

West Long Branch (WLB) Board of Education

WLBS ROADBACK PLAN 2020-2021

Final 9/1/2020 CL

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Executive Summary

The COVID-19 pandemic impacted every aspect of our lives. As we look to the future and plan for students to return to schools in-person this fall, we must recognize and prepare for the ways the virus and necessary public health response has changed and will change the way students learn.

This Restart and Recovery Plan will provide our staff and administrators with the information necessary to ensure that our schools reopen safely and are prepared to accommodate students' unique needs during this unprecedented time.

The Plan presents guidance related to four key subject areas:

- A. Conditions for Learning
- B. Leadership and Planning
- C. Policy and Funding
- D. Continuity of Learning

Throughout this document, the term “anticipated minimum standards” is used to refer to items that WLB will attempt to incorporate into the reopening plan as definite components related to health, safety, and operations. The term “considerations” is used to refer to components that WLB will attempt to incorporate into our thinking about reopening, but do not represent necessary components of the plan.

A. Conditions for Learning

Conditions for learning involve the social and 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 WLB schools reopen in the fall, the impact of social isolation on both educators and students must be a key area of concern.

Wraparound services and child care will need to be modified and expanded to meet student and family needs in the context of varied work and school schedules. These factors challenge the WLB school planning team to focus on creative ways to optimize conditions for learning as part of planning for the return to school.

In addition to health and safety standards, this section includes strategies and resources developed by and collected from New Jersey stakeholders and educators from across the country that WLB can embed in our plans to meet the needs of all student groups and educators. This section covers the following topics:

1. Health and Safety
2. Social Emotional Learning (SEL) and School Climate and Culture
3. Multi-Tiered Systems of Support (MTSS)
4. Wraparound Supports
5. Food Service and Distribution
6. Quality Child Care

Except where otherwise indicated, the provisions of this section are “Additional Considerations” that may help WLB in considering ways to adhere to the anticipated minimum reopening standards.

1. Health and Safety:

Standards for Establishing Safe and Healthy Conditions for Learning

WLB has an obligation to ensure the health and safety of our students and staff. This section sets forth minimum anticipated standards and considerations related to establishing safe and healthy conditions for learning in the following critical areas. These provisions reflect the recommendations of the New Jersey Department of Health and are informed by CDC guidance.

The WLB Restart committee will continue to review this section carefully throughout the summer and fall to ensure that all reopening planning activities and 2020- 2021 programs adhere to these standards and carefully consider its guidance. Each of the 10 critical areas of operation will be addressed in our district reopening 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
- Field Trips, Extra-curricular Activities & Use of Facilities Outside of School Hours

NJDOE and WLB will detail a number of anticipated minimum standards, including:

- 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 (or 3' radius) and considering the flow of student traffic around the room. When weather allows, windows should be opened to allow for greater air circulation. Indoor environments with recirculated air are the riskiest of environments for COVID-19 spread.
 - WLB will be able to maintain this physical distance, with additional modifications will be in place. These include using physical barriers between desks and turning desks to face the same direction (rather than facing each other) or having students sit on only one side of the table, spaced apart.
- School staff, visitors and students will be required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- WLB will adopt cleaning/disinfecting procedures (See Facility Cleaning Practices section).
- WLB will adopt a policy for screening students and employees upon arrival for symptoms and history of exposure. (See Policy Section p36)

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

Anticipated Minimum Standards

- In all stages and phases of this pandemic response and recovery, the [Centers for Disease Control and Prevention recommends](#) actions, WLB will incorporate within our plan:
 - Establishing and maintaining communication with local and state authorities to determine current mitigation levels in our community
 - Protecting and supporting staff and students who are at [higher risk for severe illness](#), such as providing options for telework and virtual learning
 - Following CDC's [Guidance for Schools and Childcare Programs](#)
 - [Promoting behaviors that reduce spread](#):
 - Stay home when appropriate
 - Hand hygiene and respiratory etiquette
 - Face coverings
 - Signs and messages
- Reasonable accommodations will be provided for individuals that the [Centers for Disease Control 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:
 - Chronic lung disease or asthma (moderate to severe)
 - Serious heart conditions
 - Immunocompromised
 - Severe obesity (body mass index, or BMI, of 40 or higher)
 - Diabetes
 - Chronic kidney disease undergoing dialysis
 - Liver disease
 - Medically fragile students with Individualized Education Programs (IEPs)
 - Students with complex disabilities with Individualized Education Programs (IEPs)
 - Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

See Appendix B for additional resources regarding General Health and Safety Guidelines

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

Implementing social distancing practices in all instructional and non-instructional spaces is critical to ensuring the health and safety of students and staff. To that end, student desks and seating in classrooms, cafeterias, multi-purpose rooms, and other spaces WLB will make every effort to separate by 6 feet to the maximum extent practicable. WLB will require all staff and students to wear face coverings in all classrooms and in certain situations protective measures such as physical plastic barriers between students and arranging seating such that all individuals face the same direction will further help reduce transmission and allow for better social distancing (see explanation in minimum standards below for further clarification).

Anticipated Minimum Standards

At WLB, we will make every effort to meet social distancing guidelines. All students and staff will be required to wear face coverings at all times... Students and staff will be apart in every classroom at a 3' radius (or 6' between students) which is recommended by the American Academy for Pediatrics

(AAP). Also as a supplement to wearing face coverings, where younger students may have difficulties keeping their masks on, we will install and use plastic desk guards/barriers in these classrooms to further insure compliance with the 3' radius social distancing guidelines. Under these conditions the goal is to house in each classroom 15-17 students.

Other considerations -- WLB will:

- Use of shared objects will be limited when possible or cleaned between use.
- Ensure that indoor facilities have adequate ventilation, including [operational heating, and ventilation systems](#) where appropriate.
 - Recirculated air must have a fresh air component.
 - Open windows if A/C is not provided.
 - Filter(s) for A/C units will be maintained and changed according to manufacturer recommendations.
- WLB will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):
 - [In or near](#) each classroom (for staff and older children who can safely use hand sanitizer).
 - At entrances and exits of buildings.
 - Near lunchrooms and toilets.
 - Children ages 5 and younger will be supervised when using hand sanitizer.
 - For classrooms that have existing handwashing stations, prepare stations with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- [Students will wash hands](#) for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing.
 - Use alcohol-based hand sanitizer (at least 60% alcohol) if washing with soap and water is not possible.

Additional Considerations

WLB will:

- For Early Childhood programs, when possible:
 - Keep children when doing activities.
 - Avoid close group learning activities like reading circles.
 - Designate times when necessary on the schedule for students to wash hands with soap and water, including, at a minimum:
 - at the start of the day when children enter the classroom
 - before snacks
 - after using the toilet or helping a child use a toilet
 - after sneezing, wiping, and blowing noses
 - after snacks-particularly if hands are sticky, greasy or soiled
 - when students come in from outdoor play or recess
 - For the Early Childhood program if social distancing is not possible (i.e: Keep children 6' apart when doing activities). Listed below is what we improvise to compensate for the lack of social distancing:
 - WLB Preschool will have limited snacks and no lunch due to the abbreviated day schedule.
 - Preschool tables, materials and center areas will be cleaned/sanitized on an ongoing basis by cleaning staff and classroom aides.
 - Preschool students will be given "mask breaks" and be able to go outside for activities as much as possible.

- Sneeze guards and barriers will be used at tables and play centers whenever practicable.
- Preschool teachers and aides will be provided with face shields which can be used in addition to the wearing of personal masks.
- Student face shields have been purchased for those students who may need to wear them as well.
- Students will be encouraged to bring in individual 6ft blankets/towels for students to sit on and practice social distancing. The school will provide the blanket/towel if necessary.
- The three preschool classes will be kept at the lowest enrollment possible.
- Parents of preschool students also have the option of choosing virtual/remote learning for their children.
- In limited cases, hand hygiene with an alcohol-based sanitizer or alcohol-based wipes, when there is no visible soiling of hands, are alternatives to hand washing with soap and water by children over 24 months of age, under the supervision of the teacher.
- For medically fragile students and students with complex disabilities:
 - Ensure mechanisms to secure PPE prior to opening and maintain ongoing supplies, in order to remain open.
 - Additional cleaning staff to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.
 - Consider the need for heightened monitoring and frequent handwashing which will often require hand-over-hand assistance.
- Limit use of supplies and equipment to one group of children at a time and clean and disinfect between use.
 - When possible, ensure adequate supplies to minimize sharing of high touch materials to the extent possible.
 - Avoid sharing electronic devices, toys, books, and other games or learning aids, or thoroughly clean and disinfect between use.
- Keep each child's belongings separated whenever realistically possible from others' and in individually labeled containers, cubbies, or areas.
- Increase circulation of outdoor air as much as possible, for example, by opening windows and doors.
 - We will not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.
- Allow minimal mixing between groups/cohorts.
- Allow outdoor classrooms where possible and when seasonally appropriate.
- Build in the practice of handwashing throughout the day, during transition times.

Critical Area of Operation #3: Transportation

WLB will attempt to maintain social distancing on buses to the maximum extent practicable.

- Alternatively, WLB and Shore Regional who transport our students are requiring all students to wear masks on the bus to maximize seating.

However, recognizing the potentially significant economic and operational challenges that might arise in achieving transportation social distancing standards, the NJDOE has provided the following anticipated minimum standards and considerations.

Anticipated Minimum Standards

- WLB/Shore Regional will be unable to maintain social distancing, and a face covering will need to be worn by all students who are able to do so upon entering the bus to increase bus capacity.
 - 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.

- WLB in conjunction with Shore Regional HS District has adopted best practices for cleaning and disinfecting school buses and other transport vehicles (see [guidance for bus transit operators](#)).

Additional Considerations

WLB and Shore Regional will:

- Limit physical interaction among students and will also require students to board the school bus by filling the back rows first, and then progressing forward. When leaving the bus, students should exit in the opposite order. Assigned seating for students may assist in ensuring that such practices are followed consistently.
- Whenever possible, attempt to stagger transportation times so fewer children are in each vehicle.
- Open windows if possible.
- Clean and disinfect school buses and other vehicles used to transport students at least daily, preferably between routes.
- Whenever possible stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.
- Ensure drivers will practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, face coverings).
- Hang signs to reinforce social distancing and hygiene rules.
- When possible encourage curb- or door-side drop-off and pick-up of children.
- Consider health screenings for drivers.

Minimizing Demand on Transportation Resources

For the 2020-2021 school year, WLB has evaluated their ability to provide courtesy busing as outlined in N.J.S.A. 18A:39-1c. To minimize demand on transportation resources in light of the health and safety standards described above:

- WLB will not provide courtesy busing during the 2020-2021 school year.
 - WLB in conjunction with municipal officials (police/crossing guards) will include discussions of alternatives to ensure safe travels between home and school (such as employing crossing guards, etc.).
 - For WLB, courtesy busing accounts for a significant share of our transportation expenditures. Reducing such spending would allow for reallocation towards new expenses that will be incurred due to the pandemic.
- WLB will increase parents' awareness of suspending courtesy busing for the school year through parent letters, and Realtime alert broadcasts, emails and texts.

See [Appendix B](#) for additional resources regarding Transportation.

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

Anticipated Minimum Standards

- WLB's Reopening Plan has established the process and location for student and staff health screenings (See Appendix F).
- If physical distancing (6') will be maintained for individuals in line waiting to enter or exit a building, require utilization of face coverings.
- WLB 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 6 feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

Additional Considerations

WLB will (see Appendix E for specific entrance and drop-off schedule implementation):

- Minimize interaction of students between drop-off and entrance to school facilities.
- Stagger arrival and drop-off times or locations by school or put in place other protocols to limit contact between schools and direct contact with parents as much as possible.
- Establish separate entrances and exits to school facilities where possible.
- Require visitors and parent/guardians use their own pen for signing in/out.
- Consider where applicable “one-way routes” in hallways.
- Maintain social distancing in hallways and common areas.
- Minimize the number of non-essential interactions between students and staff throughout the school day. Students will mostly stay in their classrooms and teachers/staff will move.
- Create student cohorts as an effective strategy to limit exposure and contact.
- Limit commingling between classes or other district-set groups of students.
- Minimize large group gatherings.
- Provide hand sanitizer at school entrances.
- Put signage around school buildings to provide hygiene advice and reminders.
- Increase frequency throughout the day of cleaning all surfaces, including walls (to the appropriate height based on age of students).
- Limit the number of students in the hallway at the same time by staggering release from classrooms.
- If feasible, install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least six feet apart as listed in the Classroom section above.
- Not be using lockers during the pandemic.
- Limit entry/exit points for security purposes, but additional entry/exit points will be established to ensure a balance of social distancing and security protocols. (See Appendix E)

See Appendix B for additional resources related to Student Flow, Entry, Exit, and Common Areas

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

Anticipated Minimum Standards (see Appendix F for actual health screening process and location implementation)

WLB:

- Adopted policies 5141.2 and 5141.3 (See Policy Section) for screening students and employees upon arrival for symptoms and history of exposure. These policies will include the following:
 - 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.
 - 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 will take into account students with disabilities and accommodations that may be needed in the screening process for those students.

- Adopted procedures for symptomatic staff and students. WLB procedures will include the following:
 - Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. WLB will follow [current Communicable Disease Service guidance](#) for illness reporting.
 - If we are aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials will immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
 - WLB will implement policies 5141.2 and 5141.3 (See Policy Section) to prepare for when someone tests positive for COVID-19 that includes written protocols detailing the district's COVID-19 related response for symptomatic students and staff. Protocols will be consistent with the district's contact tracing policy (see "Critical Area of Operation #6: Contact Tracing") to the maximum extent practicable. Protocols will include:
 - Establishment of an isolation space (See Appendix F). 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.
 - Follow current Communicable Disease Service guidance for illness reporting.
 - Adequate amount of personal protective equipment (PPE) 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.
 - Readmittance 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.
- Encourage parents to be on the alert for signs of illness in their children and to keep them home when they are sick.
- Require school staff, students and visitors to wear face coverings at all times unless doing so would inhibit the individual's health or the individual is under two years of age.
 - 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 for face coverings are as follows:
 - Doing so would inhibit the individual's health.
 - The individual is in extreme heat outdoors.
 - The individual is in water.
 - A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.
 - The student is under the age of two (2) and could risk suffocation.
- If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual the point of entry, entry to the school/district facility may be denied.

Additional Considerations

- Students and employees may be asked to leave or not come into school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained:
 - A fever of 100° F or greater
 - Cough
 - Shortness of breath or difficulty breathing
 - Chills
 - Repeated shaking with chills
 - Muscle pain
 - Headache
 - Sore throat
 - New loss of taste or smell
 - Fatigue
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- Face coverings are required at all times when staff and students are in the buildings.
- Special consideration will be given to protection for staff members, such as school nurses, custodians, and some Special Education teachers, paraprofessionals and service providers, who will be in close contact with students or will handle waste materials.

See Appendix B for additional resources related to Screening, PPE, and Response to Students and Staff Presenting Symptoms

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. Upon notification that a resident, staff or student has tested positive for COVID-19, the local health department will call to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least 10 minutes. Trained professionals from the DOH and school community then get in touch with those close contacts to recommend next steps, such as self-quarantining, and to provide critical education and support in risk mitigation strategies..

WLB administrators, school safety specialists, counselors, nurses, and any other staff deemed appropriate by the school and district, will be provided information regarding the role of contact tracing in keeping our school community safe from the spread of contagious disease. WLB will engage the expertise of the school nurse to educate the broader school community on the importance of contact tracing.

Additional Considerations (Review the attached policies 5141.2 and 5141.3 for further explanation of implementation regarding Contact Tracing)

Contact tracing policies:

- Developed in consultation with the board's local health department and with school nurses employed by the board (the administration worked closely with the nurse and the MCDOH in creating policies);
- Identify the criteria an individual must meet in order to activate the board's contact tracing policy -- (See attached Illness Policy -- 5141.2 and Examination and Immunization Policy -- 5141.3 for implementation of contact tracing);
- Clearly describe our responsibilities regarding notification of:
 - local health department;
 - Staff, families and the public;
- Identify our role in assisting the local health department conduct contact tracing activities, including ongoing communication with the identified individual and/or their contacts.
- Ensure adequate information and training is provided to staff as necessary to enable staff to carry out responsibilities assigned to them under the policy; and
- Adhere to all applicable federal and state requirements regarding privacy of educational records (e.g. FERPA).
- Designation of a staff liaison or liaisons (i.e. nurse, counselor, administrator) responsible for providing notifications and carrying out other components of the board's contact tracing policy which helps ensure that notifications are carried out in a prompt and responsible manner.
- Open communication systems that allow staff, students, and families to self-report symptoms and/or suspected exposure could assist school districts provide prompt notification.

See Appendix B for additional resources regarding Contact Tracing.

See Appendix C for statutes and regulations related to Contact Tracing.

Critical Area of Operation #7: Facilities Cleaning Practices

Anticipated Minimum Standards

WLB 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. WLB has developed a procedure manual to establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used. WLB will:

- Routinely clean and disinfect surfaces and objects that are frequently touched. This will include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops).
- Use all cleaning products according to the directions on the label. For disinfection most common EPA-registered household disinfectants will be effective. Examples of frequently touched areas in schools:
 - Classroom desks and chairs
 - Lunchroom tables and chairs
 - Door handles and push plates
 - Handrails
 - Kitchens and bathrooms

- Light switches
- Handles on equipment (e.g. athletic equipment)
- Buttons on vending machines and elevators
- Shared telephones
- Shared desktops
- Shared computer keyboards and mice
- Drinking fountains
- School bus seats and windows
- Sanitize bathrooms daily, or between use as much as possible, using [protocols outlined by the Environmental Protection Agency \(EPA\)](#).

Additional Considerations

WLB will:

- Regarding bathrooms:
 - Avoid crowds by limiting the number of students who can enter at a time.
 - Designate staff members to enforce limited capacity and avoid overcrowding.
 - Consider purchasing no-touch foot pedal trash cans, if possible.
 - Prop doors open to avoid touching handles.
- As it relates to drinking fountains will clean and sanitize but encourage staff and students to bring their own water to minimize use and touching of water fountains.
- Make hand sanitizers available at the school bus entrance for each student to use when boarding. Similarly, students will be required to wear face coverings while riding on the bus if social distancing or physical barriers cannot be maintained.
- Make sure buses are cleaned and sanitized. For WLB, all transportation services are provided by Shore Regional.
 - Shore and WLB will develop a cleaning/sanitizing checklist to be completed by the personnel responsible for the cleaning. The checklist serves two purposes: 1) providing a roadmap for the steps that need to be taken to properly clean and sanitize the bus; and 2) certifying that the process has been completed as required.
 - The procedures will identify sanitizing agents that will be used and should be limited to products included in the U.S. Environmental Protection Agency's list of products that have shown to be effective against COVID-19.
 - These procedures will likely include two stages: cleaning, which removes dirt and germs from surfaces, and disinfecting, which kills germs on surfaces that remain after cleaning.
- Develop a process for the routine cleaning and disinfecting of furniture, accounting for the materials used in furniture in each school building.
- Provide EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use.
- Ensure adequate supplies to support cleaning and disinfection practices.
- Ensure safe and correct use and storage of cleaning and disinfection supplies, including storing products securely away from children, and ensuring appropriate ventilation so students and staff are not exposed to toxins or fumes.
- Clean and disinfect a school building after a person has been identified as COVID-19 positive:
 - WLB will implement short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures:
 - Close off areas used by a sick person and do not use before cleaning and

disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible.

- Open outside doors and windows to increase air circulation in the area.
- Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.

See [Appendix B](#) for additional resources regarding *Facilities Cleaning and Practices*

Critical Area of Operation #8: Meals

Anticipated Minimum Standards

When the cafeteria or group dining areas are used.

WLB will:

- Stagger times to allow for social distancing, and clean and disinfect between groups.
- Discontinue family style, self-service, and buffet.
- Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined [here](#) by the Environmental Protection Agency (EPA).
- Space students at least six feet apart.
- Require individuals to [wash their hands](#) after removing their gloves or after directly handling used food service items.

Additional Considerations (See Appendix G for how WLB will provide meals to all students whether in/out of school.)

WLB will:

- Consult the New Jersey Department of Agriculture for additional information regarding compliance with Child Nutrition Program rules and regulations.
- Serve meals in classrooms, grab/go, or outside when possible instead of a group dining area.
- Serve individually plated meals or meals in pre-packaged boxes or bags.
- Ensure students are not sharing food.
- Use disposable food service items (e.g., utensils, dishes).
- Encourage proper hand washing before and after eating meals.

Please note: Breakfast and Lunch will be available for students through pre-ordering grab/go service only during our half day sessions to start the year.

Critical Area of Operation #9: Recess/Physical Education

Anticipated Minimum Standards

WLB will:

- Provide recess for in-school students (20 minutes) during breaks and remote opt out learners through their afternoon instructional activities.
- Stagger recess. If two or more groups are participating in recess at the same time, they will have at least 6 feet of open space between them.
- Use cones, flags, tape, or other signs to create boundaries between groups.
- Always wash hands immediately after outdoor playtime.
- Stagger the use of playground equipment and establish frequent disinfecting protocols.
- 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 for social distancing).

- Close locker rooms to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
 - 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.
- Mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment) and do not allow sharing of equipment. If equipment must be shared, clean and disinfect between each use.
- Designate specific areas for each class during recess to avoid cohort mixing.

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

Anticipated Minimum Standards

WLB will:

- Adhere to all applicable social distancing requirements and hygiene protocol during any extra-curricular activities.
- Require any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

Additional Considerations

WLB will:

- Maximize the use of technology and online resources to continue some extra-curricular activities without additional person-to-person contact.
- Restrict use of facilities.
- 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.
- Consider canceling field trips, assemblies, and other large gatherings.
- Cleaning/disinfecting schedule may not allow for in-person gatherings outside school hours.

1a. Academic, Social, and Behavioral Supports

Ensuring staff and students' physical health and safety is only the first step to optimizing conditions for learning. The remainder of this section describes academic, social, behavioral supports that WLB will implement through the Regional Curriculum/Instruction committee, school based counseling and CST teams to embed and unlock educator capacity to teach and student capacity to learn, including:

- Multi-tiered Systems of Support,
- universal screening,
- collaborative problem-solving teams,
- family engagement,
- data-based decision-making,
- wraparound supports,
- mental health supports,
- primary health and dental care,
- family engagement,
- academic enrichment/expanded after-school learning,
- mentoring,
- food service and distribution, and
- quality child care.

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

WLB understands the important role of climate and culture, more specifically, social and emotional learning (SEL) and how critical it is in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. WLB counseling/administrative teams will concentrate on implementing SEL guidelines within the district for staff and students. Counseling of students will include individual, small group and push in during classroom meetings. Mindfulness activities will be included into the classroom curriculum as well as provided for staff.

Educator Well-Being

It is important that WLB thoughtfully plan for how to best support the well-being of our staff. As educators' social-emotional state improves, we will better be able to support the social-emotional well-being and learning needs of their students. WLB must account for the well-being of our staff within the reopening plan. While there are no anticipated required minimum standards for educator well-being, WLB will contemplate the considerations outlined below as part of our plan.

Considerations

WLB counseling and administrative teams will:

- Provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support that promotes their healing.
- Support educators' access to mental and behavioral resources and encourage them to utilize these services.
- Create opportunities for staff to regularly practice and reflect on their social and emotional competencies.

See [*Appendix B*](#) for additional resources regarding Educator Well-being.

Trauma-Informed Social and Emotional Learning

WLB will organize and prepare for the next school year acknowledging the potential trauma that staff and students have faced during the COVID-19 school closures. The full impact of the pandemic and the collateral consequences from isolation, fear, and economic hardship have yet to be fully realized. In addition, students and staff returning for the 2020-2021 school year will be faced with new and intimidating routines and circumstances. We will address these challenges head-on to ensure that social and emotional learning are infused into everyday school life.

According to [Teaching Tolerance](#), now more than ever we will focus on:

- Establishing routines and maintaining clear communication;
- Prioritizing relationships and well-being over assignment and behavioral compliance, and
- Supporting students and staff in feeling safe, connected, and hopeful.

WLB strongly believes that the return to school will benefit from a data-informed and coordinated implementation of quality SEL programming. While there are no anticipated minimum standards, WLB will make every effort to adhere to within our reopening plan, the considerations below outline actions we seek to incorporate into our plan.

Actions to consider first:

WLB counseling and administrative team will:

- Make deliberate efforts to communicate the importance of SEL and how it relates to student success in our school or district to students and families.
- Consider staffing needs that would be most appropriate in addressing the trauma and social and emotional well-being of our students as they return to school. WLB will examine the flexibility of their available funds to hire qualified individuals (extra counselor) that can support these needs.
- Facilitate opportunities for connection and reflection among students, families, and staff. It is critical that WLB make time for these conversations and ensure that students' voices are heard. These meetings may shed light on opportunities to highlight SEL strategies that were effective in supporting and engaging students in our schools during the COVID-19 pandemic as well as areas where our schools committed to improving.

Actions to consider prior to school opening:

WLB counseling and administrative team will:

- Provide professional development to support educators':
 - Integration of SEL in their teaching, including the skills to foster positive learning environments and techniques for embedding SEL into instruction (in-person and remote and/or virtual instruction).
 - Understanding and utilization of trauma-informed practices.
 - Protocol for identifying and supporting students who may be experiencing social-emotional, behavioral, and mental health challenges.
- Establish systems that promote supportive staff-student relationships to ensure that all students have at least one caring staff member who checks in regularly with them and their family and is able to connect with any needed support.
- Be proactive in preparing access to mental health and trauma supports for adults and students, which may include establishing partnerships with outside entities and agencies. Planning should include the methods for continually conveying information on how to access both school and community support to students, staff, and families in all learning environments (in-person, hybrid, and virtual).

Actions to consider once the school year begins:

WLB counseling and administrative team will:

- Create opportunities for staff and students to regularly practice and reflect on their social and emotional competencies. Consider instructional strategies that best work for our school's context (i.e. small group mentoring, brain breaks).
- Have careful conversations with staff and students to discuss the past, current, and future impacts of COVID-19 on themselves and the world around them.
 - Topics that we may consider include but are not limited to:
 - Potential increases in bullying behavior;
 - Grief, loss, and trauma;
 - Mental health and supportive behaviors;
 - Bias, prejudice, and stigma;
 - Preparedness, hope, and resilience; and
 - Fear and anxiety.
- Staff will be trained as necessary, and our schools will be prepared to support both staff and students that may feel unnerved by these topics or conversations.

- Our Schools will be prepared to support an influx of students who may need counseling support.

See **Appendix B** for additional resources regarding **Trauma-Informed Social and Emotional Learning**.

School Culture and Climate

Creating a positive school climate and culture will address the issues raised by the COVID-19 pandemic and improve the conditions for learning for all students in any of the in-person, hybrid, or virtual instructional models. To optimize the learning process, students and staff need to feel cared for, reengaged, and acclimated to the school community, so at WLB will deliver instruction most effectively. In order to improve our school culture and climate, WLB will through the counseling services/administrative teams:

- Prioritize the health and emotional well-being of staff and students above all else;
- Assess the school climate to identify vulnerabilities and plan to implement evidence-based strategies to address identified needs; and
- Plan to provide and sustain instruction on social norms, relationship building, and behavioral expectations beginning at the start of the school year.

See **Appendix B** for resources related to **School Culture and Climate**

See **Appendix C** for statute and regulations related to **School Culture and Climate**.

Utilizing the Strengths of Staff

While we are facing a “new normal” and as we work to support the academic, social emotional, and health needs of students, many of the strategies that will be applied to address these challenges are not new. WLB recognizes and empowers the strengths of staff and their significant role in the context of SEL. The listed considerations provide suggestions for thinking about how our school staff can support the action steps outlined in the section on trauma- informed SEL.

Actions to consider first:

- For the administrative team:
 - Utilize newsletters, the school website, and/or social media to continually communicate with families and staff about the application and importance of SEL.
 - Evaluate staff capacity and student needs when determining essential personnel for next school year.
 - Facilitate and/or host opportunities for students, staff, and families to connect and reflect.
- For student counseling support staff:
 - Provide school leaders and teachers with resources on SEL and trauma.
 - Connect with students and families to provide any needed supports.
- For teachers:
 - Embed SEL skills and strategies in remote learning with students. Provide students with opportunities to connect with other students (within learning and socially).

- Be aware of any changes in student behavior and report concerns pursuant to district policy.

Actions to consider a month before school opens:

- For the administrative team:
 - Evaluate school policies and protocols to ensure systems are in place to support students' social-emotional needs. Establish the vision of making sure all students have at least 1 caring staff member checking in on them.
 - Prioritize needed professional development for staff.
 - Collaborate with outside entities and agencies in order to establish partnerships to provide mental health and trauma supports to adults and students.
- For student counseling support staff:
 - Provide professional development to colleagues on areas of expertise and attend professional development to obtain greater understanding.
 - Support school leaders in establishing protocols for identifying and supporting students' social-emotional needs and provide training to school staff on utilizing protocols.
 - Take on a leadership role in supporting student-staff relationships and connections.
 - Support students and families with accessing school and community support and develop materials to communicate these services.
- For teachers:
 - Attend professional development to enhance skills and share strategies you have found to be successful with colleagues.
 - Continue to acquire resources/strategies which you may utilize to build strong, positive relationships in your class.
 - Familiarize yourself with any resources shared by school leaders or counselors to support students' social-emotional needs in the school and community.

Action to consider once the school year begins:

- For the administrative team:
 - Create opportunities for staff to regularly practice and reflect on their social and emotional competencies. Establish the expectation that all school staff should work to support students to do the same.
 - Provide school staff with training and support on facilitating difficult conversations and then empower them to engage students in these dialogues.
 - Ensure that systems are set-up to identify staff or students that may be struggling and best support their needs.
- For student counseling support staff:
 - Utilize strategies to promote the continual development of staff and student social and emotional competencies.
 - Provide support to teachers as they work to increase the social and emotional competencies of students.
 - Support teachers in having difficult conversations with students and provide assistance to students as needed.
 - Continually evaluate the systems to identify staff and student needs and make adjustments to best support the school community and individuals.
- For teachers:

- Utilize instructional strategies to continually promote the development of students' social and emotional competencies.
- Facilitate difficult conversations with students.
- Apply the school's protocol for identifying students who may be struggling and implement strategies recommended by the school counselor or other professionals.

See [Appendix B](#) for additional resources related to *Trauma-Informed Social and Emotional Learning*.

3. Multi-tiered Systems of Support (MTSS) – A Schoolwide Framework for Selecting, Delivering, and Evaluating the Success of Student Supports and Interventions

MTSS is a framework that WLB will use this fall to select and implement social and emotional, academic, behavioral, and wraparound supports and interventions necessary to maximize the conditions for learning at the school, classroom and individual student level. MTSS is the most recent iteration of Response to Intervention (RTI), and recognized as a systematic approach to prevention, intervention and enrichment in grades PK-12 for academics and behavior ([NJTSS Guidelines](#), [RTI Network](#), [Pyramid Model](#)).

MTSS offers our schools a research-based structure to implement required intervention and referral services (I&RS). MTSS/RTI frameworks include screening and progress monitoring, formative assessments to determine where students are relative to key skills at the beginning of the school year, and how they are responding to instruction and various interventions. A combination of screening, remote or in-person, at the beginning of the year with an individual student referral system active throughout the year, offers educators and families a mechanism to identify individual students who need extra support. In order to meet those needs, WLB may need to expand the array of academic and social emotional support and interventions available within the school and the community.

MTSS identifies the following four components as critical for effectively reopening schools: 1) Universal screening; 2) Collaborative problem-solving teams; 3) Family engagement; and 4) Data based decision making to include progress monitoring.

See [Appendix B](#) for additional resources regarding *MTSS*

Universal Screening

There are two important considerations with respect to utilizing screening data to drive instructional decisions as our schools reopen in the fall: 1) the logistics of administering screening assessments and 2) the validity of screening outcome decisions. We need to convene our school-based data or curriculum teams for English language arts and mathematics to determine if screening tools for the fall are adequate and can be administered both in person and remotely. WLB will also ensure that all students have access to a device with internet access and with the necessary software and hardware installed for online screening tools.

See [Appendix B](#) for additional resources regarding *Universal Screening*

Collaborative Problem-Solving Teams

Collaborative problem-solving teams, or data teams, are groups of administrators; general, special education, and bilingual/ESL teachers; service providers/interventionists; and other staff with complementary expertise who guide the use of data to inform decisions about instruction and intervention at each support tier. WLB will ensure that these teams are inclusive and representative and that members are trained in online collaboration programs.

See [Appendix B](#) for additional resources regarding Collaborative Problem-Solving Teams

Family Engagement

WLB will seek to actively include families and students in the decision-making process, teams, and meetings regarding interventions and supports. There will be ongoing consideration of families' capacity to provide in-home support for students and the provision of support or accommodations that may be necessary to facilitate family participation.

See [Appendix B](#) for additional resources regarding Family Engagement

Data-Based Decision Making

Data-based decision making involves systematic analysis of data through the Regional Curriculum and Instruction and Pupil Personnel Services Teams within multiple levels of instruction and interventions to identify students' strengths and areas of need, appropriate interventions and determine the effectiveness of interventions. In each school building, WLB will implement a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs.

See [Appendix B](#) for additional resources regarding Data-Based Decision-Making

4. 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. The well-trained WLB collaborative curriculum, instruction and counseling teams are responsible for these wraparound supports and determining student and family needs, coordinating services, and providing additional resources to the students and families. Wraparound services often include:

- Mental health supports;
- Primary health care and dental care;
- Family engagement, including adult education;
- Academic enrichment, expanded after-school learning time, and/or summer programming; and
- Mentoring.

Mental Health Supports

Feedback from educators, parents, school administrators, mental health professionals, and students suggests that COVID-19 will have significant psychological and emotional impacts on students. These impacts may be caused by the loss of teachers, administrators, peers, and/or family members to the virus, difficult living situations due to financial stress, emotional and physical abuse, and unprecedented disruption to social interactions with peers. Without the support necessary to manage these stressors, students may struggle to meet their academic goals.

As WLB prepares for the 2020-2021 school year, it is important to establish procedures for identifying students in need of individualized mental health interventions. WLB will consider using a mental health needs assessment tool such as the [SHAPE System](#) or another similar tool to identify needs and gaps in supports for all students.

WLB's approach to student mental health supports will be affected by the learning environment in place at the beginning of the school year. If in-person instruction is not feasible, we will find other ways to assess and monitor students' mental health. Below are tiered recommendations for implementing student mental health supports.. The WLB administrative and counseling teams will consider:

- **Tier 1 – Prevention and Universal Supports for All Students and Families**

WLB will:

- Provide access to resources to self-care, self-help, parent supports, and psychoeducational information.
- Continue to utilize a trauma-sensitive and culturally responsive approach to student engagement and support.
- Continue or develop efforts to provide Social and Emotional Learning (SEL) programming.
- Consider planned check-ins with teachers and parents to assist in identifying at-risk students.
- Share information with parents and educators regarding how to identify when a student may be struggling with a mental health issue.

- **Tier 2 – Establishing more intensive supports (in addition to Tier 1) that can be provided to students who are identified as at-risk for mental health and/or substance abuse**

WLB will:

- Consider utilizing existing staff (School Psychologists, Social Workers, and/or school counselors) to provide support for students who are identified as needing assistance.
- Connect families with local community providers, county resources, and other organizations to enhance Tier 2 and 3 supports (see resources below).
- Proactively reach out to the Care Management Organization in your County to establish connections to better support families who may be receiving or in need of Tier 2 or 3 supports outside of school.
- Explore higher education partnerships (school psychology and/or social work programs) to assist with the further development of mental health curriculum resources and supports.

- **Tier 3 – Individualized and intensive support for students who are identified as needing mental health and/or substance abuse interventions**

WLB will:

- Consider the school district's capacity to provide students with individualized counseling, monitoring of progress, and therapeutic support through existing programs and current staff..
- Collaborate with local community providers, county resources, and other organizations to enhance Tier 2 and 3 supports (see resources provided in [Appendix B](#)).
- Connect students and parents to individual counseling, family therapy, out-patient programs, or addiction services as needed.

See [Appendix B](#) for additional resources regarding Mental Health Supports.

Primary Health and Dental Care

The American Academy of Pediatrics (AAP) has released guidelines for well-child visits and such visits should continue throughout the COVID-19 pandemic. WLB will coordinate referrals to government agencies such as the NJ Department of Children and Families and the Department of Human Services as well as local community health care providers and maintain lists of resources for families seeking access to healthcare programs, such as NJ Family Care, NJSNAP, NJHelps, Federally Qualified Health Clinics, and dental clinics. In preparation for the 2020-2021 school year, we will reinforce and adjust screening processes to identify students who may have had unaddressed health or dental needs during the COVID-19 pandemic. Additionally, WLB will consider the following:

- School physician may be utilized in addressing the needs of students in both remote and hybrid scenarios.
- Engage school nurse in planning to meet the physical health, dental, and mental health needs of students in virtual, hybrid, or in-person school environments.
- Reinforce and adjust screening processes to identify students who may have had unaddressed health or dental needs during the COVID-19 pandemic.

See [Appendix B](#) for additional resources regarding Primary Health and Dental Care.

Family Engagement

A key component of successfully reopening schools is meaningful family engagement. As WLB leadership teams look to return to in-person instruction, engaging parents and families in meaningful ways throughout the transition will create a more collaborative and successful path forward. Throughout reopening, it is important to connect students and families to wraparound services that will be critical in the upcoming academic year such as health care, mental health supports, child care, after-school enrichment programs, and other services to meet day-to-day needs.

In conducting family engagement, WLB will consider the following:

- Administer a survey to parents to assess the needs of families during the reopening phase.
- Involve parents/guardians in district- and school- level planning teams. Communicate plans in writing, based on demographics outlining our plan for the upcoming academic year, including our expectations for students and families.
- Establish, strengthen, or continue valuable partnerships with municipal recreation departments

and adult education programs, local community service organizations, non-profits, businesses, cultural organizations, religious organizations, and state agencies.

- Utilize county-based resources such as the Children's Interagency Coordinating Council to assist in making connections to organizations serving the local community.
- Conduct virtual home visits during the pandemic as a way for teachers, counselors and administrators to learn more about the families of their students.

See [Appendix B](#) for additional resources regarding Family Engagement.

Academic Enrichment/Expanded After-School Learning

WLB receives funding through ESEA Title programs that provide after school academic support, and/or summer programming. WLB will also provide extended learning opportunities that will need to be adjusted to meet student needs starting in September 2020.

Additionally, WLB will establish, strengthen, and continue partnerships with local organizations and utilize county-based resources for afterschool, enrichment, and summer learning such as the [New Jersey Child Care Resource and Referral Agency](#).

See [Appendix B](#) for additional resources regarding Academic Enrichment, Expanded before school and afterschool learning.

Mentoring

Mentoring is another wraparound service shown to improve academic success and overall well being. WLB will continue to establish, strengthen, partnerships with community organizations that provide mentorship opportunities for students, whether in-person or through remote mentorship. Additionally, districts can consider utilizing resources at the [National Mentoring Resource Center](#) to start in-school mentoring programs.

See [Appendix B](#) for additional resources regarding Mentoring.

5. Food Service and Distribution

Food security remains an ongoing concern for the reopening of schools. WLB continues to grapple with the following: figuring out ways to provide student meals during alternate school schedules; staffing and budgetary concerns; innovative and creative ways to serve meals, especially when spacing is an issue, and food management contracts. Additionally, we will need to contend with health and safety guidelines that will modify or limit the ways in which meal service(s) have traditionally been delivered. WLB will provide during the initial stages of this Plan feeding students on a grab and go basis for breakfast and lunch. We will also follow all health and safety guidelines outlined within the CDC and DOH.

See [Appendix B](#) for additional resources regarding Food Services and Distribution

See [Appendix G](#) for how WLB will provide meals to all students whether in/out of school

6. Quality Child Care

As WLB moves through the Governor's stages of economic restart, the number of families requiring child care may increase. Child care may be needed at times, particularly in instances where our schedules are modified or staggered which may increase the likelihood that families that otherwise would not utilize child care will now require it.

All child care providers, whether licensed or operated in schools, will be required to follow the guidelines issued by NJDCF and NJDOH. The NJDOE's Office of Preschool (OSP) in the Division of Early Childhood Education (DECE) will continue in its efforts to ensure quality preschool programs are supported as they reopen. This section provides guidance on adapting child care systems to address the needs of additional children in a hybrid learning environment, and on providing staff, children and families with possible access to services to address the trauma they may be experiencing. Links to DHS and DCF resources are also included.

WLB will consider the following steps in incorporating child care into our reopening process.

- Involve our contracted child care provider (The YMCA is in our district providing before/after care) in some of our leadership and planning meetings.
- Communicate our school's staggered or modified schedule to all licensed child care providers in our area, so they can plan accordingly, and make the list of providers available to families.
- Anticipate that children will need additional social emotional support and coping strategies during drop-off and throughout the day, particularly children who are in an unfamiliar setting with new peers and new adults.
- Partner with health care providers in the community to ensure families have access to health and wellness services to address and process trauma.
- Plan before and after in-district holding areas for parents who need to drop-off their children early or need child care after school.

Please note: A child care provider (YMCA does before/after care at WLB) will provide basic care at an affordable cost for WLB students until 3 pm. After 3 pm students/families can continue to enroll in the YMCA Before/After Care program at WLB.

See [Appendix B](#) for additional resources regarding Quality Child Care.

B. Leadership and Planning

This section references guidance, requirements, and considerations regarding district and school-wide logistical and operational issues with which our administrators will contend in planning to reopen schools.

Throughout this section, provisions marked "Anticipated Minimum Standards" describe anticipated leadership and planning impacts so that we can work from a set of established statewide standards.

Anticipated Minimum Standards

- WLB has developed a reopening plan. Collaboration was critical to the development of this reopening plan. Therefore, we established a Restart Committee that included district and school-level administrators, members of the local boards of education, members of the local education association, and a diverse set of content experts, educators, and parents. The Restart Committee will work closely with the Pandemic Response Team, Local Health Department, and others in municipal and county government as necessary to develop the district plan.

- The Restart Committee and Pandemic Response Team will help inform policies and procedures as outlined below.
- As we keep equity at the forefront of school reopening efforts, our Restart Committee will reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
- Our Restart Committee has 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.

Requirements to Reopen: Knowns and Unknowns

This subsection presents a user-friendly summary of what the NJDOE knows and what remains to be seen regarding the obligation of WLB for in-person instruction in the 2020-2021 school year:

What We Know

The public health data and trends as it currently stands support the reopening of schools for in-person operations in fall 2020.

Absent a shift in the public health data, schools and districts must re-open for **modified** in-person instruction and operations at the beginning of the 2020-2021 school year, in accordance with the guidance and standards described in this plan.

Pursuant to this plan, and the health and safety standards contained herein, many schools and districts will have to operate school buildings at reduced capacity. This might necessitate the **establishment of “hybrid” learning environments**, where schools and districts deliver both in-person and remote services.

Districts need to be prepared to pivot to remote instruction at any time during the 2020-2021 school year.

As a result, WLB will keep in mind the following overarching considerations when developing our reopening plan:

Operational Areas of Readiness to Reopen: WLB will

- Prepare buildings and grounds, including but not limited to disinfection, revised access and circulation patterns, and add signage;
- Create a Pandemic Response Team with diverse representation from the school community to plan for re-opening;
- Prepare students, staff, and families via clear, continuous communication with the school community;
- Adopt contingency plans for emergency operations in the event facility closure becomes necessary; and
- Engage stakeholders to collect input and feedback on plans and policy changes.

What We Do Not Know

The nature and extent of future shifts in the public health data related to vulnerability to COVID-19.

Whether shifting public health data will require any modifications to the standards and guidance described in this plan.

Local circumstances and constraints: WLB will have to plan schedules and other areas of operation in a manner that meets students' local needs and complies with the standards set forth in this guidance.

Our schools may be required to close for in-person instruction and transition back to entirely remote programs at some point in the 2020-2021 school year due to shifting public health data.

Pandemic Response Team (PRT)

This section discusses establishment of a school-level “Pandemic Response Team” as a method for WLB to help centralize, expedite, and implement COVID-19-related decision-making.

Establishment of a Pandemic Response Team

***See Appendix C for statutes and regulations related to Pandemic Response Teams.
See Appendix D for members of the PRT.***

Anticipated Minimum Standards

WLB will establish a school-based Pandemic Response Team that has representatives in each school to centralize, expedite, and implement COVID-19-related decision-making. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.

Members of the school PRT will include a cross section of administrators, teachers, staff, and parents.

Our schools have existing crisis response teams, those teams will help serve as sub-committees to the Pandemic Response Team. Most members on the Restart Committee will also serve on the Pandemic Team. This Pandemic Response Team will help to support all planning, management, and decision-making related to the school’s COVID-19 response actions. Our Pandemic Response Team will be comprised of, at a minimum, the following members, if applicable:

- School principal
- Teachers
- Child Study Team or Director of SE
- School Counselor or mental health expert
- School Nurse
- Teachers representing each school
- School safety personnel
- Members of the school safety team
- School Business Administrator
- Parents

The Pandemic Response Team will be responsible for:

- Overseeing each school’s implementation of the district’s reopening 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.
- Reviewing school level data regarding health and safety measures and the presence of COVID19 and reporting that data to the district as required.
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posted by COVID-19.
- Providing necessary communications to the school community and to the district.
- Creating pathways for community, family, and student voices to continuously inform the Team’s decision-making.

Additional Considerations

The Pandemic Response Team will meet regularly and provide the community with timely updates and any changes to protocols. The team will ensure accurate, timely and transparent information is shared within the school community.

See Appendix B for additional resources related to Pandemic Response Teams.

Scheduling

The impact of the COVID-19 pandemic has required WLB to rapidly redefine their educational environments. Students and educators have been required to adapt to continually evolving circumstances while making every effort to maintain continuity of learning. As New Jersey continues to navigate the pandemic, our educational system must ensure that we can mitigate potential future impacts related to COVID-19 and maintain the ability to provide high-quality education to all students.

WLBs' reopening plan will account for resuming in-person (All-In) and remote instruction. Scheduling decisions were made by careful evaluation of the health and safety standards and the most up to date guidance from New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of our students. As WLB begins implementing in-person and remote learning models, we will also be prepared to shift back to all virtual learning models if circumstances change and those guidelines can no longer be met. We will share our scheduling plans with staff, families, and students at least four weeks before the start of the school year in order to allow families to plan child care and work arrangements.

Virtual learning will continue to be guided by P.L. 2020, c.27 and the WLB's updated emergency closure school preparedness plan if our 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. According to 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. WLB 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. The updated school calendar and schedule is posted on the district website.

Hours of instructional time are not defined as a student's time spent in front of a teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher. The NJDOE recommends WLB prioritize flexibility and creative planning to maximize opportunities to learn with considerations for what is developmentally appropriate for a student's grade level and accommodate the varying levels of parent or guardian support during at-home instruction.

Systems which support in-person, fully virtual and remote learning will serve as the foundation for the development of a strategic plan for delivering instruction to our students in alignment with the following core guiding principles:

- Lead with the health, safety, and wellness of students and staff as the top priority.
- Maintain the continuity of learning.
- Facilitate equity and ease of access to communications and resources.
- Flexibly accommodate the needs and varying circumstances of all learners.

- Incorporate educators, students, parents, and the school board and other community members in the local community into the entire analysis and planning cycle.

The NJDOE/WLB recognizes that a one-size fits all plan to accommodate All-In or remote learning is neither feasible, nor appropriate, and is committed to supporting school leaders in developing their plans to reopen schools. Our plan will enable all students to have access to high-quality in-person/hybrid instruction that also prepares for the possibility of a return to all virtual instruction should the need arise. WLB also will meet the needs of their special populations in alignment with the [New Jersey Specific Guidance for Schools and Districts](#) regarding student accommodations. Our reopening plan, special populations will require unique considerations to ensure the continuity of learning as well as the health and safety of students and staff within the least restrictive learning environment.

- Special Education and ELL: WLB will provide its educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. We will continue ensuring that students receive individualized supports that meet the requirements of the IEP and 504 Plans.
 - 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.

WLB will accommodate its educators teaching both in-person and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in the classroom receive instruction.

WLB will make every effort to:

- Provide teachers common planning time.
- Ensure that 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.
- 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 WLB to evaluate instructional activities based on what is developmentally appropriate for each grade band:
- Cohort Model: WLB will Identify certain small groups and keep them together (cohorting - predominantly in the MS) to ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children). We will limit mixing between groups if possible. This includes scheduling to accommodate cohorts of students to have recess and lunch together, passing time together, etc. or rotating teachers instead of students in order to reduce contact. The Cohort Model can also be utilized to facilitate remote instruction.

WLB School Schedule is as follows:

The Restart Committee and the Board approved the “All-In” schedule. This schedule includes all students returning to school on an abbreviated half day schedule (except for those students who opt-out for remote). In an effort to maintain social distancing, there will be a reduction in class sizes that will be accomplished by adding extra sections as needed. An abbreviated half-day schedule will be

implemented inclusive of electives and specials. All students will be in attendance from Monday through Friday... Breakfast and Lunch will be available for students through pre-ordering grab/go service only. We will maintain social distancing guidelines.

Remote Home Option – Parents will be provided a choice for the virtual instructional opt out option. The “WLB Schools Online” (a structured, scheduled, virtual school choice) is for those families who need or want a virtual-only model for the 2020-2021 School Year. Parents/students who choose this remote only option are bound to a one full marking period limit. Distance learning for students who opt out (see below) can participate in virtual live learning sessions with a WLB teacher as appropriate and available. A student participating in this fulltime remote learning option will be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs.

See Appendix H for the All-Inclusive and Remote Opt-Out Schedule.

Implementation Strategy as it relates to the schedule

- **Communication:** WLB will present clear and consistent communications with stakeholders are vital to successful schedule implementation. We will establish a single point of contact (principal and/or superintendent) for information and ensure that it is regularly maintained, to ensure that messaging remains clear to all stakeholders. Recognizing that flexibilities in implementation the schedule comes with unique challenges.
- **Attendance:** WLB will consider creative, flexible solutions in attendance monitoring.
- **Access to Technology:** Supplement gaps in student access to devices and internet connectivity. WLB will deploy available devices to students without technology or connectivity to avoid exacerbating existing achievement gaps to the greatest extent possible. WLB will consider making tools and resources platform-agnostic to increase access to resources for students who may not have dedicated devices for virtual learning.
- **Professional Development:** WLB will provide accelerated PD to our educators focusing on pedagogical aspects of online learning and tailored to the educational technology employed by our school system.
- **Feedback Loops:** WLB will create mechanisms for administrators, educators, students, and parents to communicate the reality of what is working well and what can be improved.
- **Contingency Planning:** WLB will consider the needs of medically vulnerable students and staff, P-2 learners, and learners with special needs when developing plans for hybrid virtual and in-person instruction.
- **School Personnel:** WLB will establish contingency plans and alternate schedules that address potential shortages in staff. We will strategize around scheduling that would allow for staff to support their virtual and in-person student populations sustainably.
- **Access to Supports:** WLB will establish contingency plans to enable school supports such as Nurses, Counselors, SEL, meals, etc.
- **Class Schedules:** WLB will establish schedules for multiple scenarios of developmentally appropriate instruction per grade band.
- **Accommodations (students and staff):** WLB will leverage technology to provide flexibility and accommodations to address a variety of learning and health needs.

See Appendix B for additional resources regarding Scheduling.

Staffing

When making staffing scheduling and assignments, WLB 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 law. Additionally, prior to finalizing any COVID related changes for the 2020-21 school year, WLB will also consult with the local bargaining units and legal counsel.

This section provides descriptions for pre-service, instructional, and non-instructional educators that will be crucial to student success based on research and best practices. The guidance also provides recommendations for how WLB might deploy staff to design and deliver instruction and assess students in hybrid and virtual learning environments. WLB will identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.

As schedules are adjusted, our staff will maintain quality instruction for our students and abide by the minimum requirements set forth in NJDOE regulation.

Additional staff will be needed to implement this plan. Additional sections will be created in each grade level as a result of reduced class sizes due to complying with distance learning and social distancing.

See [Appendix B](#) for additional resources regarding Staffing.

See [Appendix C](#) for regulations related to Staffing.

In-person and Remote Learning Environments: Roles and Responsibilities

In a fully in-person or remote learning environment WLB 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.

Instructional Staff Will:

- Reinforce social distancing protocol with students and co-teacher or support staff.
- Limit group interactions to maintain safety.
- 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 settings.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress.
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- Instruct and maintain good practice in digital citizenship for all students and staff.

Mentor Teachers Will:

- Plan for “in-person” contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- 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.
- Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
- Continue to maintain logs of mentoring contact.

Administrators:

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 (See Scheduling section).
- 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.
- Hone collaboration, cooperation and relationship building skills using alternative methods to remain connected to virtual instruction.
- Define and provide examples of high-quality instruction given context and resources available.
- Assess 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 they return to school.
- 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 student’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.
- Create and communicate realistic student schedules to increase student engagement and accountability for both in-person 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 Preschool Director/Principal is involved in the planning so development activities and supports are in place for Preschool and supports transition to kindergarten.

Educational Services Will:

- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.
- 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.
- Plan for the completion of course requests and scheduling (secondary school).
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.
- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

Support Staff:

Paraprofessionals that usually serve in physical classrooms supporting students and teachers may also provide support in the virtual environment, especially for struggling students, those with special needs, English language learners, and those that need additional support at home. Paraprofessionals may:

- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- 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.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.

Substitutes May:

- Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
- Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- Identify areas where additional staff may be necessary: school nurses, counselors, school psychologists.

Educator Roles Related to School Technology Needs

To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, WLB will:

- 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.
- Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
- To the extent possible, provide district one-to-one instructional devices and connectivity.
- Prior to the start of the school year, we will make every effort to provide district email addresses for grades K-8 and access to online platforms.

Student Teachers:

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

- Survey potential student teachers over the summer to determine technology needs/access.
- Provide district loaner devices (where possible) or work with partner institution to provide loaner device.
- Prior to the start of the school year, provide district email addresses and access to online platforms.
- Train student teachers to use technology platforms.
- Communicate district expectations/guidelines regarding professional online etiquette/ interactions with students.

WLB will consider how to efficiently and effectively utilize student teachers. Student teachers will:

- Obtain a substitute credential to gain the ability to support students without supervision as needed.
- Lead small group instruction (in-person to help with social distancing).
- Co-teach with cooperating teacher and maintain social distancing.
- Manage online classrooms for asynchronous hybrid sessions while cooperating teacher teaches in-person.
- Implement modifications or accommodations for students with special needs.
- Facilitate one-to-one student support.
- Lead small group instruction virtually while the classroom teacher teaches in-person.
- Provide technical assistance and guidance to students and parents.
- Develop online material or assignments.
- Pre-record direct-instruction videos.
- Facilitate student-centered group learning connecting remote and in-person students.

WLB will also be prepared to navigate additional staffing concerns and topics and may also consider:

- Developing and communicating a plan of accountability that identifies how teachers will monitor and assess student performance.
- Developing a plan to leverage community organizations, community partners, or volunteers to support families outside of the school building.
- 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.
- Increase the need for all staff to address student trauma, social emotional learning, and digital citizenship.

Athletics

Please know all sports in WLB are suspended until further notice. We will review status starting on October 1st. However, when WLB resumes we will follow phase 1 of NJSIAA guidance as listed:

<https://www.njsiaa.org/sites/default/files/document/COVID-19%20Phase%201%20Guidelines.pdf>.

Eventually, WLB will follow Phase 2 but not at this time. Listed below are the athletic guidelines for Phase 2.

<https://www.njsiaa.org/sites/default/files/document/COVID-19%20Phase%202%20Guidelines.pdf> . We

will also consider incorporating NJDOH and CDC guidelines as listed below. • NJDOH Guidance on Sports Activities

https://www.state.nj.us/health/cd/documents/topics/NCOV/COVID_GuidanceForSportsActivities.pdf •

CDC Considerations for Youth Sports

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html>

C. Policy and Funding

WLB has closed the FY20 budget year and have already finalized the FY21 budget. Because of the timing of the budget process, many of the activities listed below have not been factored into either budget year.

This section will address the following WLB policy and funding related activities by:

- Providing guidance and supports on the most effective and impactful use of federal funding and flexibility;
- Continuing advocacy at the state level, particularly around additional resources to address the economic impacts of COVID-19;
- Sharing strategies to mitigate the impact of projected budget shortfalls;
- Reviewing literature from across NJ to glean evidence-based practices that can be situated within the context of WLB public schools; and
- Engaging in stakeholder conversations to gather feedback to further grow our understanding of what is needed for WLB schools to reopen.
- Except where otherwise indicated, the provisions of this section are “Additional Considerations” that may help WLB in considering ways to adhere to the anticipated minimum reopening standards.

The revised/new policies that the board is approving that relates to the COVID-19 guidelines are -- 1250 Visitors; 3510 Operations and Maintenance; 3541.33 Transportation Safety; 5141.2 Illness/Contact Tracing; 5141.3 Health Examinations and Immunization – PPEs/screening, symptoms, preparedness, notification; and 6173.1 Remote Learning. These policies were updated to include COVID-19 updates of compliance. All five policies are posted on the district website.

School Funding

The COVID-19 emergency has raised many questions and challenges regarding the WLB budget and existing educational policies and practices. The anticipated decline in state and local revenue coupled with the institution of social distancing protocols has resulted in WLB considering how to best reallocate existing revenue as well as the efficient deployment of new federal funds to support the continuance of instruction in the fall. Our existing budget and fiscal accountability policies and practices will need to be adjusted over the coming year to accommodate social distancing, virtual learning, or other requirements that arise in the post COVID-19 educational environment. Additionally, WLB will need to maintain operational flexibility to allow for pivoting among different instructional models based on how the infection spreads in New Jersey over the course of the 2020-2021 school year.

This section aims to provide guidance regarding obtaining the maximum amount of WLB available revenue, minimizing expenditures, and fiscal planning in the face of considerable uncertainty. WLB will analyze each of these federal and state grants and apply where we are eligible as listed below to offset some of the additional costs related to combating this pandemic within our school district.

Elementary and Secondary School Emergency Relief Fund

The federal “Coronavirus Aid, Relief, and Economic Security” (CARES) Act established the Elementary and Secondary School Emergency Relief (ESSER) Fund to provide direct money to school districts

and provide funding to support areas impacted by the disruption and closure of schools from COVID-19. The CARES Act authorizes expenditures that are more directly related to the current health emergency, including purchasing educational technology to support remote instruction, supplies for cleaning and sanitizing buildings, and supplemental instructional programs. WLB will take advantage of monies allocated for our use through CARES that will address specific needs related to implementing the Recovery Plan.

Considerations

- WLB will view this federal funding as one-time, non-recurring revenue, and will consider dedicating these resources to non-recurring expenditures or replacing a short-term loss in revenue.

See [Appendix B](#) for additional resources regarding the Elementary and Secondary School Emergency Relief Fund

Federal Emergency Management Agency – Public Assistance

The Federal Emergency Management Agency (FEMA) administers the Public Assistance program, which provides financial assistance to eligible applicants for a portion of costs incurred in responding to a declared emergency. Due to the COVID-19 pandemic, such an emergency declaration was made for the entire country on March 13, 2020.

WLB may [apply for assistance](#) through the [website](#) maintained by the New Jersey Office of Emergency Management. While there is currently no deadline for applying under the current emergency declaration, WLB is reviewing this grant to determine whether we are eligible for funds to combat the coronavirus.

Considerations

- Examples of eligible costs under this program include the purchase of personal protective equipment to protect against the spread of the virus and reasonable costs for disinfecting common areas.

See [Appendix B](#) for additional resources regarding Federal Emergency Management Agency – Public Assistance

State School Aid

WLB will use the most recent State aid figures for planning purposes, that information is not final, but represents a proposal that could be modified by the Legislature when it considers the extended FY20 budget, which must be adopted by July 1, and the FY21 State budget, which must be adopted by September 30. The NJDOE will provide more detailed accounting guidance after the appropriations act is adopted.

See [Appendix B](#) for additional resources regarding State School Aid.

Purchasing

WLB will need to purchase items not needed in the past (e.g., personal protective equipment or cleaning supplies to sanitize facilities) and experience increased demand for previously purchased goods and services (such as technology). Given the broad need for certain items, WLB may be able to

purchase items at a lower cost by either purchasing through an established State contract or through a cooperative purchasing consortium. WLB is collaborating to create new arrangements or use one that already exists (several educational services commissions operate cooperative purchasing programs). WLB will continue to abide by the provisions of the “Public Schools Contract Law,” N.J.S.A. 18A:18A-1 et seq.

When considering pursuing a cooperative purchasing arrangement, WLB will contact an [educational services commission](#) to determine if that entity offers a cooperative purchasing program.

Considerations

- When pursuing either a cooperative purchasing arrangement or purchasing under a State contract, WLB will carefully explore all available options to ensure that we are able to secure the lowest possible price for needed goods and services.
- WLB will review the [Department of Community Affairs Division of Local Government Services’ webpage](#) for information about options under Public School Contracts Law, including those issued on [emergency procurement](#) (including [supplemental emergency procurement guidance](#)).

See Appendix B for additional resources regarding Purchasing

Use of Reserve Accounts, Transfers, and Cashflow

As a result of the COVID-19 pandemic, WLB may encounter fiscal uncertainty with respect to possible disruptions in the receipt of anticipated revenues or unforeseen expenses. To the greatest extent possible, WLB may consider making expenditures from various accounts or over-budgeted line items to meet unanticipated costs and to manage their cash flow.

WLB may need to use funds on deposit in their emergency reserve accounts to finance unanticipated expenses that arise as a result of the COVID-19 pandemic. We would need the Commissioner’s approval to make a withdrawal from this account. Similarly, WLB may use the maintenance reserve for required maintenance pursuant to N.J.A.C. 6A:23A-14.2, freeing other funds to be used to meet other needs. As our budgetary needs and priorities shift, we may need to reallocate planned expenditures across different line item appropriations.

Additionally, WLB will be mindful that certain budget actions, such as withdrawing from the emergency reserve or making transfers that cumulatively exceed 10 percent of the amount originally budgeted, require the Commissioner’s approval. These requirements are statutory and cannot be waived by the NJDOE, and we will not presume that such approval will be automatic.

See Appendix B for additional resources regarding Use of Reserve Accounts, Transfers, and Cashflow.

Costs and Contracting

WLB does participate in the federal [E-rate program](#). Through our annual application process, we will continue to request funding support. WLB uses cooperative contracting when possible as it relates to purchasing.

WLB will consider the following when procuring technology items:

- There are supply chain delays/shortages for devices and hot spots due to the increased demand.
- Analyze the age and functionality of devices when budgets are developed.
- Ongoing maintenance and device replacements/refresh will need to be budgeted.

See [Appendix B](#) for additional resources regarding Costs and Contracting.

D. Continuity of Learning

It is the mission of the New Jersey Department of Education (NJDOE) and WLB to support our schools, and ensure all our staff and students have equitable access to high-quality education and achieve academic excellence. The New Jersey Student Learning Standards define what students need to know and be able to do and serve as the foundation of our high-quality educational system. By delivering standards-based curriculum and instruction using the results of standards-based assessments to customize and strengthen instruction, WLB will create a cycle of continuous improvement.

The Continuity of Learning section is tempered by the recognition that uncertainties remain regarding the degree to which WLB will be able to return students to brick and mortar education. Progress along the State’s multi-stage restart strategy will continue to dictate the broad parameters under which sectors of New Jersey’s economy and society may reopen, including WLB schools.

This section also anticipates the high likelihood that many students made less than one full year of academic growth during the 2019-2020 school year. The move to a fully virtual learning environment happened quickly and created significant challenges for our staff and students, particularly students already considered at-risk prior to the pandemic. WLB will work closely with our stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are better suited with 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.

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

Under the federal Individuals with Disabilities Education Act ([IDEA](#)) and New Jersey state special education regulations, students with disabilities are entitled to special education and related services, such as accommodations and modifications to instruction, speech-language services, occupational therapy (OT), physical therapy (PT), and counseling. Since the onset of virtual instruction, the NJDOE has engaged a variety of stakeholders, including educators, related service providers and advocacy groups to gain insight, share best practices, and consider policies to support districts in providing services to students with disabilities in virtual or hybrid learning environments.

Consistent with guidance from the United States Department of Education, NJDOE -- WLB will continue to meet their obligations to students with disabilities to the greatest extent possible. The NJDOE will continue to update WLB with any additional guidance from the USDE on implementation of IDEA. Specific strategies and considerations for students with disabilities must be critical points of

discussion for every return-to-school scenario. The NJDOE recommends that we consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

- 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. WLB will communicate frequently with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student's return to school.
- 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 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.
- IEP teams will develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- Clear communication to parents/guardians 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.

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

See Appendix B for additional resources regarding Special Education and Related Services.

Technology and Connectivity

WLB will strive to ensure that every student has access to a device and internet connectivity (See Appendix I). We will prioritize the provision of technology, or, alternatively, in-person instruction, to students that are otherwise without access. Additionally, WLB will include in our reopening plan the steps taken to address any technology deficit and how it will be resolved as soon as possible as listed below.

WLB will:

- Conduct a needs assessment. Determine the number of students that will require district-provided devices and/or internet access in order to access remote education. It is important to consider the technological needs of all students, including those with learning disabilities, assistive technology needs, and language barriers.
- Consider 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 improve 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.

WLB will consider the following:

- Data driven planning - WLB will track participation rates in remote learning. Attendance will not be based exclusively on student online participation. We will use assignment or project

completion as an alternative for attendance purposes and conduct targeted outreach to help students overcome barriers to participation.

- Learning platforms – WLB will consider piloting software applications or Web-based technology that will be used to plan, implement lessons, and assess efficacy throughout the learning process. The platforms and systems will be user-friendly (for teachers, students, parents, etc.) and provide instructors with the ability to create and deliver content, monitor student participation, assess student performance, and provide timely feedback. In the event that remote learning must continue, these platforms will assist us in delivering instruction to students as efficiently and effectively as possible.
- Training and technical assistance – WLB will to the extent possible provide training and/or technical assistance to teachers, parents and guardians who are not experienced in remote learning methods, including use of technology. Support will be made available for family members who are limited English proficient or have a disability.

See [Appendix B](#) for additional resources regarding Technology and Connectivity.

See [Appendix I](#) for how WLB will provide equitable access to technology and connectivity.

Curriculum, Instruction and Assessments

In planning curriculum, instruction, and assessment for re-opening, a key focus for WLB will be on building capacity of their staff 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).

When planning for the 2020-2021 school year, whether instruction be remote or in-person, WLB will build our reopening plan around the following critical tenants:

- All students deserve equitable access to a high-quality education. The type of learning experiences that are appropriate will vary based on grade band and content area.
- This unique time provides opportunities for innovation: new approaches to customized learning and new types of partnerships with family members, caregivers, and community stakeholders.
- Strong instruction, student engagement, and effective assessment are interdependent and benefit from a strong feedback loop between administration, educators, students, and families.
- Anxiety may be reduced by developing a shared sense of purpose, providing clear expectations and comprehensive support systems, building strong relationships, and allowing for flexibility/adaptability.
- Thoughtful planning is necessary to provide necessary support for instructional shifts.
- Approach digital technologies with the flexibility necessary to maximize student learning and enhance communication pathways, and foster an effective partnership approach with family members and caregivers.
- Encourage early collaboration between educators to ensure consistency across grades and content areas and provide sufficient time to prepare for necessary incorporation of new instructional techniques.

Virtual and Hybrid Learning Environment—Curriculum

As we plan to enter the 2020-2021 school year, WLB 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. This loss includes not only the skills necessary to access grade-level material, but also content knowledge. To accelerate students' progress during the upcoming school year, WLB will be tasked with identifying what unfinished learning needs to be

addressed. 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.

WLB will

- Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level now.
- Train teachers and leaders to evaluate students' unfinished learning and provide acceleration support.
- Plan an approach to diagnosing students' unfinished learning in that prerequisite content knowledge and those prerequisite skills.
- Adapt the curriculum scope and sequence/pacing for each subject area and grade level to accommodate where teachers might need to provide acceleration support.
- Monitor our students' progress on grade-appropriate assignments and adjust your supports for teachers and leaders based on student results.

In addressing item #1 above, WLB will encourage educators to examine the standards and district's scope and sequence to understand what skills and content knowledge will be addressed, when it will be addressed during the school year, and how students will demonstrate their knowledge of the standards. WLB will utilize tools such as the Instructional Units (ELA and mathematics) and/or Model Curricula (Science, Comprehensive Health and Physical Education, Social Studies, Visual and Performing Arts, World Languages) - which describe the expectations of the standards in a more detailed manner - to identify the most essential prerequisite skills and content knowledge that students will need to understand when they engage with it during the school year. In addition, there are [mathematics resources](#) that describe where to focus and spend the majority of time in each grade.

To determine what students already know and what they might struggle with, at the beginning of each unit WLB will identify the size and commonality of learning gaps among their students in relation to the essential prerequisite skills and content knowledge that will be addressed. Base decision-making about what to teach and when to teach content and skills on student learning objectives that identify the degree to which students have mastered standards.

WLB will begin communicating with staff about how they will address unfinished learning from the 2019-2020 school year. Provide guidance that clearly explains how identification of unfinished learning based on the expectations of the standards will be used to guide decision-making regarding the district's scope and sequence of curricula. Establish a systematic approach to ensure that the types of assignments students are given are consistent with the targeted standards, provide specific evidence of the degree to which the standards are met, and include actions staff will take in response to their students' work. Keep in mind that during remote instruction, the type of learning experiences that are appropriate will vary based on grade band and content area.

See Appendix B for additional resources regarding Virtual and Hybrid Learning Environment – Curriculum.

Virtual and Hybrid Learning Environment — Instruction

As WLB prepares 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. In crafting our instructional plan, WLB will consider the following:

- Develop a shared understanding among staff, and students across grade-levels and schools regarding learning expectations, and anticipated environments (e.g., virtual platforms, learning management systems) and expectations for interactions (e.g., connecting with students and their family) to ensure all students have access to high-quality instruction.
 - Engage school leaders, teachers, counselors, media specialists, paraprofessionals, child study team members and other staff in conversations regarding instruction.
 - Recognize that the unique needs of early elementary, elementary, and middle school students will affect how and when educators and students engage in learning experiences.
 - Understand how trauma and other challenges related to students' social and emotional needs can impact learning.
 - Partner with local library, and community organizations and agencies to facilitate access to resources and safe spaces (with adult supervision).
- Design for student engagement and foster student ownership of learning:
 - Leverage students' strengths.
 - Use scaffolding to meet the unique needs of all students and accelerate learning without reducing rigor or sacrificing grade-level material.
 - Identify effective methods to differentiate student learning (e.g., small group instruction, different tools/products).
 - Provide effective feedback that helps students anticipate and be successful on next steps.
- Develop students' meta-cognition:
 - Incorporate time for self-reflection, pre-assessments at the start of units, and formative assessments throughout units.
 - Set reasonable expectations, build collaboration skills (peer-peer learning).
 - Build in time to help students develop skills such as self-regulation, time management, goal setting, and effective teamwork.
- Provide clear and flexible expectations:
 - Type and length of activities
 - Interactions:
 - Small group instruction, regular check ins, office hours (for students and/or family and caregivers).
 - How students will demonstrate learning (process over product):
 - Identify criteria to demonstrate mastery of standard(s) or grades on projects.
 - Use multiple approaches (e.g., synchronous, asynchronous [teacher-created videos, screencasting, independent, analog]).
 - Resource selection (high-quality):
 - Identify and address learning gaps.
 - Address different learning needs and interests.
 - Evaluate which resources will be effective based on the learning environment: remote learning and hybrid and school-based spaces.
 - Consider potential needs for professional learning related to the selection of high-quality resources.
 - Recognize the impacts that home environments may have on learning as students reacclimate to in-person learning and adjust to new instructional models and schedules.

- Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction:
 - Leverage technology in service to learning (e.g., learning management systems, teacher-created videos and screencasts; tools for students to demonstrate learning, collaborate with peers and experts, digital instructional resources ([Teacher Resources for Remote Learning, NJTV Learning Live](#)) and provide consistent support via IT team.
 - Design learning experiences that:
 - Build student understanding by linking together concepts within and across grades
 - Literacy block can be an opportunity to use non-fiction texts from science, social studies, health, visual and performing arts.
 - Provide direct instruction, student practice, enrichment activities.
 - Leverage student interest.
 - Address real-world issues.
 - Build capacity of and provide support to family members to enable them to become “learning partners.”
 - Provide regular time to collaborate with colleagues:
 - Coordination of assignments; cross-curricular planning; common lessons and modules.
- Develop and build skills essential in this ever-changing, evolving world (see [NJDOE Virtual Professional Learning](#)).
- Assess data on how English language learners experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
 - Assess English Learners’ levels of engagement and access in an in-person, virtual, or hybrid-learning environment.

See [Appendix B](#) for additional resources regarding Virtual and Hybrid Learning Environment – Instruction

Virtual and Hybrid Learning Environment — Assessment

WLB will use these different assessment types as follows:

- **Pre-assessment:** Assesses a student’s strengths, weaknesses, knowledge, and skills prior to instruction of new units.
- **Formative:** A planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.
- **Interim:** A comparison of student understanding or performance against a set of uniform standards within the same school year at periodic intervals, frequently at the end of a grading period. It may contain hybrid elements of formative and summative assessments, or a summative test of a smaller section of content, like a unit or semester.
- **Summative:** A comparison of the performance of a student or group of students against a set of uniform standards to measure a student’s achievement at the end of instruction.

WLB will focus on locally developed pre-assessments and formative assessments upon returning to school. In the absence of spring 2020 summative assessment data, WLB will identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts. 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 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.

WLB will utilize the following strategies with respect to student assessment as schools reopen for the 2020-2021 school year:

- Communication: Clear and consistent communications with stakeholders are vital to successful implementation.
- Inventory Sources of Current Student Performance Data: Sources may include, but are not limited to formative classroom assessments (quizzes, exit slips, etc.), student observations, student self-assessments, district benchmark assessments, projects, etc.
- Develop Hypotheses: After preparing data for examination, interpret the data and develop hypotheses about factors contributing to students' performance and the specific actions that can be taken to meet students' needs.
- Determine Appropriate Assessment Tools: Develop an inventory of various assessment tools available (LinkIt, PBLs, portfolios, etc.) and determine which would be most appropriate to utilize in order to evaluate student strengths and areas for improvement per the hypotheses made based on the available student performance data.
- Develop Assessment Strategy: At the start of an instructional unit, based on the student data available, create a strategy that test the hypotheses made based on the available student performance data by carrying out instructional changes that are likely to increase student learning, and use appropriate assessment tools to gather more, current student performance data. Restart the feedback loop by collecting and interpreting the new student performance data to evaluate the impact of instructional changes and make further hypotheses.
- Professional Development: Provide staff with guidance to support assessment and data literacy.
- Educator Planning Time: Staff will require opportunities to collaborate and plan for developing pre-assessments which will complement the initial instructional units that will be covered as schools reopen in the fall.
- Data Analysis: Facilitate opportunities to build-up staff culture for collaborative analysis of data to confirm or refute hypotheses, inform additional questions that need to be answered, and to establish next steps.
- Feedback Loops: Repeat the cycle by creating additional data-informed hypotheses and test them throughout the school year.

As WLB develops our plan to reopen, it is imperative that meaningful and appropriate assessment strategies are incorporated into strategic plans for evaluating the needs of students and planning instruction. Students will need time to reacclimate to the school environment, which will look different than what they have previously known. Social and emotional elements of learning will be an important focal point to consider before students are assessed to ensure the conditions for students to receive instruction and demonstrate their proficiency are optimized.

As we make efforts to measure "unfinished learning," it is important to recognize that there are multiple types of assessments, each which serves a different purpose.

In planning curriculum, instruction, and assessment for re-opening, a key focus for WLB will be on building capacity of staff to deliver highly effective instruction in person and remote 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). This will be done through additional afterschool basic skills programs and making teachers aware of student deficiencies through regional diagnostic analysis of student grade cognitive levels during the course of the school year.

See Appendix B for additional resources regarding Virtual and Hybrid Learning Environment - Assessment

Professional Learning

It is imperative that WLB 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.

Professional Learning:

- Professional Learning Prior to the Beginning of the School Year
 - WLB will identify the consistent technology that will be used throughout the district in a remote instruction model and provide training in the use of all platforms.
- Professional Learning Throughout the School Year:
 - WLB will make every effort to develop training schedules and staff collaboration time in accordance with the needs of the district.
 - WLB will make every effort to develop professional learning experiences that ensure high quality instruction for all students.
- Professional learning must grow each educators' professional capacity to deliver developmentally appropriate, standards-based instruction remotely.
 - WLB will plan how professional learning will be differentiated to accommodate the needs of the following students:
 - Students with Disabilities
 - English Language Learners
 - Students without devices and/or internet
 - Undocumented students
- Professional learning planning will include the input and collaboration of stakeholders, including all staff, parents/caregivers and community members.
 - WLB will consider a survey of needs to gain input from various stakeholders
 - WLB will frequently and consistently communicate with all stakeholders prior to and during the school year.
- 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.
 - NJDOE regulations support the inclusion of a broad range of activities in a teacher's annual professional development requirements, potentially including a variety of qualifying experiences related to alternative methods of instruction that have been necessitated by the transition to remote learning.
 - PDPs are considered living documents subject to change as circumstances require.
 - Teachers, supervisors and administrators may want to consider the learning of new technologies, virtual instructional methods, peer supports and other collaborative efforts as professional development that count towards the 40 hours (this school year only).

Mentoring and Induction:

- Induction must be provided for all novice provisional teachers and teachers new to the district.

- One-to-one mentoring must be provided to novice provisional teachers by qualified mentors.
- Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
- Mentoring must be provided in both in-person and fully remote learning environments.
- Mentors and novice provisional teachers should agree upon the scheduling, structure and communication strategies they will use to maintain the mentoring experience.
- Use online collaborative tools to remain connected to other mentors, new teachers and administrators to maintain a sense of communal support.

Evaluation:

- WLB will modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
- WLB will develop observation schedules with a hybrid model in mind.
- WLB will consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures which may be impacted by a hybrid or fully remote system.
- WLB will consider the School Improvement Panel's (SciP) role in informing professional learning, mentoring, and other evaluation-related activities which occur in individual schools.
- WLB will consider the requirements and best practices involved with provisional status teachers, nontenured educators and those on Corrective Action Plans (including extra observations, extra observers, assuring more frequent feedback and face-to-face).

See [Appendix C](#) for regulations related to Professional Learning.

Career and Technical Education (CTE)

WLB will incorporate where appropriate CTE standards that are relative to grade level and student age.

See [Appendix B](#) for additional resources regarding Career Advisement and Development
See [Appendix C](#) for statutes and regulations related to Work-Based Learning.

Appendix A: Major COVID-19 Related Events in Education

Following the Governor's declaration of a state of emergency on March 9, 2020, the New Jersey Department of Education (NJDOE) has taken significant actions to protect the health, safety, and well-being of our students, educators, and staff.

March 13, 2020 - The NJDOE issued [guidance regarding requirements for the public health-related school closure](#) to supplement and update the series of continuously updated guidance issued on [3/9/2020](#), [3/5/2020](#), [3/3/2020](#), [2/3/2020](#), [1/29/2020](#).

March 16, 2020 - Governor Murphy signed [Executive Order 104](#) which indefinitely closed all public, private, and parochial preschools and elementary and secondary schools to students beginning on March 18, 2020.

March 19, 2020 - Governor Murphy signed Executive Order 105 which, in part, postponed April school board elections to May 12, 2020.

March 24, 2020 - Governor Murphy announced the [cancellation of all statewide student assessments](#) for the spring 2020 testing window, including the administration of the New Jersey Student Learning Assessments (NJSLA), ACCESS for ELLs, and the Dynamic Learning Maps (DLM) assessments.

March 26, 2020 - Governor Murphy announced that President Donald J. Trump issued a [Major Disaster Declaration](#) for the State of New Jersey.

April 3, 2020 - The NJDOE announced that the State Board of Education adopted temporary regulations that allow school districts and educational agencies to [deliver special education and related services](#) to students with disabilities through the use of telehealth, telemedicine, electronic communications, remote, virtual, or other online platforms.

April 7, 2020 - Governor Murphy signed [Executive Order 117](#) to address certain state statutory requirements implicated by the cancellation of statewide assessments. This Executive Order waives, among other requirements, certain components of educator evaluation and the graduation assessment requirement for certain students.

April 7, 2020 - Governor Murphy also signed [Executive Order 116](#) to align the April District budget process with the directives in Executive Order 105. Executive Order 116 extends certain statutory deadlines for April Districts.

April 8, 2020 - The [2020 school election and budget procedures calendar](#) for April election districts was revised pursuant to Executive Order 105, which moved the election date, and Executive Order 116 to move other related dates.

April 20, 2020 - The NJDOE provided [notice concerning the emergency adoption of temporary modifications to rules governing educator evaluation](#).

April 30, 2020 - The NJDOE announced that it was granted [waivers from various federal requirements](#) related to the COVID-19 emergency including accountability and school identification, and reporting

requirement waiver, select Elementary Secondary Education Act (ESEA) fiscal requirements waiver, and the Carl D. Perkins Career and Technical Education Act of 2006 period of availability extension. Additionally, the NJDOE provided more information related to the Education Stabilization Fund pursuant to Section 19003 of the Coronavirus Aid Relief Economic Security (CARES) Act. Further, the NJDOE clarified that requiring parents or guardians to waive certain legal rights or give written consent for shared services as a condition for receipt of special education or related services violates the Individuals with Disabilities Education Act (IDEA) and NJDOE regulations.

May 4, 2020 - Governor Murphy announced [schools are to stay closed for the remainder of the 2019-2020 academic year](#).

May 5, 2020 - The NJDOE required school districts, charter, renaissance schools, and Approved Private Schools for Students with Disabilities (APPSD) to [update their public health-related school closure plans](#). Additionally, the NJDOE announced the emergency adoption of temporary suspensions and one modification to rules governing the evaluation of the performance of school districts.

May 7, 2020 - The NJDOE provided information and strategies regarding the [identification and parent notification of English language learners \(ELLs\)](#) during the period of school closure due to the COVID-19 pandemic.

May 11, 2020 - The NJDOE notified school leaders of the [CARES Act Elementary and Secondary School Emergency Relief \(ESSER\) Fund allocations and application](#) as well as the [adoption of temporary rule waivers and modifications](#) pertaining to select educator certification requirements and the commissioner-approved performance assessment.

May 18, 2020 - The NJDOE released the [process for filing an application to borrow due to delay](#) in June 2020 State School Aid Payments.

May 27, 2020 - The NJDOE issued additional [guidance for reporting student absences and calculating chronic absenteeism](#) during the pandemic as well as an [update on the use of ACCESS 2.0 and Alternate ACCESS 2.0 scores](#), the return of testing materials and score reporting.

May 28, 2020 - The NJDOE provided an [update regarding commencement ceremonies](#).

June 12, 2020 - The NJDOE issued guidance regarding additional services for students with disabilities who will graduate or exceed eligibility for special education services. [Summer learning programs guidance](#) indicates summer learning program operators must take notice of [Executive Order 149 \(EO 149\)](#) and the New Jersey Department of Health's (NJDOH) [New Jersey COVID-19 Youth Summer Camp Standards](#).

June 17, 2020 - The NJDOE provided [updates](#) to the Health History Questionnaire, [notice](#) of a [temporary rule modification to N.J.A.C. 6A:10-8.1](#) to extend the deadline for the evaluation of chief school administrators (CSAs) to July 31, 2020, and [information](#) related to the targeted use of State set-aside funds of the CARES Act ESSER Funds.

Appendix B: Additional Resources

Conditions for Learning

General Health and Safety Guidelines

- ❑ [CDC Activities and Initiatives Supporting the COVID-19 Response and the President’s Plan for Opening America Up Again \(CDC\)](#)
- ❑ [General Guidelines for the Control of Outbreaks in School and Child Care Settings School Exclusion List \(NJDOH\)](#)
- ❑ [People Who Are at Higher Risk for Severe Illness \(CDC\)](#)

Transportation

- ❑ [CDC Activities and Initiatives Supporting to the COVID-19 Response, May 2020](#)
- ❑ [Coronavirus Disease 2019 \(COVID-19\) Considerations for Schools \(CDC\)](#)
- ❑ [COVID-19 Resources \(National Association for Pupil Transportation\)](#)
- ❑ [Parental Transportation Waiver Form \(NJDOE\)](#)
- ❑ [Transportation FAQs \(NJ Department of Education\)](#)
- ❑ [What Bus Transit Operators Need to Know About COVID-19 \(CDC\)](#)

Student Flow, Entry, Exit, and Common Areas

- ❑ [ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance](#)
- ❑ [“Considerations for Schools \(CDC\)”](#)
- ❑ [Governor Murphy Unveils Multi-Stage Approach to Execute a Responsible and Strategic Restart of New Jersey’s Economy](#)
- ❑ [“Guidelines for Opening Up America Again,” Opening Up America Again Guidelines, The White House and The Centers for Disease Control and Prevention.](#)
- ❑ [Melnick, H., & Darling-Hammond, L. \(with Leung, M., Yun, C., Schachner, A., Plasencia, S., & Ondrasek, N.\). \(2020\). Reopening schools in the context of COVID-19: Health and safety guidelines from other countries \(policy brief\). Palo Alto, CA: Learning Policy Institute, <https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief>.](#)
- ❑ [Schools During the COVID-19 Pandemic \(CDC\)](#)
- ❑ [When and How to Wash Your Hands \(CDC\)](#)

Screening, PPE, and Response to Students and Staff Presenting Symptoms

- ❑ [Guidance on Purchasing Safety Supplies \(Massachusetts Department of Elementary and Secondary Education \(2020\)](#)

Contact Tracing

- ❑ [CDC Guidance on Contact Tracing](#)
- ❑ [Contact Tracing Awareness Training](#)
- ❑ [FERPA & COVID-19: FAQ](#)
- ❑ [NJ COVID-19 Information Hub: What is Contact Tracing? How Does it Stop the Spread of COVID-19?](#)
- ❑ [USDE's Student Privacy Policy Office](#)

Facilities Cleaning Practices

- ❑ [COVID-19 Resources for School Bus Personnel: Best Cleaning and Disinfecting Practices for Buses \(American Federation of Teachers\)](#)
- ❑ [Disinfectants for Use Against SARS-CoV-2 \(EPA\)](#)
- ❑ [Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes \(EPA\)](#)

Educator Well-Being

- ❑ [5 Strategies for Teacher Self-Care \(ASCD\)](#)
- ❑ [Educator Stress Spectrum](#)
- ❑ [Educator Resilience and Trauma-Informed Self Care](#)
- ❑ [Handout: Supporting Healthy Mindsets and Behaviors](#)
- ❑ [NJEA's Member Helpline](#)
- ❑ [Resiliency Resources at Rutgers University Behavioral Health Care](#)
- ❑ [Supporting Teachers Through Stress Management \(NASP\)](#)

Trauma Informed Social and Emotional Learning

- ❑ [Building Trauma-Sensitive Schools](#)
- ❑ [CASEL Program Guide](#)
- ❑ [Center for SEL and School Safety](#)
- ❑ [Considerations for Schools \(CDC\)](#)
- ❑ [COVID-19 Resources \(American School Counselor Association\)](#)
- ❑ [Creating Opportunities through Relationships Modules](#)
- ❑ [Creating SEL Teams](#)
- ❑ [Creating Trauma-Informed Systems](#)
- ❑ [Developmental Indicators—SEL in the K–12 Classroom \(NJDOE\)](#)
- ❑ [Guide to Schoolwide SEL \(CASEL\)](#)
- ❑ [Helping Children Cope with Changes Resulting From COVID-19](#)
- ❑ [High School Toolkit: Building a Mental Health-Friendly Classroom](#)
- ❑ [Incorporating SEL into Classroom Instruction](#)
- ❑ [Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community \(CASEL\)](#)
- ❑ [New Jersey's SEL Competencies and Sub-Competencies.](#)

- ❑ [SEL Data Reflection Protocol](#)
- ❑ [SEL Professional Development Modules for Educators \(NJDOE\)](#)
- ❑ [Social Emotional Learning District Implementation and Professional Development \(Minnesota Department of Education\)](#)
- ❑ [Strategies for Trauma-Informed Remote Learning](#)
- ❑ [The Greater Good Science Center at UC Berkeley](#)
- ❑ [Trauma-Informed School Strategies during COVID-19 \(National Child Traumatic Stress Network\)](#)
- ❑ [Trauma informed SEL: Pawlo, E., Lorenzo, A., Eichert, B., & Elias, M. J. \(2019\). All SEL should be trauma-informed. Phi Delta Kappa, 101 \(3\). 37-41.](#)
- ❑ [Trauma-Informed SEL Toolkit](#)
- ❑ [The School Climate Strategy Resource Guide provides support to school leadership teams in using the New Jersey School Climate Survey and includes sections dedicated to SEL and trauma-informed approaches among other evidence-based strategies for improving school climates that would be applicable both if a school is operating remotely or in-person.](#)

School Culture and Climate

- ❑ [National Center on Safe and Supportive Learning Environments](#)
- ❑ [National School Climate Center: School Community Engagement in the Time of COVID-19](#)
- ❑ [School Climate Strategy Resource Guide](#)
- ❑ [Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. \(2013\). A Review of School Climate Research. *Review of Educational Research*. 83\(3\), 357-385.](#)

Universal Screening

- ❑ [Considerations for Remote Instruction in Early Math \(K–5\)](#)
- ❑ [Considerations for Remote Instruction in Early Reading \(K–5\)](#)
- ❑ [Marlboro Township RTI Manual](#)
- ❑ [Mount Olive Township Schools Response to Intervention \(RTI\)](#)

Collaborative Problem Solving

- ❑ [Dunlap, G. & Fox, L. \(2015\). *The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS*. The Pyramid Model Consortium.](#)
- ❑ [New Jersey Tiered System of Supports \(NJTSS\) Implementation Guidelines \(NJDOE\)](#)

Family Engagement

- ❑ [Dunlap, G. & Fox, L. \(2015\). *The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS*. The Pyramid Model Consortium.](#)
- ❑ [New Jersey Tiered System of Supports \(NJTSS\) Implementation Guidelines \(NJDOE\)](#)

Data-Based Decision Making and Three Tiers of Academic and Behavioral Interventions

- ❑ [Considerations for Remote Instruction in Early Math \(K–5\)](#)
- ❑ [Considerations for Remote Instruction in Early Reading \(K–5\)](#)
- ❑ [Dunlap, G. & Fox, L. \(2015\). *The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS*. The Pyramid Model Consortium.](#)
- ❑ [New Jersey Tiered System of Supports \(NJTSS\) Implementation Guidelines \(NJDOE\)](#)

Family Engagement

- ❑ [6 Keys to Engaging Families in ESSA \(National PTA\)](#)
- ❑ [California Department of Education \(2020\). *Stronger Together*.](#)
- ❑ [Children’s Interagency Coordinating Council \(CIACC\)](#)
- ❑ [County Offices of Education Directory](#)
- ❑ [Engaging Parents through Conversations \(East Side Pathways\)](#)
- ❑ [Families Portal \(NJDOE\)](#)
- ❑ [Myers, A. \(2019\). *Going old-school: Home visits show marked effect on absenteeism and performance*. Johns Hopkins School of Education.](#)
- ❑ [New Jersey’s Parent Teacher Association](#)
- ❑ [NJ Parent Link: The Early Childhood, Parenting and Professional Resource Center](#)
- ❑ [NJ 211 Resource Finder](#)
- ❑ [SPAN Parent Advocacy Network](#)
- ❑ [Statewide Parent Advocacy Network \(SPAN\) for Students with Disabilities: Resource Library](#)
- ❑ [Title I, Part A: School/Family/Community Engagement \(NJDOE\)](#)
- ❑ [Tucker, E. and Kruse, L. \(2020\). *Preparing to Reopen: Six Principles That Put Equity at the Core*.](#)
- ❑ [Getting Smart.](#)

Academic Enrichment, Expanded After-School Learning & Summer Programming

- ❑ [New Jersey’s Child Care Resource and Referral Agencies by County](#)
- ❑ [NJSACC: The Statewide Network for NJ’s Afterschool Communities – Virtual After School Resource Guide](#)
- ❑ [NJ YMCA Locations](#)
- ❑ [United Way’s Summer Learning Resources](#)

Mentoring

- ❑ [Big Brothers Big Sisters of NJ](#)
- ❑ [Extensive Mentoring Resources by the United Way including Tools and Guidebooks](#)
- ❑ [Mentoring Youth and Young Parents: A Guidebook for Programs Helping Youth and Young](#)
- ❑ [Parents Navigate a Pathway to Self-Sufficiency \(US Dept of Labor\)](#)
- ❑ [National Mentoring Resource Center](#)

Food Service and Distribution

- ❑ [COVID-19 and Food Safety Memo \(New Jersey Department of Agriculture\)](#)
- ❑ [Food Safe Schools Tools and Guide \(USDA\)](#)
- ❑ [Interim Guidance for Administrators of US K-12 Schools and Child Care Programs to Plan, Prepare, and Respond to Coronavirus Disease 2019 \(COVID-19\) \(CDC\)](#)
- ❑ [Seamless Summer Option: Providing Multiple Meals at a Time During the Coronavirus \(COVID-19\) Pandemic \(USDA\)](#)

Quality Child Care

- ❑ [Child Care Resource and Referral Agencies](#)
- ❑ [Child Care Subsidy Program](#)
- ❑ [COVID-19 Resources for Licensed Child Care](#)
- ❑ [Directory of Licensed Child Care Centers \(NJDCF\)](#)
- ❑ [Emergency Child Care Assistance Program](#)
- ❑ [How to Establish and Design a Wellness Program](#)
- ❑ [New Jersey Head Start Association](#)
- ❑ [New Jersey School Age Care Coalition](#)
- ❑ [Weekly Conversations for Public-School Based Afterschool Programs \(New Jersey School Age Care Coalition\)](#)

Leadership and Planning

Scheduling

- ❑ [AEI Blueprint for Back to School](#)
- ❑ [American Academy of Pediatrics Policy Revision: Media Use in School-Ages Children and Adolescents](#)
- ❑ [Considerations for Schools \(CDC\)](#)
- ❑ [COVID-19 Planning Considerations: Return to In-person Education in Schools \(American Academy of Pediatrics\)](#)
- ❑ [Google COVID-19 Support Resources for Remote Learning](#)
- ❑ [Microsoft Remote Learning in Education](#)
- ❑ [Moodle Open Source LMS](#)
- ❑ [National Standards for Quality Online Learning](#)
- ❑ [National Standards for Quality Online Teaching](#)
- ❑ [NJDOE Early Childhood Program Guidance for Children Ages Birth through Eight](#)
- ❑ [Schools Decision Tool \(CDC\)](#)
- ❑ [Shifting to At-Home Learning \(TNTP\)](#)
- ❑ [Web Content Accessibility Guidelines \(WCAG\)](#)

Staffing

- ❑ [Considerations for Schools \(CDC\)](#)
- ❑ [Early Childhood Technology Screen Time - Early Childhood Technology Program Guidance for Children Ages Birth through Eight.](#)
- ❑ [Maintaining Wellness for Teachers and Staff During Remote Learning](#)
- ❑ [National Standards for Quality Online Learning](#)
- ❑ [New Jersey Professional Standards for Teachers and Leaders: *N.J.A.C. 6A:9*](#)
- ❑ [Preschool Classroom Teaching Guidelines](#)

Athletics

- ❑ [COVID-19 Updates \(New Jersey State Interscholastic Athletic Association\)](#)
- ❑ [National Federation of State High School Associations](#)

Policy and Funding

Emergency and Secondary School Emergency Relief Fund

- ❑ [NJDOE EWEG Login Page](#)
- ❑ [Summary of ESSER Fund \(NJDOE\)](#)

Federal Emergency Management Agency – Public Assistance

- ❑ [NJ Office of Emergency Management COVID-19 Public Assistance Information](#)

State School Aid

- ❑ [Revised State School Aid Proposal: 2020-2021 School Year](#)

Purchasing

- ❑ [NJ Department of Community Affairs, Division of Local Government Services Resources on Cooperative Purchasing](#)
- ❑ [NJ School Boards Association - Cooperative Pricing System for Technology](#)

Use of Reserve Accounts and Transfers

- ❑ [Guidance of Use of Emergency Reserve](#)
- ❑ [Guidance for Making Transfer of Appropriations](#)

Cashflow

- ❑ [Cash Flow Worksheet \(NJDOE\)](#)
- ❑ [Local Finance Note 2020-13 \(NJ Department of Community Affairs\)](#)

Costs and Contracting

- ❑ [AT&T FirstNet- Although the FirstNet mission is to deploy, operate, maintain, and improve the first high-speed, nationwide wireless broadband network dedicated to public safety, some school districts are eligible.](#)
- ❑ [Case Studies \(EducationSuperHighway\) – Read success stories from school districts across the country that now have access to high-speed internet.](#)
- ❑ [Compare & Connect K–12 – A school broadband tool that helps school district leaders see what they are paying for internet services compared to similar districts.](#)
- ❑ [E-rate Webinars \(NJSBA\): Watch on-demand webinars to help you navigate the E-rate cycle.](#)
- ❑ [Get Started in E-rate \(Universal Service Administrative Company\)](#)
- ❑ [Guides and Templates \(EducationSuperHighway\) – Share these best practices with your technology and business staff to support their E-Rate application.](#)
- ❑ [High Speed Internet \(NJ\)- Find internet access and service providers in areas throughout New Jersey](#)
- ❑ [Network Essentials for Superintendents- A guide that takes school district leaders through the ABCs of school broadband functionality.](#)
- ❑ [NJ K–12 Broadband Initiative and E-rate \(NJSBA\)](#)
- ❑ [The EmpowerED 2.0 Program: This program, sponsored by T-Mobile, aims to narrow America’s digital divide by providing wireless devices and service plans to eligible schools and their students.](#)

Security and Confidentiality

- ❑ [10 Key Steps to Establish Remote Learning Amid COVID-19, F3 Law](#)
- ❑ [COPPA Guidance for EdTech Companies and Schools, Federal Trade Commission](#)
- ❑ [Cyber Security Considerations in a COVID-19 World, CoSN](#)
- ❑ [Cyber Security Training for State, Local and Federal Government Employees, NICCS](#)
- ❑ [Data in the Cloud: A Legal and Policy Guide for School Boards on Student Data Privacy in the Cloud Computing Era, National School Boards](#)
- ❑ [Data Security for Schools: A Legal and Policy Guide for School Boards, National School Boards](#)
- ❑ [FERPA and Virtual Learning, US Department of Education](#)
- ❑ [Guidance on E-Learning Technology, Colorado Department of Education](#)
- ❑ [Guidelines to Defend VTC Hijacking and Zoom Bombing, FBI](#)
- ❑ [Online Learning Best Practices for Schools and Educators, FPF](#)
- ❑ [Parents: Raise Your Hand and Ask Schools How They Protect Student Data, FPF](#)
- ❑ [Protecting the Privacy of Student Records, NCES](#)
- ❑ [Student Privacy During the COVID-19 Pandemic: Resources, FPF](#)
- ❑ [Teacher’s Data Privacy While Teaching Online, FPF](#)
- ❑ [The Educators Guide to Student Privacy, FPF and ConnectSafely](#)

- ❑ [Video Conferencing Tools in the Age of Remote Learning, CoSN](#)

Continuity of Learning

Special Education and Related Services

- ❑ [Guidance on the Delivery of Extended School Year \(ESY\) Services to Students with Disabilities \(NJDOE\)](#)
- ❑ [IEP Development Resources for Postsecondary Transition \(NJDOE\)](#)
- ❑ [New Jersey COVID-19 Youth Summer Camp Standards](#)
- ❑ [Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak \(USDE\)](#)

Technology and Connectivity

- ❑ [Americans with Disabilities Act of 1990](#)
- ❑ [Children’s Online Privacy Protection Rule COPPA](#)
- ❑ [EducationSuperhighway \(ESH\) Guide](#)
- ❑ [Family Educational Rights and Privacy Act \(FERPA\)](#)
- ❑ [FCC Broadband Guide](#)
- ❑ [FCC Household Broadband Guide](#)
- ❑ [Section 504 of the Rehabilitation Act of 1973](#)
- ❑ [SETDA and the North Carolina Digital Learning Plan:](#)
- ❑ [State Education Agency Considerations for CARES Act Funding as Related to Digital Learning](#)
- ❑ [The Broadband Imperative II: Equitable Access for Learning;](#)
- ❑ [The Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education During the COVID-19 Pandemic School Closures and Beyond.](#)
- ❑ [The Web Content Accessibility Guidelines \(WCAG\) provide standards for the accessibility of online content, including Learning Management Systems \(LMS\)](#)

Virtual and Hybrid Learning Environment – Curriculum

- Instructional Units
 - ❑ [ELA Instructional Units](#)
 - ❑ [Mathematics Instructional Units](#)

- Model Curriculum

Model Curriculum: *username* - model; *password* – curriculum.

- ❑ [English Language Arts \(K –12\) Model Curriculum \(includes examples of standards-based assessments\)](#)
- ❑ [Mathematics \(K –12\) Model Curriculum \(includes examples of standards-based assessments\)](#)

- ❑ [Science Model Curriculum](#)
- ❑ [ArtsEdNJ & COVID-19](#)
- ❑ [Elementary Education Has Gone Terribly Wrong](#)
- ❑ [How Testing Kids for Skills Hurt Those Lacking Knowledge](#)
- ❑ [Learning Acceleration Guide \(TNTP \)](#)
- ❑ [Learn more about the Coherence Map](#)
- ❑ [NJDOE & NJTV Learning Live](#)
- ❑ [Project Based Learning \(Edutopia\)](#)
- ❑ [Seven Strategies for Teaching Students in a Remote Environment](#)
- ❑ [So How Are We Going to Teach This](#)
- ❑ [National Standards for Quality Online Learning](#)
- ❑ [Teacher Resources for Remote Learning \(NJDOE\)](#)
- ❑ [The Opportunity Myth - TNTP](#)
- ❑ [Virtual Professional Learning \(NJDOE\)](#)

Virtual and Hybrid Learning Environment - Instruction

- ❑ [EdReports](#)
- ❑ [Learning Acceleration Guide \(TNTP\)](#)
- ❑ [Learn more about the Coherence Map](#)
- ❑ [National Standards for Quality Online Learning](#)
- ❑ [Project Based Learning \(Edutopia\)](#)
- ❑ [Seven Strategies for Teaching Students in a Remote Environment](#)
- ❑ [So How Are We Going to Teach This](#)
- ❑ [The Opportunity Myth - TNTP](#)
- ❑ [Virtual Professional Learning \(NJDOE\)](#)

Virtual and Hybrid Learning Environment - Assessment

- ❑ [Arts Assessment for Learning](#)
- ❑ [Assessment and Student Success in a Differentiated Classroom \(ASCD\)](#)
- ❑ [Five “Key Strategies” for Effective Formative Assessment \(NCTM\)](#)
- ❑ [Formative Assessment for Remote Learning \(Edutopia\)](#)
- ❑ [Formative Assessments for Students with Disabilities \(CCSSO\)](#)
- ❑ [Formative Assessment that Truly Informs Instruction \(NCTE\)](#)
- ❑ [Instructional improvement cycle: A teacher’s toolkit for collecting and analyzing data on instructional strategies \(NCEE/IES\)](#)
- ❑ [Restarting School: Planning for Acceleration in the 2020-2021 School Year \(TNTP\)](#)
- ❑ [Revising the Definition of Formative Assessment \(CCSSO\)](#)
- ❑ [Seeing Students Learn Science: Integrating Assessment and Instruction in the Classroom \(National Academies of Sciences, Engineering, and Medicine\)](#)
- ❑ [Teachers Know Best: Making Data Work for Teachers and Students \(Bill and Melinda Gates Foundation\)](#)
- ❑ [Using Formative Assessments to Help English Language Learners \(ASCD\)](#)
- ❑ [Using Student Achievement Data to Support Instructional Decision Making \(NCEE/IES\)](#)

Work-Based Learning

- ❑ [NJ Safe Schools](#)

Career Advisement and Development

- ❑ [Career Exploration Tools and Materials](#)
- ❑ [NJ Career Assistance Navigator \(NJCAN\), a free, NJDOE/NJDOL-sponsored career information system available to all New Jersey school districts and residents](#)

CTE Teacher Retention

- ❑ [CTE Coalition: Industry Partners Offering Resources for Remote Learning](#)
- ❑ [CTELearn Online CTE Teacher PD Portal](#)
- ❑ [MIT Open Courseware \(in STEM, Business and Health/Medicine\)](#)
- ❑ [Remote Learning Tools \(ACTE\)](#)

CTE Funding

- ❑ [OCTAE letter on loaned equipment to respond to the Novel Coronavirus disease \(COVID-19\)](#)
- ❑ [CDC Activities and Initiatives Supporting the COVID-19 Response and President's Plan for Opening America Up Again](#)

Appendix C: Statutes and Regulations

The following includes the relevant statutes and regulations that must be followed by all local education agencies. While this is not an exhaustive list, these statutes and regulations must be upheld while developing and implementing district reopening plans whether the district is operating under an in-person, hybrid, or virtual model.

Contact Tracing

- N.J.S.A. 18A:17-43.2

School Culture and Climate

- Prevent and respond to allegations of HIB by implementing the regulations at [N.J.A.C. 6A:16-7.7](#) and [7.8](#).
- Develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school pursuant to N.J.S.A. 18A:37-21

Pandemic Response Teams (School Safety and Security)

- N.J.S.A. 18A:37-21
- N.J.S.A. 18A:17-43.3
- N.J.S.A. 18A:41-7
- [N.J.A.C. 6A:16-5.1](#)

Staffing

- ❑ [Certificated Staff \(Chapter 9b\)](#)
- ❑ [High-Quality Preschool Programs \(Chapter 13a\)](#)
- ❑ [Managing for Equality and Equity in Education \(Chapter 7\)](#)
- ❑ [New Jersey Professional Standards for Teachers and Leaders \(Chapter 9\)](#)
- ❑ [Preschool Classroom Teaching Guidelines](#)

Professional Learning

- Professional learning should continue to meet the regulatory requirements in N.J.A.C. 6A:9C-1.1 through 5.4.
- Professional learning should continue to be aligned with the Professional Learning Standards identified in [N.J.A.C. 6A:9C-3.3](#) and be ongoing, job-embedded, sustained, and lead to meeting the needs of all learners.

Requirements for CTE Programs

- ❑ [N.J.A.C. 6A:19-3.1](#) and [3.2](#)
- ❑ [N.J.A.C. 6A:8-3.3](#)
- ❑ [New Jersey Perkins V State Plan](#)
- ❑ [Strengthening Career and Technical Education Act \(Perkins V\)](#)

CTE Teacher Retention

- ❑ [N.J.A.C. 6A:19-3.1](#)
- ❑ [N.J.A.C. 6A:19-3.2](#)
- ❑ [N.J.A.C. 6A:9B-9.4](#)
- ❑ [N.J.A.C. 6A:9B-11.3](#)
- ❑ [New Jersey Perkins V State Plan](#)
- ❑ [State Required Professional Development](#)
- ❑ [Strengthening Career and Technical Education Act \(Perkins V\)](#)

Requirements for Work-Based Learning

- ❑ [N.J.A.C. 6A:19-3.1, Program requirements](#)
[N.J.A.C. 6A:19-3.1, Program requirements](#)
- ❑ [N.J.A.C. 6A:19-3.2, Program approval and reapproval](#)
- ❑ [N.J.A.C. 6A:19-4.1, Requirements of structured learning experiences](#)
- ❑ [N.J.A.C. 6A:19-4.2, Applicability and implementation of safety and health standards for career and technical education](#)
- ❑ [N.J.A.C. 6A:16-6.1, Safety and health standards](#)
- ❑ [New Jersey Perkins V State Plan](#)
- ❑ [Strengthening Career and Technical Education Act \(Perkins V\)](#)

Appendix D: Pandemic Response Team in each school.

Central/Both Schools	Betty McElmon Elementary Schools (BME)	Frank Antonides School (FAS)
Frank Alfano, Superintendent	James Erhardt, Principal	Allyson Winter
Dineen Seeley, Regional DCI	Lanai, Robbins, Teacher and Parent	Piedad, Serrano, Teacher
Lorraine Simon, ASBA	David Wickliffe, Parent of both schools	Amy Caruso, Teacher and Parent
Corey Lowell, SBA	Nicole Chambers, PTA Member/Parent (Both Schools)	Maria Schleichert, Teacher and Parent
Lolly Yacona, Dir. of Special Services		Heidi Bar, Foundation Member/Parent
Scott Marvel, Dir. Of Technology		
Mike Furlong, Regional Security Director		
Mike Waters, BOE President		
Christina Skellinger, BOE VP		
Meagan Cavanaugh, BOE		
Frank Riley, BOE		
Frances Farnung, Nurse		
Melissa Murphy, Counselor		
Lori Engleken, CST		
Michael Velasquez - Aramark, Manager of Custodian/Maintenance		

Appendix E: Entrance and drop-off schedule implementation

The administration, security and staff will be monitoring arrival and dismissal. They will be present at the times indicated below. Parents will be urged to use the “walking bus” method with the younger students keeping socially distanced with face coverings. Many older students in the middle school will be riding bikes to school and walking. Parents will be reminded to ensure that students follow all social distancing guidelines and wear a mask. Crossing guards and police (when available) will be assisting as well.

FAS Staggered Schedule – Grades 5-8:

Due to COVID 19, courtesy busing for the 2020-2021 school year has been suspended to ensure the safety of children in the West Long Branch School District. To alleviate traffic congestion, Frank Antonides School will utilize four (4) grade specific arrival and dismissal locations. In order to ensure a smooth arrival and dismissal, please adhere to the following procedures:

- Grade 5
 - Drop-off between 7:45 and 7:55 am
 - Utilize the south FAS parking lot on Locust Ave. Students will enter the door closest to the parking lot on Locust Ave.
 - Pick-up between 12:10 and 12:15 pm
 - Utilize the south FAS parking lot on Locust Ave. Students will exit the door closest to the parking lot on Locust Ave.
- Grade 6
 - Drop-off between 7:45 and 7:55 am
 - Utilize the FAS front parking lot on Locust Ave. Students will utilize the main entrance.
 - Pick-up between 12:10 and 12:15 pm
 - Utilize the FAS front parking lot on Locust Ave. Students will utilize the main entrance.
- Grade 7
 - Drop-off between 7:45 and 7:55 am
 - Utilize the BME front parking lot bus lane on Parker Ave. Please do not block access to the staff parking lot. Students will walk across the middle parking lot past the cafeteria to enter the door closest to the grade 7 wing.
 - Pick-up between 12:10 and 12:15 pm
 - Utilize the BME front parking lot bus lane on Parker Ave. Students will exit the door closest to the grade 7 wing.
- Grade 8
 - Drop-off between 7:45 and 7:55 am
 - Utilize the BME front parking lot bus lane on Parker Ave. Please do not block access to the staff parking lot. Students will enter the door closest to the cafeteria.
 - Pick-up between 12:10 and 12:15 pm
 - Utilize the BME front parking lot bus lane on Parker Ave. Students will exit the door closest to the cafeteria.

BME Staggered Plan – Grades K - 4

Due to COVID 19, courtesy busing for the 2020-2021 school year has been suspended to ensure the safety of children in the West Long Branch School District. To alleviate traffic congestion, Betty McElmon Elementary School will utilize three (3) grade specific arrival and dismissal locations. In order to ensure a smooth arrival and dismissal, please adhere to the following procedures:

Pre-School (AM) – 8:50 am arrival at BME front entrance and 10:30 pm pick up in BME gym
Pre-School (PM) – 11:00 am Arrival at BME front entrance and 12:45 pm pick up in BME gym

Kindergarten

- Drop-off between 8:25 and 8:35 am
Drive your vehicle up to the BME main entrance
Students must exit the passenger side rear door
- Pick-up between 12:28 and 12:38 pm
Drive your vehicle up to the BME main entrance
Locate your child's teacher who will be in the same position each day and identified by a sign.
Parents/guardians pick-up their child from the teacher

First Grade

- Drop-off between 8:25 and 8:35 am
Drive your vehicle up to the BME main entrance
Students must exit the passenger side rear door
- Pick-up between 12:38 and 12:48 pm
Drive your vehicle up to the BME main entrance
Locate your child's teacher who will be in the same position each day and identified by a sign.
Parents/guardians pick-up their child from the teacher

Second Grade

- Drop-off between 8:25 to 8:35 am
Drive your vehicle up to the FAS main entrance
Students must exit the passenger side rear door
- Pick-up between 12:38 to 12:48 pm
Drive your vehicle up to the FAS main entrance
Locate your child's teacher who will be in the same position each day and identified by a sign.
Parents/guardians pick-up their child from the teacher

Third Grade

- Drop-off between 8:25 to 8:35 am
Drive your vehicle up to the FAS south parking lot on Locust Avenue
Students must exit the passenger side rear door
- Pick-up between 12:28 to 12:38 pm
Drive your vehicle up to the FAS south parking lot on Locust Avenue
Locate your child's teacher who will be in the same position each day and identified by a sign.
Parents/guardians pick-up their child from the teacher

Fourth Grade

- Drop-off between 8:25 to 8:35 am
Drive your vehicle up to the FAS south parking lot on Locust Avenue
Locate your child's teacher who will be in the same position each day and identified by a sign.
Students must exit the passenger side rear door
- Pick-up between 12:38 to 12:48 pm
Drive your vehicle up to the FAS south parking lot on Locust Avenue
Locate your child's teacher who will be in the same position each day and identified by a sign.
Parents/guardians pick-up their child from the teacher

Appendix F: Process and location for student and staff health screenings

Students will have their temperature scanned as they enter BME and FAS. Additionally, the nurse will randomly administer temporal scans during arrival. Specific screening procedures and what to look for by staff are listed within Policy 5141.3 (Examination and Immunizations) and Policy 5141.2 (Illness). These policies are posted on the district website.

Isolation rooms have been designated in each school. BME Room #B-2 and FAS Room #A-3. The selected rooms are adjacent to each building's main entrance. The specific procedures are listed in Policy 5141.3 (Examination and Immunizations) and what to look for when staff and students are arriving.

Appendix G: Meal Distribution for students who are in/out of school

Students who are fully remote who opt for meals will have them delivered Mondays and Wednesdays (free/reduced only for all five days).

- Once we have a final list of remote students, we need to compare it to our free/reduced list and plan accordingly.

During in-school instruction days, students who opt for breakfast will receive grab & go pre-packaged items in the cafeteria to eat in the classroom. There will be an optional lunch at the end of the day for students who opt for school lunch (including free/reduced). If students are going home, they can take lunch with them. If they are staying for after-care, they can eat in the cafeteria -- maintaining social distancing.

Student flow in the cafeteria before school for breakfast will be monitored by staff and the administration to ensure social distancing when students pick-up their breakfast or lunch. Some meals will be directly sent to specific classes for the younger students who are eating in the classrooms.

Appendix H: All-In and Remote Home Learning Schedules

ALL- IN SCHEDULE – Grades K-4

FACE COVERINGS ARE MANDATORY FOR ALL STUDENTS

Please Note: THERE IS NO BUSING FOR THIS SCHOOL YEAR FOR WLB RESIDENTS ONLY

PLEASE CHECK YOUR CHILD DAILY FOR SYMPTOMS – IF SICK PLEASE KEEP THEM HOME

TIMES	Grades K-4 Periods	Schedule	Opt-Out Remote Only Student Schedule
8:25–8:35 am	Arrival	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
8:35–8:40 am	Homeroom	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
8:42–9:10 am	Period 2	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
9:12–9:40 am	Period 3	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
9:42–10:10 am	Period 4	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home

10:12–10.40 am	Period 5	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
10:42–11:10 am	Period 6	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
11:12–11:40 am	Period 8	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
11:42 am–12:10 pm	Period 9	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
12:12–12:40 pm	Period 10	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
12:42–12:50 pm	Homeroom & Dismissal	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
1:20 - 3:35	After School	Extra help, small group targeted instruction, parent/student communication, etc.	Opt-Out students will follow in-person schedule at home
1:00 - 6:00	Childcare	YMCA - Call for more information at	732-566-9266 or www.ymcanj.org

Pre-K AM: 8:50 AM – 10:35 AM

Pre-K PM: 11:00 AM – 12:45 PM

Grade K - 4 – Eliminate Lunch Period 7 (Grab/Go Lunch offered at the end of day)

ALL- IN SCHEDULE – Grades 5

FACE COVERINGS ARE MANDATORY FOR ALL STUDENTS

Please Note: THERE IS NO BUSING FOR THIS SCHOOL YEAR FOR WLB RESIDENTS ONLY

PLEASE CHECK YOUR CHILD DAILY FOR SYMPTOMS – IF SICK PLEASE KEEP THEM HOME

TIMES	Grade 5 Periods	Schedule	Opt-Out Remote Only Student Schedule
7:55 –8:10	Arrival/Homeroom	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
8:10-8:55	CORE SUBJECT 1	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
8:55- 9:10	CORE SUBJECT 2	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
9:10-9:40	SPECIAL (ART, MUSIC, GYM, HEALTH, TECHNOLOGY)	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
9:40-10;10	CORE SUBJECT 2 CONTINUED	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
10:10-10:55	CORE SUBJECT 3	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
10:55-11:40	CORE SUBJECT 4	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
10:40-12:10	SPECIAL (ART, MUSIC, GYM, HEALTH, TECHNOLOGY)	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
12:50 - 3:05 pm	After School	Extra help, small group targeted instruction, parent/student communication, etc.	Opt-Out students will follow in-person schedule at home
12:30 - 6:00 pm	Childcare	YMCA - Call for more information at	732-566-9266 or www.ymcanj.org

ALL- IN SCHEDULE – Grades 6

FACE COVERINGS ARE MANDATORY FOR ALL STUDENTS

Please Note: THERE IS NO BUSING FOR THIS SCHOOL YEAR FOR WLB RESIDENTS ONLY

PLEASE CHECK YOUR CHILD DAILY FOR SYMPTOMS – IF SICK PLEASE KEEP THEM HOME

TIMES	Grade 6 Periods	Schedule	Opt-Out Remote Only Student Schedule
7:55 – 8:10	Homeroom	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
8:10-8:40	CORE SUBJECT 1	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
8:40-9:10	SPECIAL (ART, MUSIC, GYM, HEALTH, TECHNOLOGY)	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
9:10-9:25	CORE SUBJECT 1 CONTINUED	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
9:25-10:10	CORE SUBJECT 2	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
10:10-10:55	CORE SUBJECT 3	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
10:55-11:10	CORE SUBJECT 4	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
11:10-11:40	SPECIAL (ART, MUSIC, GYM, HEALTH, TECHNOLOGY)	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
11:40-12:10	CORE SUBJECT 4 CONTINUED	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
12:50 - 3:05	After School	Extra help, small group	Opt-Out students will follow in-person schedule

		targeted instruction, parent/student communication, etc.	at home
12:30 - 6:00	Childcare	YMCA - Call for more information at	732-566-9266 or www.ymcanj.org

ALL- IN SCHEDULE – Grade 7

FACE COVERINGS ARE MANDATORY FOR ALL STUDENTS

Please Note: THERE IS NO BUSING FOR THIS SCHOOL YEAR FOR WLB RESIDENTS ONLY

PLEASE CHECK YOUR CHILD DAILY FOR SYMPTOMS – IF SICK PLEASE KEEP THEM HOME

TIMES	Grade 7 Periods	Schedule	Opt-Out Remote Only Student Schedule
7:55 –8:10	Homeroom	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
8:10-8:55	CORE SUBJECT 1	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
8:55- 9:40	CORE SUBJECT 2	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
9:40- 10:10	SPECIAL (ART, MUSIC, GYM, HEALTH, TECHNOLOGY)	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
10:10 -10:40	SPECIAL (ART, MUSIC, GYM, HEALTH, TECHNOLOGY)	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
10:40-11:25	CORE SUBJECT 3	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
11:25-12:10	CORE SUBJECT 4	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home

12:50 - 3:05	After School	Extra help, small group targeted instruction, parent/student communication, etc.	Opt-Out students will follow in-person schedule at home
12:30 - 6:00	Childcare	YMCA - Call for more information at	732-566-9266 or www.ymcanj.org

ALL- IN SCHEDULE – Grade 8

FACE COVERINGS ARE MANDATORY FOR ALL STUDENTS

Please Note: THERE IS NO BUSING FOR THIS SCHOOL YEAR FOR WLB RESIDENTS ONLY

PLEASE CHECK YOUR CHILD DAILY FOR SYMPTOMS – IF SICK PLEASE KEEP THEM HOME

TIMES	Grade 8 Periods	Schedule	Opt-Out Remote Only Student Schedule
7:55 – 8:10	Homeroom	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
8:10-8:40	SPECIAL (ART, MUSIC, GYM, HEALTH, TECHNOLOGY)	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
8:40-9:25	CORE SUBJECT 1	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
9:25-10;10	CORE SUBJECT 2	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
10:10 -10:40	CORE SUBJECT 3	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
10:40-11:10	SPECIAL (ART, MUSIC, GYM, HEALTH, TECHNOLOGY)	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
11:10-11:25	CORE SUBJECT 3 CONTINUED	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home
11:25-12:10	CORE SUBJECT 4	All-In Person Learning for all students	Opt-Out students will follow in-person schedule at home

12:50 - 3:05	After School	Extra help, small group targeted instruction, parent/student communication, etc.	Opt-Out students will follow in-person schedule at home
12:30 - 6:00	Childcare	YMCA - Call for more information at	732-566-9266 or www.ymcanj.org

Grade 7 & 8 – Eliminate Lunch Period 5 (Grab/Go Lunch offered at the end of day)

Grade 5 & 6 – Eliminate Lunch Period 6 (Grab/Go Lunch offered at the end of day)

Remote Home Option – Parents/students who choose this remote only option is bound to one full marking period. Any student participating in the remote learning option must receive the same quality and scope of instruction and educational services as any other in-district student.

In an effort to provide families with the most up to date information regarding the decision to select remote learning for your child/children, the following outlines the specifics that will be adhered to throughout the duration of distance learning:

- All remote learning will run on the half day abbreviated schedule as will in person learning.
- Students who participate in remote learning will receive schedules and times for all academic and special classes.
- Students will follow the same schedule as if they were in person via a Google Meet or another digital platform. In the case of BME, if your child/children is scheduled to be with his or her classroom teacher for ELA, he or she will be attending the ELA lesson via Google Meet or another digital platform. In the case of FAS, if your child/children is scheduled to attend math, he or she will attend via a Google Meet or another digital platform. The only exception to this will be Physical Education where they will be provided with activities to complete.
- Students who participate in remote learning will submit all assignments through Google Classroom and/or another digital platform utilized by the teacher.
- Students with Individualized Education Plans will attend Google Meets with their in class support teacher and will have the opportunity to attend breakout sessions, as needed to receive further support during that classroom session.
- Teachers will conduct small group targeted instruction virtually, as needed, in the afternoon.

Appendix I -- Technology and Connectivity

WLB elected to purchase an additional 150 chromebooks to support the needs of both schools. WLB also needs to purchase five additional charging carts for the K-1 students so that all students have a device and it can be charged.

Since we are already 1 to 1 from 2nd to 8th grade. There was a need to purchase additional units If we need to move to a 100% distance learning from home model. These extra units will supply those students who do not have a home based device available for use during the term.

To procure these devices during the nationwide microchip shortage, we reached out to vendors, only purchasing inventory on hand with a quick ship date.

We have already received the first 35 units and anticipate the next 115 by the end of August.

Additional chromebook repair supplies such as displays and batteries will be ordered to allow for rapid break/fix and re-deployment of damaged chromebooks.

A list of vendors and devices offering 4g connectivity to families who are identified as not having a home internet connection was submitted as a rapidly deployable resource.

Webcams have been placed on each workstation allowing for staff to capture any needed material for potential distance learning areas.

The use of the webcam coupled with our 1GIG up/down fiber connection will allow multiple live or recorded streams to be processed efficiently.

The use of the recently expanded Google meet/classroom products will provide a safe secure platform for the staff/students to work in.

Email has been activated for all students to improve communication, collaboration, and content sharing with staff members and families.