for:

- (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
- (2) Adjusting or amending school health and safety protocols as needed.
- (3) Providing staff with needed support and training.
- (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
- (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
- (6) Providing necessary communications to the school community and to the school district.
- (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

h. The Pandemic Response Team will meet regularly and provide the community with timely updates and any changes to protocols.

- The Board's Plan accounts for resuming in-person instruction. Scheduling decisions will 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.
- 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.

- In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, focused on the NJ Student Learning Standards (NJSLS) except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
- School district policies for attendance and instructional contact time will accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
- 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.
- 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.
- For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- The school district will make every effort to 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 will:

- Provide teachers common planning time.
- Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
- Secure a steady supply of resources necessary to ensure the safety of students and staff.
- Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.

	<ul style="list-style-type: none"> ● 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. ● School officials provided implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board’s Plan. ● A schedule to address reopening, including details and times for staff, as well as students, has been developed. (See Appendix A) ● A schedule for virtual learning if needed has also been developed. (See Appendix B) ● Procedures and protocols have been collaborated on, which will be shared with staff to address critical updates and guidance from the state. ● Attendance policies will be reviewed and procedures for required attendance for both in-person and virtual learning will be in place. Attendance will be recorded in Genesis for both in-person and remote learning. This information will be shared with the staff and students’ parents/guardians. 	
<p>B. Staffing – Regardless of the environment, school districts should clearly communicate with teachers regarding expectations and support for student learning. School reopening plans and decision-making throughout the school year should consider the unique needs of each staff member, such as access to</p>	<ul style="list-style-type: none"> ● The school district will provide access and equity for all staff to ensure continuity of student learning. The Board’s Plan and decision-making throughout the school year will recognize unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns. ● When making staffing scheduling and assignments, the school district will 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. ● The Board’s Plan will identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student 	<p>Superintendent Director of Special Projects Building Principal</p>

<p>technology, social and emotional health, and child care concerns. Staff roles will also have to expand to accommodate new health and safety regulations. Districts should consider leveraging staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules may also include designated time to support school building logistics required to maintain health and safety requirements.</p>	<p>teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.</p> <ul style="list-style-type: none">● As schedules are adjusted, educators will maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.● In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:<ul style="list-style-type: none">● (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).● Certification<ul style="list-style-type: none">(a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.(b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.● In a fully in-person or hybrid learning environment districts will leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules will include designated time to support school building logistics required to maintain health and safety requirements.	
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	<p>a.Instructional staff will:</p> <ol style="list-style-type: none">(1) Reinforce social distancing protocol with students and co-teacher or support staff.(2) Limit group interactions to maintain safety.(3) Support school building safety logistics (entering, exiting, restrooms, etc.). (4) Become familiar with district online protocols and platforms.(5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.(6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.(7) Provide regular feedback to students and families on expectations and progress.(8) Set clear expectations for remote and in-person students.(9) Assess student progress early and often and adjust instruction and/or methodology accordingly.(10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).(11) Instruct and maintain good practice in digital citizenship for all students and staff.(12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.(13) Teacher leaders or instructional coaches will support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.(14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).(15) Limiting on-line activities for preschool students. <p>b.Mentor teachers will:</p>	
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	<ol style="list-style-type: none">(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 recognizing 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 will take into account 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) Provide alternative methods for classroom observations and avoiding in-person contact where possible. <p>c. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators will:</p> <ol style="list-style-type: none">(1) Provide 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.	
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	<ul style="list-style-type: none">(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. <p>d.Educational services staff members will:</p> <ul style="list-style-type: none">(1) Lead small group instruction in a virtual environment.(2) Facilitate the virtual component of synchronous online interactions.	
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	<ul style="list-style-type: none">(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) Provide student grouping to maintain single classroom cohorts.(10) Provide alternative methods for one-on-one interactions avoiding in-person contact where possible. <p>e.Support staff/paraprofessionals may:</p> <ul style="list-style-type: none">(1) Lead small group instruction to ensure social distancing.(2) Provide student grouping to maintain single classroom cohorts.(3) Provide 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). <p>f.Substitutes:</p> <ul style="list-style-type: none">(1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.	
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	<p>(2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.</p> <p>(3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.</p> <p>(4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.</p> <ul style="list-style-type: none">● Procedures and expectations in all areas will be provided to staff.● Communication through committee meetings and updates/revisions to “The Road Back” plan will be continuously made with all staff to ensure understanding, as well as compliance.● A set schedule for both in-person and virtual learning will be given to all staff, as well as students and their families.. Additional supporting information specific to student requirements, instruction time, subject matter, and use of technology will also be provided. Non-instructional staff will also be given expected job responsibilities to support all needs.● To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials will:<ol style="list-style-type: none">(1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Develop a schedule and assign a technology point person to teachers by grade level or content area.(2) Survey teachers and families to determine technology needs/access (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). <p>b. To ensure student teachers are prepared to start supporting instruction on day one, districts will:<ol style="list-style-type: none">(1) Train student teachers to use technology platforms.(2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.</p>	
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	<p>(3) Survey assistant teachers to determine technology needs/access (Pre-school).</p> <p>(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.</p> <p>c. Student teachers will:</p> <ol style="list-style-type: none">(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. <p>d. Additional Staff Concerns - Districts will also be prepared to navigate additional staffing concerns and topics and may also identify:</p> <ol style="list-style-type: none">(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).	
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	<p>(3) Districts may also develop 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.</p> <p>(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.</p> <p>(5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.</p>	
<p>C. Athletics – The New Jersey State Interscholastic Athletic Association (NJSIAA) has established a COVID-19 Medical Advisory Task Force (MATF) responsible for providing guidance to allow New Jersey high school student-athletes to return to athletics as soon and as safely as possible. The NJSIAA is also convening a Sports Advisory Task Force that will be comprised of athletic directors from across the State and that will be charged with reviewing State and local health guidelines, as well as NJDOE guidance,</p>	<ul style="list-style-type: none"> • 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. 	<p>Superintendent Director of Special Projects Building Principal School Nurses</p>

<p>regarding the 2020-2021 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season.</p>		
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IV. Policy and Funding

Critical Issue	Required Response	Responsible Parties
<p>A. Purchasing – School districts will likely need to purchase items not needed in the past (e.g., personal protective equipment or cleaning supplies) and experience increased demand for previously purchased goods and services. Districts collaborate to create new arrangements that will allow them to purchase items at a lower cost by either purchasing through an established State contract or through a</p>	<ul style="list-style-type: none"> • 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. 	<p>Superintendent Business Administrator</p>

<p>cooperative purchasing consortium.</p>		
<p>B. Use of Reserve Accounts, Transfers, and Cashflow – To the greatest extent possible, districts should consider making expenditures from various accounts or over budgeted line items to meet unanticipated costs and to manage their cash flow. School districts may be able to use funds on deposit in their emergency reserve accounts to finance unanticipated expenses that arise as a result of the COVID-19 pandemic. A school district would need the Commissioner’s approval to make a withdrawal from this account. Additionally, districts should be mindful that certain budget actions require the Commissioner’s approval. These requirements are statutory and cannot be waived by the NJDOE,</p>	<ul style="list-style-type: none"> • 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. 	<p>Superintendent Business Administrator</p>

<p>and districts should not presume that such approval will be automatic.</p>		
<p>C. Costs and Contracting – All school districts are strongly encouraged to participate in the federal E-rate program, which provides schools and libraries with funding support for high-speed broadband connectivity and internal connections equipment. The NJDOE also encourages districts to use cooperative contracts available from the State of New Jersey, New Jersey School Boards Association, 6 New Jersey Department of Education nj.gov/education County Cooperative Contract</p>	<ul style="list-style-type: none"> ● 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. ● District currently uses e-rate to reduce CAT1 and CAT2 costs. ● District uses state contract or best pricing wherever possible. 	<p>Superintendent Business Administrator</p>

V. Continuity of Learning

Component	Required Response	Responsible Parties
<p>A. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities – Districts must continue to meet their obligations to students with disabilities to the greatest extent possible. Specific strategies and considerations for students with disabilities must be critical points of discussion for every return-to-school scenario. The NJDOE will continue to update school districts and receiving schools with any additional guidance from the United States Department of Education (USDE) on implementation of the Individuals with Disabilities Education Act (IDEA).</p>	<ul style="list-style-type: none"> ● 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. ● IEP teams will review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss. ● IEP teams will recognize 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. ● IEP teams will develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services. ● 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. ● 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. ● All in-person and virtual instruction plans will follow the district curriculum. ● In-person instruction will be designed to include all subjects being taught each day with special area subjects being scheduled as a push in component. ● SPED students will receive instruction according to their IEP goals/objectives. ● All related services will be provided to students as per their IEP. ● ICR students will be given instruction by the Gen. Ed. and SPED teachers, while the SC students will be educated by the SPED teacher with special area teachers pushing in as scheduled. ● Out of district students will receive all instructional services through the out of district school staff. 	<p>Superintendent Building Principal Director of Special Projects CST Classroom Teachers</p>

	<ul style="list-style-type: none"> ● The use of assessment tools, including baseline data will be collected to monitor both growth and regression. ● Supplemental instruction through the Let's Go Learn program will be provided to students to close gaps in the areas of Math and ELA. ● CST case managers will meet weekly with the Director of SPED to ensure compliance and also monitor all classified students' programming. 	
<p>B. Technology and Connectivity – Each school district should strive to ensure that every student has access to a device and internet connectivity. Districts should prioritize the provision of technology, or, alternatively, in-person instruction, to students that are otherwise without access and should include in their reopening plan the steps taken to address the technology need and how it will be resolved as soon as possible.</p>	<ul style="list-style-type: none"> ● Conduct a needs assessment. ● Recognize the attendant needs associated with deployment of needed technology, including student and parent training and acceptable use policy implementation. ● Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment. ● For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student. <ul style="list-style-type: none"> (a) If there is a device or connectivity shortage, the school district will address technology challenges in their Plan. This will include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them. ● Provide a chromebook to grade levels where a chromebook would be needed for outside learning. ● A plan for the use of technology, internet access, etc. will be shared with staff, as well as parents/guardians, with resources to secure available services, including the district providing technology to students for in-person and remote learning. 	<p>Superintendent Technology Coordinator Building Principal</p>
<p>C. Curriculum, Instruction, and Assessments – In planning curriculum, instruction, and assessment for reopening, districts must focus on</p>	<ul style="list-style-type: none"> ● 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. ● To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed. 	<p>Superintendent Director of Special Projects Building Principal</p>

<p>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). The NJDOE encourages districts to develop plans that are innovative, cultivate a clear sense of shared purpose and goals, encourage collaboration among educators, and foster an effective partnership approach with students' family members and caregivers.</p>	<ul style="list-style-type: none"> ● 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. ● Instruction <ul style="list-style-type: none"> (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary. (b) In crafting an instructional plan, the school district will develop the following: <ul style="list-style-type: none"> (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. <p>(3) Assessment</p> <ul style="list-style-type: none"> (a) For the purpose of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative. (b) Educators will focus on locally developed pre-assessments and formative assessments upon returning to school. 	
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	<p>(c) In the absence of Spring 2020 summative assessment data, the school district will identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.</p> <p>(d) Online pre-assessments and formative assessments will 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.</p> <p>(e) Pre-assessments administered at the start of instructional units will be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.</p> <p>(i) Such pre-assessments will be incorporated into regular classroom activities and to the greatest extent practicable, will not interfere with student learning opportunities as schools reopen.</p> <ul style="list-style-type: none">● Standards-based benchmark and skills-based assessments in ELA and Math will continue to be implemented, as well as recorded in the district data warehouse. This will occur virtually if needed and/or in person. These will be administered 3 times during the 2020-2021 school year.● LinkIt and Let's Go Learn are the computer-based district assessment programs used to conduct these assessments 3 times per year.● Ongoing monitoring of the data and generated reports, including individual student finger-tip profiles will continue to be provided to staff. Parents/guardians will be able to view student progress. Staff will use this data to plan and prepare instructional lessons to meet all students' needs.● Two district Data Coaches will facilitate, along with Director of Special Projects and building principals, the implementation and requirements of the district assessment.● An assessment timeline will be given to all instructional staff members. This will also be shared with parents.● Students will be instructed with lessons that meet the NJ standards. District curriculum will be implemented and supplemental resources will be provided.	
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	<ul style="list-style-type: none"> ● For virtual learning the district will use Google classroom as its main platform, while interacting with students virtually, including the use of supplemental tools to encourage online engagement and understanding of the instructional skills. ● Staff will meet weekly to review data during common planning time when in-person or virtually if distance learning needs to occur. 	
<p>D. Professional Learning – It is imperative that districts provide professional learning that will better equip leaders, staff, substitutes, students, and parents/caregivers to adapt to altered educational environments and experiences. Among the most critical focus areas are training to address the learning loss for the most vulnerable populations (students with disabilities, English language learners, students without proper technology or internet access, etc.), and preparing and supporting educators in meeting the social-emotional, health, and academic needs of all students.</p>	<ul style="list-style-type: none"> ● Professional learning opportunities will: <ol style="list-style-type: none"> (1) Presented prior to the beginning of the year; (2) Presented throughout the school year; (3) Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely; (4) Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members; and (5) Professional development plans (PDPs) for teaching staff and administrators, as always, will remain flexible and adaptable to the changing needs of the district, school, and individual educator. ● Mentoring and Induction <ol style="list-style-type: none"> (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. ● Evaluation <ol style="list-style-type: none"> (1) School districts will modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling. (2) School districts will develop observation schedules with a hybrid model in mind. 	<p>Superintendent Director of Special Projects Building Principal Supervisor of Early Childhood</p>

	<p>(3) School districts will convene a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.</p> <p>(4) School districts will convene the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.</p> <p>(5) School districts must recognize the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.</p> <ul style="list-style-type: none"> ● A professional development plan has been developed for the 2020-2021 school year. ● A professional development calendar will be provided to staff before the start of the school year. ● All state-mandated professional development will be conducted either in person or virtually. ● Professional development will also focus on best practices, instructional techniques, and skill development specific to altered educational environments. ● Specific professional development will be provided to CST, SPED, ELL, S/L, OT, and PT staff to address the needs of our most vulnerable populations. ● Resources will be provided to parents/guardians to support students during virtual instruction. ● Supports from the CST and guidance staff to specifically communicate with parents, as well as provide needed resources will be mandated. Documentation of activities and outreach will be collected. 	
<p>E. Career and Technical Education (CTE) – CTE programs and the postsecondary credentials and opportunities they offer, provide, and serve as key momentum points for individuals on a path to economic opportunity, especially those from</p>	<ul style="list-style-type: none"> ● Career and Technical Education standards will be implemented through the district curriculum. ● A yearly career fair will be conducted either in person or virtually. ● Collaboration with the NJDOE and constituency districts will occur to ensure the delivery of instruction, as well as resources, are provided to students. 	<p>Superintendent Director of Special Projects Building Principal</p>

<p>underserved communities. Maintaining these opportunities is vital for students, families, communities, and the State. 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.</p>		
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Appendix A
Egg Harbor City Public School District
Abbreviated Day / Hybrid Schedule

2020-2021

5 Day, Monday through Friday

8:10	Staff Arrival
8:20 - 8:30	All Staff Assist with Student Arrival w/Social Distancing
8:30 - 12:30	In-Person Instruction
12:30 - 12:45	All Staff Assist with Student Dismissal w/Social Distancing
12:45 - 1:15	All Staff Lunch
1:15 - 1:55	All Staff Prep
1:55 - 3:10	Remote Learning & Extended Learning for All Students and Office Hours

**Appendix B
Egg Harbor City Public School District
Virtual Schedule**

2020-2021

8:10	Staff Post Morning Meeting Message
8:20 - 8:30	Staff Assists Students with Login and Take Attendance
8:30 - 8:45	Morning Meeting
8:45 - 12:30	Virtual Instruction, Synchronous and Asynchronous Learning
12:30 - 12:45	Staff Reviews Virtual Instructional Plan and Expectations for Next Day
12:45 - 1:15	All Staff Lunch
1:15 - 1:55	All Staff Prep
1:55 - 3:10	Remote Learning & Extended Learning for All Students and Office Hours