

# Restart and Recovery Plan to Reopen Schools

Coastal Learning Center Atlantic

Board of Directors

Approved July 27, 2020

Revised August 27, 2020

Revised September 1, 2020

2100 Oak Ave. Northfield NJ 08225

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

## Fall 2020

### TABLE OF CONTENTS

	<u>Page #</u>
Introduction	4
A. Conditions for Learning	6
1. Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning	6
a. Critical Area of Operation #1 General Health and Safety Guidelines	7
b. Critical Area of Operation #2 Classrooms, Testing, and Therapy Rooms	8
c. Critical Area of Operation #3 Transportation	9
d. Critical Area of Operation #4 Student Flow, Entry, Exit, and Common Areas	9
e. Critical Area of Operation #5 Screening, PPE, and Response to Students and Staff Presenting Symptoms	10
f. Critical Area of Operation #6 Contact Tracing	12
g. Critical Area of Operation #7 Facilities Cleaning Practices	12
h. Critical Area of Operation #8 Meals	13
i. Critical Area of Operation #9 Recess/Physical Education	13
j. Critical Area of Operation #10 Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours	14

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

2.	Academic, Social, and Behavioral Supports	14
		<u>Page #</u>
a.	Social Emotional Learning (SEL) and School Climate and Culture	15
b.	Multi-Tiered Systems of Supports (MTSS)	15
c.	Wraparound Supports	15
d.	Food Service and Distribution	15
e.	Quality Child Care	15
B.	Leadership and Planning	16
1.	Establishing a Restart Committee	16
2.	Pandemic Response Teams	16
3.	Scheduling	17
4.	Staffing	19
5.	In-Person and Hybrid Learning Environments: Roles and Responsibilities	20
6.	Educator Roles Related to School Technology Needs	23
7.	Athletics	25
C.	Policy and Funding	25
1.	School Funding	25
D.	Continuity of Learning	26
1.	Ensuring Delivery of Special Education and Related Services to Students with Disabilities	27
2.	Technology and Connectivity	28
3.	Curriculum, Instruction, and Assessments	28
4.	Professional Learning	30

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

5. Career and Technical Education (CTE)	30
Appendices	33
Appendix A- General Health and Safety Guidelines	34
Appendix B- Classrooms, Testing, and Therapy Rooms	35
Appendix C- Critical Area of Operation #3 – Transportation	36
Appendix D- Student Flow, Entry, Exit, and Common Areas	37
Appendix E- Screening, PPE, and Response to Students and Staff Presenting Symptoms	39
Appendix F- Contact Tracing	42
Appendix G- Facilities Cleaning Practices	44
Appendix H- Meals	47
Appendix I- Recess/Physical Education	48
Appendix J- Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours	49
Appendix K- Academic, Social, and Behavioral Supports	50
Appendix L- Restart Committee	54
Appendix M- Pandemic Response Teams	55
Appendix N- Scheduling of Students	56
Appendix O- Staffing	57
Appendix P- Athletics	59
CHART OF USEFUL LINKS	63

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

## **Introduction**

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

Coastal Learning Center Atlantic’s Restart and Recovery Plan has been developed to be consistent with the requirements in the NJDOE Guidance with consideration to the school district’s local needs in order to ensure our district reopen safely and is prepared to accommodate students' unique needs during this unprecedented time.

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

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

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

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

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

completing tasks to “school officials” which would be the Superintendent of Schools or a designee of the Superintendent of Schools.

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

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

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

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

## THE BOARD OF DIRECTOR'S RESTART AND RECOVERY PLAN

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

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

### A. **Conditions for Learning**

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

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

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

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

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

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

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

## Ten Critical Areas of Operation

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

- (1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:
  - (a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
  - (b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.
  - (c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.
  - (d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.
  - (e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
    - (i) Chronic lung disease or asthma (moderate to severe);
    - (ii) Serious heart conditions;
    - (iii) Immunocompromised;
    - (iv) Severe obesity (body mass index, or BMI, of 40 or higher);
    - (v) Diabetes;
    - (vi) Chronic kidney disease undergoing dialysis;
    - (vii) Liver disease;
    - (viii) Medically fragile students with Individualized Education Programs (IEPs);
    - (ix) Students with complex disabilities with IEPs; or
    - (x) Students who require accommodation under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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

# COASTAL LEARNING CENTER ATLANTIC

## RESTART & RECOVERY PLAN

---

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

- (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
- (2) Face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
  - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings must be worn at all times.
- (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (5) Use of shared objects should be limited when possible or cleaned between use.
- (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
  - a) In each classroom (for staff and older children who can safely use hand sanitizer).
  - b) At entrances and exits of buildings.
  - c) Near toilets.

# COASTAL LEARNING CENTER ATLANTIC

## RESTART & RECOVERY PLAN

---

- d) Children ages five and younger should be supervised when using hand sanitizer.
- e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

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

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

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

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

- (1) If the school district is providing transportation services on a school bus a face covering must be worn by all students who are able to do so upon entering the bus.
- (2) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
- (3) Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route.

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

d. **Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas** – Anticipated Minimum Standards Incorporated into the Plan

- (1) The Board's Plan should establish the process and location for student and staff health screenings.
- (2) If physical distancing (six feet apart) cannot be maintained for individuals in line waiting to enter or exit a building, face coverings shall be worn while in the line.
- (3) Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

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

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

- e. **Critical Area of Operation #5 – Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms – Anticipated Minimum Standards Incorporated into the Plan**
- (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
    - (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
    - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
    - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
    - (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
  
  - (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:
    - (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
    - (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
    - (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
      - (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
      - (ii) Following current Communicable Disease Service guidance for illness reporting.

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

- (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
  - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
  - (v) Continuous monitoring of symptoms.
  - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
  - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (5) Students are required to wear face coverings, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
- (6) Exceptions to requirements for face coverings shall be as follows:
- (a) Doing so would inhibit the individual's health.
  - (b) The individual is in extreme heat outdoors.
  - (c) The individual is in water.
  - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
  - (e) The student is under the age of two and could risk suffocation.
- (7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual the point of entry, the visitor's entry to the school/district facility may be denied.

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

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

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

- (1) The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.
- (2) School officials should engage the expertise of their school nurses on the importance of contact tracing.
- (3) The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

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

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

- (1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
- (2) The Board’s Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
  - (a) A schedule for increased routine cleaning and disinfection.
  - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).
  - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
  - (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
    - (i) Classroom desks and chairs;
    - (ii) Lunchroom tables and chairs;
    - (iii) Door handles and push plates;
    - (iv) Handrails;

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

- (v) Kitchens and bathrooms;
- (vi) Light switches;
- (vii) Handles on equipment (e.g. athletic equipment);
- (viii) Buttons on vending machines and elevators;
- (ix) Shared telephones;
- (x) Shared desktops;
- (xi) Shared computer keyboards and mice;
- (xii) Drinking fountains; and
- (xiii) School bus seats and windows.

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

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

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

- (1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board’s Plan, if applicable:
  - (a) Stagger times to allow for social distancing and clean and disinfect between groups.
  - (b) Discontinue family style, self-service, and buffet.
  - (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
  - (d) Space students at least six feet apart.
  - (e) Require individuals must wash their hands after removing their gloves or after directly handling used food service items.

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

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

- (1) The Board’s Plan regarding recess and physical education should include protocols to address the following:
  - (a) Stagger recess, if necessary.
  - (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
  - (c) The use of cones, flags, tape, or other signs to create boundaries between groups.

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

- (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
  - (e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
  - (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
  - (g) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
- (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.
  - (3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

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

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

- (1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.
- (2) The Board of Director’s requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

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

## **2. Academic, Social, and Behavioral Supports**

In addition to taking the steps listed in the Health and Safety Guidelines section to protect students’ and educators’ physical health, leaders must also consider the impact of social isolation on both educators and students. School officials are not mandated to develop protocols for these elements as these elements are not “anticipated minimum standards” in the NJDOE Guidance. However, the NJDOE

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

recommends school officials consider the following elements while developing the Board's Plan.

While only a small introduction to these elements is included in this Plan, a more detailed explanation and further considerations in the NJDOE Guidance are under the Academic, Social, and Behavioral Supports section to reference as the Plan is being developed. School officials may use the supports listed in the NJDOE Guidance.

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

- a) **Social Emotional Learning (SEL) and School Culture and Climate**  
SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.  
 Currently Being Utilized
- b) **Multi-Tiered Systems of Support (MTSS)**  
MTSS is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through twelve for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support.  
 Currently Being Utilized
- c) **Wraparound Supports**  
Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.  
 Currently Being Utilized
- d) **Food Service and Distribution**  
School meals are critical to student health and well-being, especially for low-income students. The NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of students during all phases of school reopening.  
 Currently Being Utilized
- e) **Quality Child Care**  
Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families who otherwise would not utilize child care will now require it.  
 Not Being Utilized

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

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

## **B. Leadership and Planning**

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

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

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

### **1. Establishing a Restart Committee**

- (a) A Restart Committee should be established as collaboration is critical to the development of the Board's Plan.
- (b) The Restart Committee should include school district and school-level administrators, members of the local Board of Director's and a diverse set of content experts, educators, parents, and students.
- (c) The Restart Committee work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.
- (d) The Restart Committee reflects the diversity of the school community as much as possible, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
- (e) The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

### **2. Pandemic Response Team**

- (a) School-based Pandemic Response Team is established in Coastal Learning Center Atlantic to centralize, expedite, and implement COVID-19 related decision-making.
  - i. The team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
  - ii. Members of the school teams should include a cross section of administrators, teachers, staff, and parents when possible.
  - iii. Pandemic Response Teams represent a cross-section of the school and district when possible, including its gender and racial diversity, as decision-making

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

and communication will be more effective if decision-makers reflect the make-up of the community.

(b) Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:

- 1) School Principal or Lead Person;
- 2) Teachers;
- 3) Child Study Team member;
- 4) School Counselor or mental health expert;
- 5) Subject Area Chairperson/Director;
- 6) School Nurse;
- 7) Teachers representing each grade band served by the school district and school;
- 8) School safety personnel;
- 9) Members of the School Safety Team;
- 10) Custodian; and
- 11) Parents.

(c) The Pandemic Response Team is responsible for:

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

(d) The Pandemic Response Team meets regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

### 3. **Scheduling**

- a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
- b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

environment during limited periods throughout the school year due to a local or Statewide public health emergency.

- (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
- (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

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

- (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology- based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
- (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

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

- (1) Provide teachers common planning time.
- (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
  - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
  - (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
- (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
- (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.

# COASTAL LEARNING CENTER ATLANTIC

## RESTART & RECOVERY PLAN

---

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

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

[See Appendix N – Scheduling of Students]

#### 4. **Staffing**

- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.
- c. The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
  - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
  - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs),

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).

- (3) Certification
  - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.
  - (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

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

- a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.
- b. Instructional staff should:
  - (1) Reinforce social distancing protocol with students and co-teacher or support staff.
  - (2) Limit group interactions to maintain safety.
  - (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
  - (4) Become familiar with district online protocols and platforms.
  - (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
  - (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
  - (7) Provide regular feedback to students and families on expectations and progress.
  - (8) Set clear expectations for remote and in-person students.
  - (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
  - (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
  - (11) Instruct and maintain good practice in digital citizenship for all students and staff.
  - (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.

# COASTAL LEARNING CENTER ATLANTIC

## RESTART & RECOVERY PLAN

---

- (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
  - (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
  - (15) Limiting on-line activities for pre-school students.
- c. Mentor teachers should:
- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
  - (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
  - (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
  - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
  - (5) Continue to maintain logs of mentoring contact.
  - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
  - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
  - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- 1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
  - 2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
  - 3) Prioritize vulnerable student groups for face-to-face instruction.
  - 4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
  - 5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

- 6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- 7) Define and provide examples of high-quality instruction given context and resources available.
- 8) Assess teacher, student, and parent needs regularly.
- 9) Ensure students and parents receive necessary supports to ensure access to instruction.
- 10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- 11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- 12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- 13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
- 14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- 15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- 16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- 17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- 18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.

e. Educational services staff members should:

- (1) Lead small group instruction in a virtual environment.
- (2) Facilitate the virtual component of synchronous online interactions.
- (3) Manage online platform for small groups of in-person students while teacher is remote.
- (4) Assist with the development and implementation of adjusted schedules.
- (5) Plan for the completion of course requests and scheduling (secondary school).
- (6) Assist teachers with providing updates to students and families.

# COASTAL LEARNING CENTER ATLANTIC

## RESTART & RECOVERY PLAN

---

- (7) Support embedding of SEL into lessons.
- (8) Lead small group instruction to ensure social distancing.
- (9) Consider student grouping to maintain single classroom cohorts.
- (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

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

- g. Substitutes
  - (1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
  - (2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
    - a. Designate substitutes to a single school building or grade level to avoid too much movement between schools.
  - (3) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

[See Appendix O – Staffing]

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

- a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:
  - (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.

# COASTAL LEARNING CENTER ATLANTIC

## RESTART & RECOVERY PLAN

---

- (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
- (3) To the extent possible, provide district one-to-one instructional devices and connectivity.
- (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords).

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

- (1) Train student teachers to use technology platforms.
- (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
- (3) Survey assistant teachers to determine technology needs/access (Pre-school).
- (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

c. Student teachers should:

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

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

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

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

based activities. In this grade band, interactive learning activities are the most effective.

- (2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
- (3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
- (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
- (5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

## **7. Athletics**

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

[See Appendix P – Athletics]

## **C. Policy and Funding**

The impact of the COVID-19 pandemic presents many fiscal challenges to the school district for delivery of instruction and related services to students in addition to other basic operational needs. Readying facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the Board’s Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

### **1. School Funding**

- a. The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty. The options the Board shall explore include, but are not limited to, the following:
  - (1) Elementary and Secondary School Emergency Relief Fund;
  - (2) Federal Emergency Management Agency – Public Assistance; and
  - (3) State School Aid.
- b. School District Budgets  
Districts have finalized their FY20 budget year and have already finalized their FY21 budgets. Because of the timing of the budget process, many of

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

the activities listed below have not been, and cannot be, factored into either budget year without additional revenue outside the amount they anticipated for FY21 in February, and budget transfers that current statute does not authorize at the start of the school year.

c. **School Funding**

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

(1) **Purchasing**

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

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

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

(3) **Costs and Contracting**

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

**D. Continuity of Learning**

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

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

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

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

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

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

- (a) Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
- (b) In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
- (c) The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
  - (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
  - (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
  - (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
  - (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
  - (5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

programs, county, State, and Federal opportunities to access support.

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

## **2. Technology and Connectivity**

- a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.
- b. Districts should:
  - (1) Conduct a needs assessment.
  - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
  - (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
  - (4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
    - (a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

## **3. Curriculum, Instruction, and Assessment**

- a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).
- b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

## c. Virtual and Hybrid Learning Environment

### (1) Curriculum

- (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.
- (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
- (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

### (2) Instruction

- (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
- (b) In crafting an instructional plan, the school district should consider the following:
  - i. Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
  - ii. Design for student engagement and foster student ownership of learning.
  - iii. Develop students' meta-cognition.
  - iv. Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
  - v. Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
  - vi. Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

- (3) Assessment
- (a) For the purposed of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
  - (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
  - (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
  - (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
  - (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
    - (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.
4. **Professional Learning**
- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
  - b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.
  - c. Professional learning opportunities should be:
    - (1) Presented prior to the beginning of the year;
    - (2) Presented throughout the school year;
    - (3) Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
    - (4) Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

- 5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.
  - d. Mentoring and Induction
    - (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
    - (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
    - (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
    - (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
    - (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.
  - e. Evaluation
    - (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
    - (2) School districts should develop observation schedules with a hybrid model in mind.
    - (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
    - (4) School districts should consider the School Improvement Panel's (SciP) role in informing professional learning, mentoring, and other evaluation-related activities.
    - (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.
5. **Career and Technical Education (CTE)**
- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
  - b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

- c. Guiding Principles
  - (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
  - (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.
  
- d. Quality CTE Programs
  - (1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLs, CTE Core Content Standards, industry certifications, college credit agreements, etc.
  - (2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.
  
- e. Work-Based Learning

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

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

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

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

## **Appendices**

### **Restart and Recovery Plan to Reopen Schools**

**Coastal Learning Center Atlantic**

***2100 Oak Ave.***

***Northfield, NJ 08225***

**Board of Directors**

**Fall 2020**

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

## Appendix A

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

#### Protocol for High Risk Staff Members

Coastal Learning Center Atlantic will ensure staff who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning, when possible.

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

#### Protocol for High Risk Students

Coastal Learning Center Atlantic will ensure students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.

Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19.

#### Isolation

The nurse's office will be used for isolation. The office contains 2 restrooms and 2 cots that are enclosed by drapes. An alternate office will be used when the nurse is needed to attend to a student or staff while a student is in isolation.

#### Parent Notification

Our school nurse will supply parents with notifications and symptom charts to help them be aware of signs of illness. Our nurse will send a letter to advise parents of conditions that will require them to keep their child home.

#### Shared Objects

Staff is provided with EPA registered disposable wipes and sanitizer spray to wipe down and clean shared objects between uses. This includes keyboards, desks, doorknobs, and any other commonly used surfaces. Every student will be provided a ziplock bag for each class that contains any materials needed for that class. The bag will be labeled with the student's name and can only be used that student

#### Adequate Ventilation

All classrooms and offices have windows that open for additional fresh air. Heating and ventilation systems draw fresh outside air into the rooms and hallways. All filters are changed quarterly as per manufacturer's guidelines.

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

## **Appendix B**

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

#### **Social Distancing in Instructional and Non-Instructional Rooms**

Coastal Learning Center Atlantic will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If we not able to maintain this physical distance, additional modifications will be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

Face coverings are always required for students. Face coverings are always required for visitors and staff unless it will inhibit the individual's health.

Enforcing the use of face coverings may be impractical for young children or individuals with disabilities. In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings are required while students are seated at desks and worn when moving about the classroom. All instructional and non-instructional rooms at Coastal Learning Center Atlantic facilities must comply with social distancing standards to the maximum extent practicable.

#### **Procedures for Hand Sanitizing/Washing**

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

Such stations should be:

- (a) In each classroom (for staff and older children who can safely use hand sanitizer).
- (b) At entrances and exits of buildings.
- (c) Near lunchrooms and toilets.
- (d) Children ages five and younger should be supervised when using hand sanitizer.
- (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

Coastal Learning Center Atlantic school-wide plan requires students to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.

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

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

## Appendix C

### Critical Area of Operation #3 – Transportation

#### **Student Transportation**

Students attending Coastal Learning Center Atlantic are provided transportation by their sending district to and from school. When Coastal Learning Center Atlantic is providing transportation services on a school bus a face covering must be worn by all students who are able to do so, upon entering the bus.

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

Coastal Learning Center Atlantic's school bus, is cleaned and disinfected before and after each bus route.

- a. Bus Driver and Staff will wear a face covering while on the school bus.
- b. Social Distancing on School Buses will be maintained when possible.  
Face coverings shall be worn by all students on the school bus.

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

## Appendix D

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

#### Location of Student and Staff Screening

##### **Student Screening**

Students shall be screened upon entry into the school building. Only one bus at a time will be allowed to have students disembark. The student will enter through the main entrance. Upon exiting the school bus students will utilize floor markings to maintain social distancing. Students will be instructed to sanitize or wash hands when entering the building. School staff will sanitize hands and don gloves prior to using the security wand or touching student items. When a staff member touches any student items or the student the school staff will doff gloves and sanitize hands immediately and prior to tending to next student.

School Staff will be assigned to main entrance to complete health screening.

- (a) Touchless temperature check: fever of 100° F or greater (+) Thermometer must thoroughly wipe down before first use, if touched by an individual not conducting screenings, before thermometer is set down, and at completion of screenings.
- (b) Verbal question of current symptoms of COVID-19: Cough, Shortness of breath/difficulty breathing, Chills, Repeated shaking with chills, Muscle pain, Headache, Sore throat, New loss of taste or smell, Fatigue, Congestion/runny nose, Nausea or vomiting, or Diarrhea. (may need to be updated with time)
- (c) A positive sign or symptom listed in d. must be documented on daily log. Student should be sent with school staff member to the nurse's office (isolation space) for further evaluation.
- (d) Students with no presenting symptoms and afebrile should report to homeroom immediately.

Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. Screening procedures shall take into account students with disabilities and accommodations that may be needed in the screening process for those students

##### **School Staff Screening**

School Staff shall be screened when entering into the school building.

- (a) School Staff will enter through the main entrance and report directly to nurse's office.

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

- (b) Upon entering school/nurse's office Staff will utilize floor markings to maintain social distancing, sanitize or wash hands and clock in at time clock.
- (c) Staff will report to School Nurse for temperature check and health screening.
- (d) Touchless temperature check: fever of 100° F or greater (+) Thermometer must thoroughly wiped down before first use, if touched an individual not conducting screenings, before thermometer is being set down, and at completion of screenings.
- (e) Verbal question of current symptoms of COVID-19: Cough, Shortness of breath/difficulty breathing, Chills, Repeated shaking with chills, Muscle pain, Headache, Sore throat, New loss of taste or smell, Fatigue, Congestion/runny nose, Nausea or vomiting, or Diarrhea. (may need to be updated with time)
- (f) Report to duties as assigned.

## **Social Distancing in Entrances, Exits, and Common Areas**

### **Student Flow, Entry, Exit, and Common Areas –**

Coastal Learning Center is providing physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart.

When possible classes will avoid being in the halls and common areas at the same time.

Staff, students, and visitors are required to wear face coverings.

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

## Appendix E

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

#### Screening Procedures for Students and Staff Location of Student and Staff Screening

#### Parent/Guardian Notification

#### Screening

1. Adequate amount of personal protective equipment (PPE) shall be available, accessible, and provided for use by staff and students.
2. Prior to screening the screener should wash their hands with soap and water for at least 20 seconds or use hand sanitizer with at least 60% alcohol, put on a face mask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. A gown could be considered if extensive contact with an individual is anticipated. Glove change and hand sanitization should be completed when screener has made physical contact with individual.

#### Student Screening

Students shall be screened for entry into the school building

- a. One bus at a time, students will enter through the main entrance
- b. Students will utilize floor markings to maintain social distancing.
- c. Students are instructed to sanitize or wash hands prior to bag checks, and going through the metal detector.
- d. Prior to staff having contact with a student or their belongings school staff will sanitize hands and don gloves.
- e. If it is necessary to touch a student or their belongings the staff member will doff gloves and sanitize hands immediately and prior to tending to next student.
- f. School Staff will be assigned to main entrance to complete health screening.
  - a. Touchless temperature check: fever of 100° F or greater (+) Thermometer must thoroughly wipe down before first use, if touched an individual not conducting screenings, before thermometer is being set down, and at completion of screenings.
  - b. Verbal question of current symptoms of COVID-19: Cough, Shortness of breath/difficulty breathing, Chills, Repeated shaking with chills, Muscle pain, Headache, Sore throat, New loss of taste or smell, Fatigue, Congestion/runny nose, Nausea or vomiting, or Diarrhea.(may need to be updated with time)
- g. A positive sign or symptom listed in d. must be documented on

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

daily log. Student should be sent with school staff member to the nurse's office (isolation space) for further evaluation.

- h. Students with no presenting symptoms and afebrile should report to homeroom immediately.

Health checks must be conducted safely and respectfully. Screening procedures shall take into account students with disabilities and accommodations that may be needed in the screening process for those students

## **School Staff Screening**

School Staff shall be screened for entry into the school building.

- a. School Staff will enter through the main entrance and report directly to nurse's office.
- b. Upon entering school/nurse's office Staff will utilize floor markings to maintain social distancing,
- c. Sanitize or wash hands and clock in at time clock.
- d. Staff will report to School Nurse for temperature check and health screening
  - \*Touchless temperature check: fever of 100° F or greater (+)Thermometer must thoroughly wiped down before first use, if touched an individual not conducting screenings, before thermometer is being set down, and at completion of screenings.
  - \*Verbal question of current symptoms of COVID-19: Cough, Shortness of breath/difficulty breathing, Chills, Repeated shaking with chills, Muscle pain, Headache, Sore throat, New loss of taste or smell, Fatigue, Congestion/runny nose, Nausea or vomiting, or Diarrhea. (may need to be updated with time)
- e. Report to duties as assigned.

## **Protocols for Symptomatic Students and Staff**

### **Procedures for symptomatic staff and students:**

- (1) The school isolation space is the nurse's office.
- (2) Students and staff with symptoms related to COVID-19 shall be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
- (3) School Nurse/Staff must provide continuous monitoring of symptoms.
- (4) The current Communicable Disease Service guidance for illness reporting shall be followed
  - (a) Cases should be reported to the local health department where the patient resides. If patient residence is unknown, the report should be made to the local health department of the school. Contact information for all local health departments in New Jersey is available at: [www.localhealth.nj.gov](http://www.localhealth.nj.gov).
  - (b) Northfield is served by Atlantic County Division of Public Health. Health Officer: Patricia Diamond, Health Officer Contact: 609-645-5935
- (5) If a staff member becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, the staff members shall

# COASTAL LEARNING CENTER ATLANTIC

## RESTART & RECOVERY PLAN

---

notify the principal and the school nurse. The school nurse shall immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality

### **Protocols for Face Coverings**

School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age. Students are required to wear face coverings unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

Accommodation for students who are unable to wear a face covering should be addressed according to that students need and in accordance with all applicable laws and regulations. Exceptions to requirements for face coverings shall be as follows:

- (a) Doing so would inhibit the individual's health.
- (b) The individual is in extreme heat outdoors.
- (c) The individual is in water.
- (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
- (e) The student is under the age of two and could risk suffocation.
- (f) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual the point of entry, the visitor's entry to the school/district facility may be denied.

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

## Appendix F

### Critical Area of Operation #6 - Contact Tracing

The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures to the maximum extent practicable.

The procedure includes:

- (i) Establishment of an isolation space.  
Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
- (ii) Following current Communicable Disease Service guidance for illness reporting.
- (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
- (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
- (v) Continuous monitoring of symptoms.
- (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Services Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
- (vii) Written protocols to address a positive case.

### **COVID-19 CONTACT TRACING:**

#### **A COURSE FROM JOHNS HOPKINS**

The COVID-19 crisis has created an unprecedented need for contact tracing across the country, requiring thousands of people to learn key skills quickly. A free, six-hour Coursera class developed by the Johns Hopkins Bloomberg School of Public Health and supported by Bloomberg Philanthropies is now available to train contact tracers about how to do this work effectively—and help cities and states across the nation undertake these critical efforts.

**Coastal Learning Center Atlantic School Nurse Randi Moets, RN and Arlene Pearce, LCSW has completed this course.**

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

## **Preparations for when we are notified that someone tests positive for COVID-19:**

1. Students and staff with symptoms related to COVID-19 shall be safely and respectfully taken to the nurse's office (designated isolation space) and isolated from others.
  - a. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
  - b. Parent/Guardian shall be notified immediately of illness and child will need to be pick up or arranged transportation home immediately. Transportation on regular busing with other students will NOT be allowed.
  - c. Student should be sent home with CDC COVID-19" What to Do If You Are Sick"  
<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>
2. The current Communicable Disease Service guidance for illness reporting shall be followed
  - a. Cases should be reported to the local health department where the patient resides. If patient residence is unknown, the report should be made to the local health department of the school. Contact information for all local health departments in New Jersey is available at: [www.localhealth.nj.gov](http://www.localhealth.nj.gov).
  - b. Northfield is served by Atlantic County Division of Public Health. Health Officer: Patricia Diamond, Health Officer Contact: 609-645-5935
3. Readmittance to school shall be 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;
4. Contact tracing shall be initiated including records of groups/cohorts, assigned staff, and daily attendance.
  - a. Collect necessary information regarding individual's case with CDC COVID Case Report  
<https://www.cdc.gov/coronavirus/2019-ncov/downloads/pui-form.pdf>
  - b. Immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.  
Northfield is served by Atlantic County Division of Public Health. Health Officer: Patricia Diamond, Health Officer Contact: 609-645-5935  
Contact monitoring may be requested. See form if needed.  
<https://vital.ent.box.com/s/yy9zsmged50kvq2ly7e1xbubndr974ui>

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

## Appendix G

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

#### Critical Area of Operation #7: Facilities Cleaning Practices

##### Anticipated Minimum Standards

Coastal Learning Center Atlantic continues to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise. Coastal Learning Center will develop a procedure manual to establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used:

1) Develop a schedule for increased, routine cleaning and disinfection included in the district's policy.

2) Routinely clean and disinfect surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). Use all cleaning products according to the directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.) Examples of frequently touched areas in schools:

- 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)
- Shared telephones
- Shared desktops
- Shared computer keyboards and mice
- Drinking fountains
- School bus seats and windows

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

##### Additional Considerations

4) Regarding bathrooms:

# COASTAL LEARNING CENTER ATLANTIC

## RESTART & RECOVERY PLAN

---

- 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.

5) Drinking fountains will be cleaned and sanitized but encourage staff and students to bring their own water to minimize use and touching of water fountains.

6) Hand sanitizer will be made available at the school bus entrance for each student to use when boarding. Similarly, students must be required to wear face coverings while riding on the bus if social distancing or physical barriers cannot be maintained.

7) Bus drivers will be reminded to take certain personal hygiene actions (e.g., frequent hand washing) and be afforded the opportunity to do so (such as having sufficient time between routes).

8) CLCA shall collaborate with transportation services that are contracted by the sending school district to educate the students as to the procedures to ensure their safety.

9) CLCA will develop a cleaning/sanitizing checklist to be completed by the personnel responsible for the cleaning. The checklist serves two purposes:

1. a roadmap for the steps that need to be taken to properly clean and sanitize the bus;
2. certifying that the process has been completed as required.
  - (a) The procedures will identify sanitizing agents that may be used and should be limited to products included on the U.S. Environmental Protection Agency's list of products that have shown to be effective against COVID-19.
  - (b) Develop a process for the routine cleaning and disinfecting of furniture, accounting for the materials used in furniture in each school building.

10) Staff is provided with EPA registered disposable wipes and sanitizer spray to wipe down and clean shared objects between uses. This includes keyboards, desks, doorknobs, and any other commonly used surfaces. Every student will be provided a ziplock bag for each class that contains any materials needed for that class. The bag will be labeled with the student's name and can only be used that student.

11) CLCA will ensure adequate supplies to support cleaning and disinfection practices.

# COASTAL LEARNING CENTER ATLANTIC

## RESTART & RECOVERY PLAN

---

12) CLCA will 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.

13) CLCA will only allow one student in the bathroom at a time.

14) Cleaning and disinfecting a school building after a person has been identified as COVID-19 positive:

-Schools might need to 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:

- 1) 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.
- 2) Open outside doors and windows to increase air circulation in the area.
- 3) 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.
- 4) It may be necessary to provide additional training to the personnel responsible for cleaning and sanitizing school buses.

Topics that may need to be addressed may include proper use of cleaning and disinfecting agents, the cleaning schedule for various surfaces, and safety precautions that need to be taken (e.g., ensuring adequate ventilation while cleaning and sanitizing).

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

## Appendix H

### Critical Area of Operation #8 – Meals

#### **Meals-In-person Instruction are served in classrooms (Homeroom):**

- 1) Classrooms are cleaned and disinfected before and after meals.
- 2) Discontinue family style, self-service, and buffet.
- 3) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the Environmental Protection Agency (EPA).
- 4) Space students at least six feet apart.
- 5) Individuals must wash their hands after removing their gloves or after directly handling used food service items.

#### **Meals-Remote Instruction**

- 1) CLCA will provide breakfast cereal or sandwiches and brown bag lunches for all students that are eligible for free or reduced meals.
- 2) Food will be available for pickup each morning at our school after 10am.
- 3) Please call the school at 609-277-7079 to order meals.

#### **Additional Considerations**

- 1) Meals are served in classrooms with student remaining in their co-hort.
- 2) Serve individually plated meals or meals in pre-packaged boxes or bags.
- 3) Ensure students are not sharing food.
- 4) Use disposable food service items (e.g., utensils, dishes).  
} If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher.
- 5) Encourage proper hand washing before and after eating meals.

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

## Appendix I

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

CLCA's Plan regarding recess and physical education protocols:

- (a) Recess and Physical education will be scheduled with no more than 12 students and with each cohort being in separate spaces, when possible.
- (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
- (c) The use of cones, flags, tape, or other signs will be used to create boundaries between groups.
- (d) Students will wash hands immediately after gym or outdoor activities.
- (e) Equipment will be used by one class at a time and disinfecting of equipment will occur after each use. The Physical Education Teacher will ensure that after each class activity the equipment will be disinfected and prepared for future use.
- (f) When using outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and Gym areas the use of floor markers, floor tape, poly spots, etc., will be used to ensure separation among students (six feet apart for social distancing).
- (g) Locker rooms will not be used to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
  - (ii) Students will be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education.
- (h) Coastal Learning Center Atlantic will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.
- (I) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

## **Appendix J**

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

#### **Anticipated Minimum Standards**

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

#### **Additional Considerations**

- 3) Field trips, assemblies, and other large gatherings are cancelled until further notice.
- 4) Cleaning/disinfecting schedule may not allow for in-person gatherings outside school hours.

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

## Appendix K

### Academic, Social, and Behavioral Supports

Coastal Learning Center Atlantic (CLCA) is committed to providing a safe, secure, and productive learning and working climate for all students and staff. This will be accomplished through professional development, education, and emotional and behavior counseling to support both students, families and staff.

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

CLCA will address the SEL and School Culture and Climate through a multifaceted approach the facets include but are not limited to:

1. Addressing the social and emotional and environmental factors that impact the teacher ability to teach.

- Provide staff with Educational and Emotional resources through email prior to school starting in September .

[5 Strategies for Teacher Self-Care](#)

[Educator Resilience and Trauma-Informed Self-Care: Self](#)

[Handout: Supporting Healthy Mindsets and Behaviors](#)

[Resiliency Resources at University Behavioral Health Care](#)

Supporting Teachers Through Stress Management (NASP)-

[Resiliency Resources at University Behavioral Health Care](#)

[Mental Health and Coping During COVID-19](#)

Atlantic County Health Department-

[Health Topics - Health Topics](#)

[What Does Becoming Trauma-Informed Mean for Non-Clinical Staff?](#)

Trauma Education

Whole School - The importance of community-

[https://www.youtube.com/watch?time\\_continue=43&v=fAXiavc2szI&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=43&v=fAXiavc2szI&feature=emb_logo)

Trauma Sensitivity

<https://www.youtube.com/watch?v=yvXrmi5kbi0>

- Inform staff of protocols in place for the safe return of students through in-service meetings prior to students returning.

- Staff Professional Development in Noticing Signs and Symptoms of Anxiety in Students, Emotional Well Being for Staff and Students, and Supporting Students with Disabilities developed by MSW, LCSW counseling staff.
- Allow staff opportunities to discuss concerns regarding issues that may arise.
- Weekly (more when necessary) meetings to keep staff informed of any changing information.

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

- Provide assistance with any issue that may arise with technology, curriculum, stress, etc. when necessary.
- 2. Addressing the social and emotional and environmental factors that impact the students ability to learn.
  - Provide information to parents on how to support students through the pandemic.  
Atlantic County Health Department- [Health Topics - Health Topics](#)  
[Mental Health and Coping During COVID-19](#)  
[Helping Children Cope With Changes Resulting From COVID-19](#)  
[Be There for Others Even While Apart May is coming to an end. That means summer is almost here! However, this season might look](#)  
[What To Say To Kids When The News Is Scary : Parenting: Difficult Conversations](#)
    - The counselors will be available to assist students and their families throughout the summer and school year.
    - The counselors will assist in connecting families with community resources.
    - The nurse will be available to address any concerns in regards to health related issues.
    - The nurses will keep families updated on health concerns within the school through email, phone contact or other notification methods.
    - Plans for both in-person classes and digital classrooms will be in place to address the possible situations that may arise.
    - The teacher and counselors will assist students through the transition back to the classroom or digital classroom, keeping in mind the information on trauma informed schools.
    - The teacher will notify appropriate school personnel if they notice changes in student behaviors.
    - Educational regression will be addressed on an individual basis and based on what each individual student needs.
- 3. School Culture and Climate
  - All school areas will be clean and present with a welcoming atmosphere conducive to students learning, physical and emotional health.
  - Students and staff will adhere to the standards of appropriate social behaviors whether attending in-person or digital classrooms.
  - Staff will be trained in crisis prevention and intervention.
  - Students will acquire knowledge and social skills through classroom content, counseling and the behavior management program.
  - The school safety team will prevent and respond to allegations of HIB by implementing the regulations at N.J.A.C. 6A:16- 7.7 and 7.8.
  - CLCA will continue to 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

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

## b. Multi-Tiered Systems of Support (MTSS)

CLCA utilizes a MTSS which includes prevention, intervention, and enrichment for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support.

### 1. Prevention

- Promote positive student/staff relationships through educating staff in regards to trauma informed schools.
- Educate staff and parents on signs and symptoms of mental health concerns.
- Professional staff will review all documentation received from the sending district to have a clear understanding of the students strengths and weaknesses.
- The teacher will continually assess the students' academic strength and weakness, learning gaps, and data to plan instruction as per professional development in Visible Learning. <https://www.visiblelearning.com>
- Professional development in Handle with Care Crisis Prevention and Intervention. <https://handlewithcare.com/>
- Provide an open dialog with Parent/Guardian and Sending District in regards to Academic and Behavioral concerns.

### 2. Intervention and enrichment

- Provide education in accordance with the IEP
- Utilized differentiated instruction in both in-person or digital education.
- Provide individual counseling weekly and crisis intervention counseling, as need, to address behavioral concerns.
- Provide technology for digital education when needed.
- Provided tutoring and extra assistance when needed.
- 

## c. Wraparound Supports

Wraparound Services are designed for children and adolescents to ensure that in times of need they have access needed services. These services aim to keep children and their families together. Services are provided at home and in the community.

- Maintain communication with the Sending Districts Child Study Team.
- Maintain communication with community agencies when appropriate (probation, DCP, CMO, Therapist).
- Provide community referrals to parents for issues that arise in the community.
- Provide information to resources within the sending district.

## d. Food Service and Distribution

# COASTAL LEARNING CENTER ATLANTIC

## RESTART & RECOVERY PLAN

---

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

### **Meals-In-person Instruction are served in classrooms (Homeroom):**

- Classrooms are cleaned and disinfected before and after meals.
- Discontinue family style, self-service, and buffet.
- Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the Environmental Protection Agency (EPA).
- Space students at least six feet apart.
- Individuals must wash their hands after removing their gloves or after directly handling used food service items.

### **Meals-Remote Instruction**

- CLCA will provide breakfast cereal or sandwiches and brown bag lunches for all students that are eligible for free or reduced meals.
- Food will be available for pickup each morning at our school after 10am.
- Please call the school at 609-277-7079 to order meals.

### **Additional Considerations**

- Meals are served in classrooms with student remaining in their co-hort.
- 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).  
If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher.
- Encourage proper hand washing before and after eating meals.

#### e. Quality Child Care

CLCA realizes that quality child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families who otherwise would not utilize child care will now require it. CLCA acknowledges this needs, but due to the specialized needs of the students we serve are unable to provide these services within our school.

- When contacted by Parents/Guardians regarding child care we will refer to the wraparound and the home school district services.

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

## **Appendix L**

### **Restart Committee**

The Restart Committee meets daily as required to review compliance and resolve problems. The NJDOE also recommends they address the following critical issues:

- a. Scheduling
- b. Staffing
- c. Continuity of Learning
- d. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
- e. Technology and Connectivity
- f. Curriculum, Instruction, and Assessments
- g. Professional Learning
- h. Career and Technical Education (CTE)

Coastal Learning Center Atlantic's Restart Committee will also serve as the Pandemic Response Team.

The Restart Committee and Pandemic Response Team Members are:

1. Director/Principal
2. Director/Supervisor of Special Education
3. Supervisor of Instruction
4. School Nurse
5. School Social Worker
6. School Secretary
7. Teacher
8. School Security

The Restart Committee and School Pandemic Response Teams, works closely with health departments, and others in municipal and county government to develop district plans that address the ten Critical Areas of Operation.

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

## **Appendix M**

### **Pandemic Response Teams**

Coastal Learning Center Atlantic's Crisis Response Team will serve as the Pandemic Response Team.

The Pandemic Response Team is responsible for:

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

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

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

## Appendix N

### Scheduling of Students

CLCA serve students with many different types of disabilities and medical needs. Our students also require greater creativity, continuity and structure than other students. Simply put, there is no one-size-fits-all solution to educating these students during a pandemic. CLCA believes that a flexible and individualized hybrid approach - one that combines both remote/virtual and onsite learning, is the safest and most responsive option. A hybrid model will offer a choice of either distance learning or onsite instruction. In some cases, the option of home-based learning remotely with teacher made lessons and assistance of a paraprofessional.

- Remote/virtual education may only be provided at guardian request or may be necessary due to a change in conditions in a classroom, building or community.

#### School Day

##### 1. On-Site

School arrival time 8:30

School Dismissal time 2:15

- a) Attendance will be taken daily and reported in Realtime

##### 2. Remote education

School Work will be assigned by 8:30. Students will sign into their first class with their teacher at 8:45. The student will follow their schedule signing in with each teacher at assigned times receiving all the same classes as if they were in the building. The school day is from 8:45 – 2:05. Students will follow a bell schedule consisting of seven forty-minute periods. A NJ certified teacher will teach all in person and remote classes.

- a) Students will have until the following day to complete and submit all assignment.
- b) Attendance- students will be considered present when they participate in any assignments and school activities (direct virtual instruction, independent activities, counseling, or related services).
- c) On July 28, 2020 all parents/guardians were notified by mail explaining how to request remote instruction. All parents were also called.

#### Technology Needs Survey

The Technology Needs Survey was completed in March 2020 before schools shut down. All parents and guardians of remote students were contacted by phone in August 2020 to determine specific technology needs. All remote learners have internet access. Coastal Learning Center has provided a Chrome Book to each student.

# COASTAL LEARNING CENTER ATLANTIC

## RESTART & RECOVERY PLAN

---

In order to prepare for the potential shift back to remote instruction all student are being issued Chromebooks and clear backpacks. Students are to bring the Chromebook to and from school. The teachers in-person instruction will include using Google classrooms to assign classwork and homework. The student will learn within the classroom how to use the resources provided by Google classroom. This will make the shift, if necessary, back to remote instruction possible with uninterrupted access to instruction.

### **Educational Program**

1. On-site and remote learning  
CLCA will continue to follow the School Curricula for on-site and remote instruction. Teachers will review all students IEPs to plan differentiated instruction as required. The students will receive all related services in-person or remotely. When a Personal Aide is required in the IEP additional support will be provided in the classroom or virtually based on the their educational program..

### **Digital Lesson Planning**

When planning instructional lessons for our students in the 2020-2021 school year, we will be using a “digital approach”. This means when planning a lesson teachers will teach the skill/concept using only digital resources.

We are defining digital resources as any resource that can be posted and completed using Goggle Classroom: anchor charts, graphs, maps, ebooks, audio books, interactive notebooks WHITEBOARD.fi, writeable PFD’s, student kits containing hands on resources, G slides, teacher made video, etc. Whiteboard.fi is a simple digital tool that can be used instantly. By creating a class and using the link/code to let students join’ everyone will use a digital whiteboard. Teachers see all of their students’ whiteboards in real time and observe their progress. Students can draw, solve word problems, or take a short quiz. Teachers can use the whiteboard as a formative assessment. The students can only see their own whiteboards and the teacher’s. All work can be saved to a PFD format.

Staff has already used many of these components in class and during remote instruction last school year. In addition, digital lesson planning will support the use of the new Smartboards installed in many of the classrooms.

### **Digital Divide**

1. All students were surveyed to determine educational technology needs. Coastal Learning Center Atlantic provides any resources for remote education which includes Chromebooks and internet or hotspot access.
2. Coastal Learning Center Atlantic has provided all students with Chromebooks to use for in-person and remote instruction.
3. Students enrolled in remote learning are instructed and monitored daily by teaching staff. Parents contact is established and maintained. Tech Staff is quickly dispatched to resolve any problems.

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

## Appendix O

### Staffing

School opens for staff development September 1, 2020

School opens for students September 8 for in person learning 5 days per week

Remote learning available as full-time option

Students receive remote instruction through the online classroom format and teacher-created video lessons to teach new content to students with disabilities. Materials are modified and lesson are developed to include the use of features such as text read- aloud, and speech-to-text dictation to assist students. Group and individual lessons are planned based on each students' individual needs and delivered through the online classroom format.

Students are provided equitable access to instruction using computers, tablets, hard copy of assignments, and individualized tutoring sessions as needed. The instructional method has been identified to address the individual need of the student. Meaningful feedback is provided to students. Parents are contacted on a daily basis if students do not submit assignments. Progress is reported and documents in Realtime data base. Teachers and Teacher Aides provide 1:1 tutoring for students as needed.

### Staff Hours:

All staff are working a minimum of 7 hours at school or home (8:00 to 3:00).

All staff have a timeline that must be adhered to. Administration will monitor staff adherence to timelines.

### Coastal Learning Center Atlantic Staff

- 1 Principal/Director
- 1 Supervisor/Director
- 1 School Nurse
- 1 Secretary
- 1 Teacher of Students with Disabilities (Elementary)
- 1 Teacher of the Mathematics
- 1 Teacher of Media
- 1 Teacher of English
- 1 Teacher of Social Studies
- 1 Teacher of Science
- 1 Teacher of Art/Career Ed
- 1 Teacher of Health, Physical Education, Driver Education
- 1 Teacher of Music/Instructional Assistant
- 3 School Social Workers
- 7 Teacher Aides
- 3 Personal Aides

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

Teachers serve as the number one in-school factor impacting student learning. Regardless of the environment, teachers should clearly understand expectations and be supported and held accountable for student learning.

Coastal Learning Center Atlantic considers access and equity for all staff to ensure continuity of student learning. School reopening plans and decision-making throughout the school year consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.

When making staffing scheduling and assignments, Coastal Learning Center Atlantic complies 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.

All staff are provided a job description that clearly defines roles and responsibilities of school administrators, school nurse, secretary, school social workers, teachers, instructional assistants, and educational services professionals, that will ensure continuity of learning and leverage existing resources and personnel to maximize student success. As schedules are adjusted, educators maintain quality instruction for students, therefore the Department expects districts and educators to abide by the minimum requirements set forth in NJDOE regulation.

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

1. Mentoring Guidance - Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
2. Educator Evaluation Guidance- Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19.
3. Certification Performance Assessment Guidance - Provides a description of the NJDOE's [nj.gov/education](http://nj.gov/education) waiver of the teacher certification performance assessment requirement as necessitated by the COVID-19 state of emergency and related limitations.

## In-person and Hybrid Learning Environments: Roles and Responsibilities

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

Instructional Staff Responsibilities:

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

- a) Reinforce social distancing protocol with students and co-teacher or support staff.
- b) Limit group interactions to maintain safety.
- c) Support school building safety logistics (entering, exiting, restrooms, etc.).
- d) Become familiar with district online protocols and platforms.
- e) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings.
- f) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- g) Provide regular feedback to students and families on expectations and progress.
- h) Set clear expectations for remote and in-person students.
- i) Assess student progress early and often and adjust instruction and/or methodology accordingly.
- j) Develop opportunities for real-time interactions with students.
- k) Instruct and maintain good practice in digital citizenship for all students and staff.
- l) Instructional staff with additional capacity or limited time spent with students will assist with school building and safety logistics.
- m) Teacher leaders or instructional coaches will support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- n) Providing materials, manipulatives and items for at-home activities at no cost to families (particularly in preschool).

## **Mentor Teachers:**

- a. Plan for “in-person” contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- b. Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- c. Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- d. Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
- e. Continue to maintain logs of mentoring contact.
- f. Mentor teachers should consider all health and safety measures when doing in-person observations
- g. Plan for “in-person” contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- h. Consider alternative methods for classroom observations and avoiding in-person contact where possible.

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

## **Administrators:**

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

- a) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- b) Provide time for staff collaboration and planning (See Scheduling section).
- c) Prioritize practical science and practical CTE areas for on-site opportunities.
- d) Prioritize vulnerable student groups for face-to-face instruction.
- e) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- f) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- g) Hone collaboration, cooperation and relationship building skills using alternative methods to remain connected to virtual instruction.
- h) Define and provide examples of high-quality instruction given context and resources available.
- i) Assess teacher, student, and parent needs regularly.
- j) Ensure students and parents receive necessary supports to ensure access to instruction.
- k) 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).
- l) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- m) Collaborate on curriculum planning and assessing student academic and social emotional well-being when they return to school.
- n) 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.
- o) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- p) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- q) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- r) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

## **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:

- a. Lead small group instruction to ensure social distancing.
- b. Consider student grouping to maintain single classroom cohorts.
- c. Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- d. Pre-record read-alouds and videos around SEL activities and routines  
Caption prerecorded instructional videos from general education teachers
- e. Provide real-time support during virtual sessions.
- f. Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- g. Support families and students in accessing and participating in remote learning.  
Paraprofessionals can be added to online classes as co-teacher.
- h. Lead small group instruction in a virtual environment.
- i. Facilitate the virtual component of synchronous online interactions.

## **Substitutes:**

- a. Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
- b. Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- c. Identify areas where additional staff may be necessary

## **Educator Roles Related to School Technology Needs**

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

- a. Designate staff members to provide ongoing support with technology to students, teachers and families. Developing a schedule and assign a technology point person to teachers.
- b. Survey teachers and families to determine technology needs/access.
- c. To the extent possible, provide district one-to-one instructional devices and connectivity.
- d. Prior to the start of the school year, provide district email addresses and access to online Platforms (usernames/passwords/organizational credentials).

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

---

## **Appendix P**

### **Athletics**

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

All Athletic Events with other schools are cancelled until further notice.

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

## CHART OF USEFUL LINKS

<b>Conditions for Learning</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President’s Plan for Opening American Up Again	<a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46">https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46</a>
	Childcare, Schools, and Youth Programs	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html</a>
	People Who Are at Increased Risk for Severe Illness	<a href="https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html">https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html</a>
	Considerations for Schools	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a>
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	<a href="https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief">https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief</a>
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	<a href="https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance">https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance</a>
	When and How to Wash Your Hands	<a href="https://www.cdc.gov/handwashing/when-how-handwashing.html">https://www.cdc.gov/handwashing/when-how-handwashing.html</a>
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	<a href="https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana">https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana</a>
	What Bus Transit Operators Need to Know About COVID-19	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html">https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html</a>
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	<a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf">https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf</a>
	Handwashing (Printable Posters)	<a href="https://www.cdc.gov/handwashing/posters.html">https://www.cdc.gov/handwashing/posters.html</a>
Critical Area of	Communicable Disease Service	<a href="https://www.nj.gov/health/cd/">https://www.nj.gov/health/cd/</a>

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

Operation #5		
Section	Title	Link
	COVID-19: Information for Schools	<a href="https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml">https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml</a>
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	<a href="https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TB_P.pdf">https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TB_P.pdf</a>
	Guidance for Child Care Programs that Remain Open	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html</a>
	General Business Frequently Asked Questions	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html">https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html</a>
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	<a href="https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf">https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf</a>
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	<a href="https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19">https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19</a>
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	<a href="https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19">https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19</a>
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	<a href="https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus">https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus</a>
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	<a href="https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf">https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf</a>
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	<a href="https://www.nj.gov/education/njtss/guidelines.pdf">https://www.nj.gov/education/njtss/guidelines.pdf</a>
	RTI Action Network	<a href="http://www.rtinetwork.org/">http://www.rtinetwork.org/</a>
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	<a href="https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf">https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf</a>
Wraparound Supports	SHAPE	<a href="http://www.schoolmentalhealth.org/SHAPE/">http://www.schoolmentalhealth.org/SHAPE/</a>
	Child Care Resource and Referral Agencies	<a href="https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx">https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx</a>
	Coronavirus Resources for	<a href="https://nationalmentoringresourcecent">https://nationalmentoringresourcecent</a>

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

	Mentoring	<a href="#">er.org/</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
Food Service and Distribution	Benefits of School Lunch	<a href="https://frac.org/programs/national-school-lunch-program/benefits-school-lunch">https://frac.org/programs/national-school-lunch-program/benefits-school-lunch</a>
Quality Child Care	Child Care Resource and Referral Agencies	<a href="https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx">https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx</a>
	Division of Early Childhood Education	<a href="https://www.nj.gov/education/ece/hs/agencies.htm">https://www.nj.gov/education/ece/hs/agencies.htm</a>
<b>Leadership and Planning</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Scheduling	New Jersey Specific Guidance for Schools and Districts	<a href="https://www.nj.gov/education/covid19/sped/guidance.shtml">https://www.nj.gov/education/covid19/sped/guidance.shtml</a>
Staffing	Mentoring Guidance for COVID-19 Closures	<a href="https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml</a>
	Educator Evaluation During Extended School Closure as a Result of COVID-19	<a href="https://www.nj.gov/education/covid19/teacherresources/evaluation.shtml">https://www.nj.gov/education/covid19/teacherresources/evaluation.shtml</a>
	Performance Assessment Requirement for Certification COVID-19 Guidance	<a href="https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml</a>
	Educator Preparation Programs and Certification	<a href="https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml">https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml</a>
Athletics	Executive Order No. 149	<a href="http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf">http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf</a>
	NJSIAA COVID-19 Updates	<a href="https://www.njsiaa.org/njsiaa-covid-19-updates">https://www.njsiaa.org/njsiaa-covid-19-updates</a>
	NJSIAA provides return-to-play guidelines – Phase 1	<a href="https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1">https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1</a>
	Guidance for Opening up High School Athletics and Activities	<a href="https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf">https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf</a>
<b>Policy and Funding</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	<a href="https://www.nj.gov/education/covid19/boardops/caresact.shtml">https://www.nj.gov/education/covid19/boardops/caresact.shtml</a>
	NJDOE EWEG	<a href="https://njdoe.mtbgms.org/NJDOEGMSWeb/logon.aspx">https://njdoe.mtbgms.org/NJDOEGMSWeb/logon.aspx</a>

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

FEMA – Public Assistance	Request for Public Assistance (RPA) Process	<a href="https://njemgrants.org/site/rpasubmission.cfm">https://njemgrants.org/site/rpasubmission.cfm</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
Purchasing	New Jersey School Directory	<a href="https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission">https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission</a>
	NJSTART	<a href="https://www.njstart.gov/bsol/">https://www.njstart.gov/bsol/</a>
	Division of Local Government Services	<a href="https://www.nj.gov/dca/divisions/dlgs/">https://www.nj.gov/dca/divisions/dlgs/</a>
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	<a href="https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf">https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf</a>
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	<a href="https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf">https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf</a>
Costs and Contracting	E-rate	<a href="https://www.usac.org/e-rate/">https://www.usac.org/e-rate/</a>
	Technology for Education and Career (NJSBA TEC)	<a href="https://www.njsba.org/services/school-technology/">https://www.njsba.org/services/school-technology/</a>
<b>Continuity of Learning</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	<a href="https://sites.ed.gov/idea/">https://sites.ed.gov/idea/</a>
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	<a href="https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml">https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml</a>
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	<a href="https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf">https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf</a>
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	<a href="https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf">https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf</a>
	Mathematics: Focus by Grade Level	<a href="https://achievethecore.org/category/774/mathematics-focus-by-grade-level">https://achievethecore.org/category/774/mathematics-focus-by-grade-level</a>
	Teacher Resources for Remote Instruction	<a href="https://www.nj.gov/education/covid19/teacherresources/teacherresources.s">https://www.nj.gov/education/covid19/teacherresources/teacherresources.s</a>

# COASTAL LEARNING CENTER ATLANTIC RESTART & RECOVERY PLAN

		<a href="#">html</a>
	NJDOE Virtual Professional Learning	<a href="https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml">https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
Professional Learning	Distance Learning Resource Center	<a href="https://education-reimagined.org/distance-learning-resource-center/">https://education-reimagined.org/distance-learning-resource-center/</a>
Career and Technical Education (CTE)	Communicable Disease Service	<a href="https://www.nj.gov/health/cd/topics/covid2019_schools.shtml">https://www.nj.gov/health/cd/topics/covid2019_schools.shtml</a>
	Considerations for Schools	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a>