Restart and Recovery Plan to Reopen Schools

Bergenfield

Board of Education

Fall 2020

RESTART & RECOVERY PLAN

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Introduction

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

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

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

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

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

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

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

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

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

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THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

    A.   Conditions for Learning;

    B.   Leadership and Planning;

    C.   Policy and Funding; and

    D.   Continuity of Learning.

A.   Conditions for Learning

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

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

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

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

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

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

Ten Critical Areas of Operation

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

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

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

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

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

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

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

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

    (ii) Serious heart conditions;

    (iii) Immunocompromised;

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

    (v) Diabetes;

    (vi) Chronic kidney disease undergoing dialysis;

    (vii) Liver disease;

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

    (ix) Students with complex disabilities with IEPs; or

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

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

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

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

least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications 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)   Even if social distancing is possible and being practiced, 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)   Whether or not social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place in a classroom setting, face coverings are required while students are seated at desks and are required **to** be worn when moving about the classroom.

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

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

(6)   All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.

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

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

(b)   At entrances and exits of buildings.

(c)   Near lunchrooms and toilets.

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

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

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

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

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

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

(1)   If the school district is providing transportation services on a school bus, a face covering must be worn by all students upon entering the bus unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

(a)   Exceptions to the face covering requirements shall be those outlined in A.1.e.(6) below.

(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)   Even when 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]

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

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

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

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

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

(d)   Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.

(2)   The Board must adopt procedures for symptomatic staff and students, which shall include the following:

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

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

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

(i)   Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued

supervision and care until picked up by an authorized adult.

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

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

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

(v) Continuous monitoring of symptoms.

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

(vii) Written protocols to address a positive case.

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

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

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

(a) 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, due to the risk of suffocation.

(f)   During the period a student is eating or drinking.

(g)   Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistance (e.g. face coverings should not be worn by Pre-K students during nap time).

(h)   The student is engaged in high intensity aerobic or anaerobic activities.

(i)   Face coverings may be removed during gym and music classes when individuals are in a   well-ventilated location and are able to maintain a physical distance of six feet apart.

(j)   When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.

(7)   If a visitor refuses to a wear a face covering for non-medical reasons and if such covering cannot be

provided to the individual the point of entry, the visitor's entry to the school/district facility may be denied.

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

f.   Critical Area of Operation #6 – Contact Tracing

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

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

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

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

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

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

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

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

(b)   Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily

cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).

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

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

   (i)   Classroom desks and chairs;

   (ii)   Lunchroom tables and chairs;

   (iii)   Door handles and push plates;

   (iv)   Handrails;

   (v)   Kitchens and bathrooms;

   (vi)   Light switches;

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

   (viii) Buttons on vending machines and elevators;

   (ix)   Shared telephones;
   (x)   Shared desktops;

   (xi)   Shared computer keyboards and mice;

   (xii)   Drinking fountains; and

   (xiii) School bus seats and windows.

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

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

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

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

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

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

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

       (d)   Space students at least six feet apart.

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

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

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

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

       (a)   Stagger recess, if necessary.

(b)   If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.

(c)   The use of cones, flags, tape, or other signs to create boundaries between groups.

(d)   A requirement that all individuals always wash hands immediately after outdoor playtime.

(e)   Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.

(f)   Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).

(g)   Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.

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

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

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

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

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

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

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

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

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

2.   Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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

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

___ Not Being Utilized

___ Being Developed by School Officials

___ 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.

___ Not Being Utilized

___ Being Developed by School Officials

___ 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.

___ Not Being Utilized

___ Being Developed by School Officials

___ 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.

___ Not Being Utilized

___ Being Developed by School Officials

___ 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

___ Being Developed by School Officials

___ Currently Being Utilized

_____
_____
_____

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

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B.   Leadership and Planning

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

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

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

1.   Establishing a Restart Committee

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

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

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

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

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

   [See Appendix L – Restart Committee]

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2. Pandemic Response Teams

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

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

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

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

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

    f. 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.

g.   The Pandemic Response Team is responsible for:

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

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

(3)   Providing staff with needed support and training.

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

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

(6)   Providing necessary communications to the school community and to the school district.

(7)   Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

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

[See Appendix M – Pandemic Response Team]

3.   Scheduling

a.   The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.

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

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

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

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

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

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

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

(1) Provide teachers common planning time.

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

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

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

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

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

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

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

    [See Appendix N – Scheduling of Students]

4. Staffing

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

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

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

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

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

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

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

    (3)   Certification

        (a)   Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

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

[See Appendix O – Staffing]

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

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

b. Instructional staff should:

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

(2) Limit group interactions to maintain safety.

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

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

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

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

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

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

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

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

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

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

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

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

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

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c.   Mentor teachers should:

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

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

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

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

(5)   Continue to maintain logs of mentoring contact.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(13)   Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.

(14)   Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.

(15)   Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.

(16)   Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.

(17)   Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

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

e.   Educational services staff members should:

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

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

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

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

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

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

(7)   Support embedding of SEL into lessons.

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

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

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

f.   Support staff/paraprofessionals may:

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

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

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

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

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

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

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

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

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

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

g. Substitutes

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

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

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

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

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

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

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

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

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

(1)   Train student teachers to use technology platforms.

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

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

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

c.   Student teachers should:

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

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

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

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

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

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

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

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

(9) Develop online material or assignments.

(10) Pre-record direct-instruction videos.

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

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

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

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

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

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

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

[See Appendix O – Staffing]

7.   Athletics

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

[See Appendix P – Athletics]

C.   Policy and Funding

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

1.   School Funding

a.   The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty.   The options the Board shall explore include, but are not limited to, the following:

(1)   Elementary and Secondary School Emergency Relief Fund;

(2)   Federal Emergency Management Agency – Public Assistance; and

(3)   State School Aid.

b.   School District Budgets

Districts have finalized their FY20 budget year and have already finalized their FY21 budgets.   Because of the timing of the budget process, many of the activities listed below have not been, and cannot be, factored into either budget year without additional revenue outside the amount they anticipated for FY21 in February, and budget transfers that current statute does not authorize at the start of the school year.

c.   School Funding

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

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(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.

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

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

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

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

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

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

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

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

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

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

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

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

2. Technology and Connectivity

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

b. Districts should:

(1) Conduct a needs assessment.

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

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

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

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

3. Curriculum, Instruction, and Assessment

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

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

c. Virtual and Hybrid Learning Environment

(1) Curriculum

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

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

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

(2)   Instruction

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

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

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

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

(iii)   Develop students' meta-cognition.

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

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

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

(3)   Assessment

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

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

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

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

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

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

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4. Professional Learning

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

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

    c. Professional learning opportunities should be:

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

        (2) Presented throughout the school year;

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

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

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

    d. Mentoring and Induction

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

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

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

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

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

e.   Evaluation

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

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

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

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

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

5.   Career and Technical Education (CTE)

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

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

c.   Guiding Principles

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

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

d. Quality CTE Programs

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

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

e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

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E.   Full-Time Remote Learning Options

In addition to the methods and considerations explicitly referenced in the New Jersey Department of Education's "The Road Back – Restart and Recovery Plan for Education" (June 26, 2020) for scheduling students for in-person, remote, or hybrid learning, families/guardians may submit, the school district shall accommodate requests for full-time remote learning. Remote learning options shall be pursuant to Appendix Q – Remote Learning Options for Families.

Appendices

Restart and Recovery Plan
to Reopen Schools

Bergenfield
Board of Education

Fall 2020

RESTART & RECOVERY PLAN

Appendix A

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

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

a.   Promote healthy behaviors to reduce spread of COVID-19
   a. Stay home when sick
   b. Reinforce hand hygiene and respiratory etiquette
   c. Routinely wash hands for 20 seconds
   d. Everyone will wear face coverings in the building
   e. Place social distancing signage in hallways and stairs, making them one-directional were sensible and applicable
   f. Health office will establish communication with local and state authorities including Borough Health Department to determine current mitigation levels and related issues
   g. Reinforce to parents to communicate any updated medical history

b.   Protocol for High Risk Staff Members
   a. Employees should contact the Personnel Office/504 Officer and complete an application for a reasonable accommodation.

c.   Protocol for High Risk Students
   a. Parents should discuss best option with their physician, school nurse, and the building principal.
   b. Parents may contact their building principal and submit a request form for our remote learning option.

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Appendix B

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

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

a. Social Distancing in Instructional and Non-Instructional Rooms
    a. The district will setup rooms to allow for 6 foot social distancing.
    b. The district will provide shields and additional PPE in rooms where social distancing is not possible.
    c. All students and staff will be reminded frequently about the importance of social distancing when traveling through common areas.

b. Procedures for Hand Sanitizing/Washing
    a. Each school will encourage frequent hand washing with soap and water.
    b. Classrooms will have hand sanitizer available to be used when needed.
    c. Hallways will have wall mounted hand sanitizer dispensers to be used when needed throughout the school buildings.

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Appendix C

Critical Area of Operation #3 – Transportation

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

a.   Student Transportation
   a.   Each occupant will receive a temperature screening
   b.   Face masks and face coverings are required of all students and staff (Governor Murphy's mandate)
   c.   Hand sanitizer on each bus
   d.   Seats and high touch surfaces will be cleaned after each bus run
   e.   Buses will receive enhanced cleaning daily

b.   Social Distancing on School Buses
   a.   Reduced capacity on every bus
   b.   Assigned seating

RESTART & RECOVERY PLAN

Appendix D

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

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

    a.   Location of Student and Staff Screening
- a. Staff will be screened daily via an App
- b. Students will be screened daily via parent submitted responses on the district App.
- c. Students, Staff, and Visitors will receive a temperature check before entering the building.
- d. Each school will communicate specific screening locations before September 3, 2020.

    b.   Social Distancing in Entrances, Exits, and Common Areas
- a. Social distancing markers will painted on the sidewalks and blacktops leading to the entrances of our schools.
- b. Social distancing signage will be posted at all official exits to promote social distancing during dismissal.
- c. Floor stickers and wall signs will be placed throughout the hallways, stairwells, and common areas promoting social distancing.

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Appendix E

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

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

a. Screening Procedures for Students and Staff
   a. Staff will be screened daily via an App
   b. Students will be screened daily via parent submitted responses on the district App.
   c. Students, Staff, and Visitors will receive a temperature check before entering the building.
   d. Each school will communicate specific screening locations before September 3, 2020.

b. Protocols for Symptomatic Students and Staff
   a. Symptomatic Students
      i. Symptomatic students will be isolated immediately.
      ii. Parents will be called to pick up their child immediately.
      iii. Parents will be asked follow-up with their physician and communicate with the school nurse about a plan to return to school.
      iv. School nurse will consult the Bergenfield Health Department and follow all protocols recommended.
   b. Symptomatic Staff
      i. Symptomatic staff will be isolated immediately and sent home.
      ii. Staff will be asked follow-up with their physician and communicate with the school nurse about a plan to return to school.
      iii. School nurse will consult the Bergenfield Health Department and follow all protocols recommended.

c. Protocols for Face Coverings
   a. Face coverings will be required for all students, staff, and visitors as per Governor Murphy's mandate.
      i. Unless it will inhibit the individual's health.
      ii. Parents shall consult with school nurse regarding health issues.

        iii. Staff shall consult with the Personnel Office regarding health issues.

        iv. Physical education classes and athletic events will follow the face covering recommendations of the NJSIAA.

- Replacement 3-ply masks will be available for students and staff who lose or forget their face covering
- Staff members will be supplied with (5) washable face coverings and (1) reusable face shield.
- Additional PPE will be available for staff who are not able to keep a 6ft distance due to the nature of their program.

COVID-19 Symptoms

- Parents should not send students to school when sick. School staff should have plans to isolate students with overt symptoms of any infectious disease that develop during the school day. For school settings, CDC recommends that students and staff with the following symptoms be promptly isolated from others and excluded from school:

- At least two of the following symptoms: fever (measure or subjective), chills, rigors (shivers), myalgia (muscle aches), headache, sore throat, nausea or vomiting, diarrhea, fatigue, congestion or runny nose; OR
- At least one of the following symptoms: cough, shortness of breath, difficulty breathing, new olfactory disorder, new taste disorder.
-

When Illness Occurs Within the School Setting

Individuals should be sent home and referred to a healthcare provider for evaluation on whether testing is needed. Testing for COVID-19 is recommended for persons with COVID-19 symptoms.

      • If COVID-19 risk is low (or COVID-19 Regional Risk Matrix, green), ill individuals without potential exposure to COVID-19 should follow the NJDOH School Exclusion List. No public health notification is needed UNLESS there is an unusual increase in the number of persons who are ill (over normal levels), which might indicate an outbreak.

      • If ill students have potential COVID-19 exposure OR if COVID-19 risk is moderate or high (COVID-19 Regional Risk Matrix, yellow or orange), they should be excluded according to the COVID-19 Exclusion Criteria.

When Illness Occurs Within the School Setting

Schools should notify LHDs when students or staff are ill and have potential COVID-19 exposure, are ill when COVID-19 risk level is high (orange), or when they see an increase in the number of persons with compatible symptoms. Schools should be prepared to provide the following

information when consulting with the LHD:

- Contact information for the ill persons;
- The date the ill person developed symptoms, tested positive for COVID-19 (if known), and was last in the building;
- Types of interactions (close contacts, length of contact) the person may have had with
- other persons in the building or in other locations;
- Names, addresses, and telephone numbers for ill person's close contacts in the school;
- Any other information to assist with the determination of next steps.

Immediately close off areas used by the person who is sick, open outside doors and windows to
increase air circulation in the area and wait 24 hours before you clean or disinfect. Clean and
disinfect all areas used by the person who is sick as outlined in cleaning and disinfection section, including isolation area. Once area has been appropriately disinfected, it can be opened for use.

- If the number of ill students exceeds the number of isolation areas and the areas cannot be closed for 24 hours, clean and disinfect between ill persons.
- Notify the school community as per school protocol.

When Someone Tests Positive for COVID-19
Schools should ensure that parents and staff notify school authorities if they test positive for COVID-19.
Schools should notify the LHD and provide the following information, where available:

- Contact information for the person(s) who tested positive for COVID-19;
- The date the COVID-19 positive person developed symptoms (if applicable), tested positive for
- COVID-19 (if known), and was last in the building;
- Types of interactions (close contacts, length of contact) the person may have had with other
- persons in the building or in other locations;
- Names, addresses, and telephone numbers for ill person's close contacts in the school;
- Any other information to assist with the determination of next steps. As long as routine
- cleaning and disinfecting have been done regularly (at least daily), additional cleaning measures
- are not necessary unless the COVID-19 positive person is in school on the day school officials
- are notified of the positive test.
- Notify the school community as per school protocol

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Closure

Closure is a local decision that should be made by school administrators in consultation with local public health.

Testing

Universal SARS-CoV-2 testing of all students and staff in school settings has not been systematically studied. It is not known if testing in school settings provides any additional reduction in person-to-person transmission of the virus beyond what would be expected with implementation of other preventive measures (e.g., social distancing, wearing cloth face coverings, hand washing, enhanced cleaning and disinfecting). Therefore, CDC does not recommend universal testing of all asymptomatic students and staff, and NJDOH concurs with this recommendation.

Public school districts that determine they cannot provide in-person instruction must submit documentation to the Department of Education that identifies:

1.   The school building(s) or grade level(s) within the district that will provide full-time remote instruction;

2.   The specific health and safety standards delineated in the NJDOE's "Checklist for Re-Opening of School 2020-2021," and detailed in the "The Road Back - Restart and Recovery Plan for Education" Guidance, that the school is unable to satisfy;

3.   The school's anticipated efforts to satisfy the identified health and safety standard(s); and

4.   A date by which the school anticipates the resumption of in-person instruction.

Such documentation must be submitted to the Department of Education at minimum one week prior to the public school district's first day of school.

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Appendix F

Critical Area of Operation #6 - Contact Tracing

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

- Students will be grouped in cohorts for contact tracing best practices.
- BPS works with Bergenfield Health Department on each case.
- BPS supplies needed contact information for Bergenfield Health Department for contact tracing.
- BPS communicates any information based on recommendation by Bergenfield Health Department while respecting all privacy laws.

In conjunction with the LHD, school staff should help identify close contacts of positive COVID-19 cases in the school.

- As with any other communicable disease outbreak, schools will assist in identifying the close contacts within the school and communicating this information back to the LHD.
- With guidance from the LHD, schools will be responsible for notifying parents and staff of the close contact exposure and exclusion requirements while maintaining confidentiality.
- The LHD contact tracing team will notify and interview the close contacts identified by the school and reinforce the exclusion requirements.

A contact tracing team from the local health department or the NJDOH calls anyone who has tested

positive for COVID-19 or is identified as a close contact of a case. They ask the person who tested

positive for COVID-19 questions about their activities within a certain timeframe to help identify where they may have been exposed, and anyone else they may have had close contact with while infectious. Those contacts might include family members, caregivers, co-workers or healthcare providers. Close contacts of a known COVID-19 case are asked about symptoms, referred to resources for testing, and given recommendations to isolate at home (if symptomatic) or if asymptomatic, to stay home and monitor their health for 14 days from the last exposure/close contact.

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

- Schools should follow standard procedures for routine cleaning and disinfecting with an EPA-registered product for use against SARS-CoV-2. This means at least daily sanitizing surfaces and objects that are touched often, such as desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, phones and toys. Increasing the frequency of cleaning when there is an increase in respiratory or other seasonal illnesses is always a recommended prevention and control measure.
- Bathrooms deep cleaned by custodians on a daily schedule.
- Classrooms will be deep cleaned by custodians on a daily schedule.

Notification of a confirmed case of COVID-19:
- As long as routine cleaning and disinfecting have been done regularly (at least daily), additional cleaning measures are not necessary unless the COVID-19 positive person is in school on the day school officials are notified of the positive test. Depending on when the person with COVID-19 was last on site, it may be difficult to know what areas they were in and what objects or surfaces they may have touched after they became sick.
- If routine cleaning and disinfection have not been performed at least daily, or if the COVID-19 positive person is in school the day school officials are notified, close off areas used by the person who tested positive for COVID-19 (e.g. offices, bathrooms, classrooms, and common areas), open outside doors and windows to increase air circulation in the area and wait 24 hours after the COVID-19 positive person was last in school before cleaning and disinfection. If it has been more than 7 days since the person who tested positive for COVID-19 was at school, additional cleaning and disinfection is not necessary.
- Cleaning staff should clean and disinfect all areas used by the ill person such as offices, classrooms, bathrooms, common areas, and shared electronic equipment (like tablets, touch screens, keyboards, remote controls), focusing especially on frequently touched surfaces.
- Once area has been appropriately disinfected, it can be opened for use.

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An individual becomes ill with COVID symptoms and meets COVID-19 exclusion criteria while
in school (refer to COVID-19 Regional Risk Matrix):

- Immediately close off areas used by the person who is sick with COVID-19 symptoms (e.g. offices, bathrooms, classrooms, and common areas), open outside doors and windows to increase air circulation in the area and wait 24 hours before cleaning and disinfection.
- Cleaning staff should clean and disinfect all areas used by the ill person such as offices, classrooms, bathrooms, common areas, and shared electronic equipment (like tablets, touch screens, keyboards, remote controls), focusing especially on frequently touched surfaces.
    - Once area has been appropriately disinfected, it can be opened for use.

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Appendix H

Critical Area of Operation #8 – Meals

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

- All breakfast, lunch, and snacks will be served grab and go style.
- Kitchen and food prep areas will have all high touch areas cleaned several times per day.
- Deep cleaning as per schedule.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

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

Elementary Recess/Physical Education

Addresses social distancing, indoor/outdoor space, equipment and cleaning, locker rooms etc.
- *Two cohorts at a time will have PE for a 30-minute period.*
- *PE will be held outside; multipurpose room will be used for inclement weather days*
- *Cohorts will be kept separate during the PE activity taking place.*
- *Recess will be offered to some extent.*

Students will be informed to wear appropriate footwear and clothing with the knowledge that they will have a PE session every time they are in the building.

<u>Middle School Physical Education</u>

Addresses social distancing, indoor/outdoor space, equipment and cleaning, locker rooms etc.
- There will be no lunch/renaissance recess as we collapse periods 5 & 6 during the shortened day schedule
- Eliminate the locker room for changing. Instead, encourage students to come to school wearing comfortable clothing appropriate for activity.
- Eliminate direct contact with equipment. Focus the PE curriculum around lifelong wellness and fitness activities.
- Use cones, flags or other markers to create boundaries and spacing between students during PE.
- Students will not be required to wear masks during aerobic/anaerobic activity outside as social distancing guidelines will be followed. Masks will be required once the activity has ceased.
- Wash/sanitize hands immediately after physical activity.
- Grid the upper and lower gym with floor tape so that students can each be in a socially distanced place on the gym floor.
- When outside use the football yard marker lines to space students out to maintain social distancing requirements.

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- When leaving the gym to go outside have students leave one at a time in order to keep 6 feet apart. The same can be said for when students go back into the school and when they leave the gym at the end of the period.
- Conduct class outside as much as possible.
- Use the bleachers as a place for students to put down their backpacks since the locker room will not be used.

High School Physical Education

Addresses social distancing, indoor/outdoor space, equipment and cleaning, locker rooms etc.
- *Possibly assign teachers to work with specific cohort groups*
- *No locker room use - students will be advised to wear loose clothing for PE class*
- *No handheld equipment will be used*

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Appendix J

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

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

- Field Trips will be virtual

- Extra-Curricular Activates will be reviewed for possible implementation during September 2020.

- Use of Facilities Outside of School Hours will be placed on hold for indoor requests. Indoor requests will be reviewed in September 2020 to see if any possible indoor use can be approved in the future.

- Use of Facilities Outside of School Hours for outdoor use will be reviewed on a case by case basis by the Board. Any organizations requesting use of any indoor or outdoor facility must follow all of the Board's COVID-19 safety protocols to be considered for potential approval.

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Appendix K

Academic, Social, and Behavioral Supports

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

Social Emotional Learning (SEL) and School Climate and Culture
- Social Emotional Learning activities will be integrated into the school day.
- District will survey students, staff, and parents to stay current on the SEL and School Climate and Culture needs of our learning community.

Multi-Tiered Systems of Supports (MTSS)
- District will use multiple data points to access the needed supports for our students.
- I&RS teams will continue to meet and provide plans to meet the needs of our students.

Wraparound Supports
- District counseling staff will interact with students, parents, and staff to develop needed programs and resources to provide the needed supports
- District will utilize relationship with Care Plus for additional supports.

Food Services
- District will continue to offer grab and go style meals for students.

Childcare
- District is in the process of working with the Bergenfield SACC Program regarding the potential for providing extended childcare services during the 20-21 school year.

Technology
- The district has surveyed students to ascertain their technology needs. The district will survey each student who has enrolled after that original survey to ascertain their technology needs also.
- District will provide technology equipment and access to those who are in need as a result of the survey.

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Appendix L

Restart Committee

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

POSITION	LOCATION	NAME
Superintendent	District	Dr. Christopher Tully
Assistant Superintendent	District	Darlene Markman
Interim BA	District	Jim Olobardi
Director of Personnel	District	Dr. Frank Auriemma
Board President	Board	Dr. Joseph Amara
Board Trustee	Board	Debbie Podwin
BEA	District	Julia Guttilla
Teacher	District	Lucia Budhai
Principal	BHS	Jim Fasano
Principal	RWB	Shane Biggins
Principal	Franklin	Everett Thompson
Principal	Jefferson	Craig Vogt
Principal	Hoover	Bill Fleming
Principal	Lincoln	James Mitchel
Principal	Washington	Tom Lawrence
Director Alt HS	Alt HS	Dr. Ligia Alberto
Director of B&G	District	Joe Scaglione
Director of Security	District	Carl Mittelhammer
Supervisor of Guidance	District	Jacquie Gagliardo
Director of Special Education	District	Dr. Lorry Booth
Nurse	BHS	Loretta Borrows

Nurse	Jefferson	Maria Beaton
Nurse	Hoover	Mary Murphy
Transportation Manager	District	Melissa Wiegl
Teacher	BHS	Phil Moliere
Teacher	RWB	Jenny Puthuvamkunnath
Teacher	Franklin	Ellen Porter
Teacher	Jefferson	Danielle Karabin
Teacher	Hoover	Brenda Roth
Teacher	Lincoln	Christine Hall
Teacher	Washington	Jill Martinelli
Teacher	Alt HS	Michael Papapetrou
Parent Association Elementary	Franklin	Shelia Marin
Parent Association Elementary	Hoover	Shannon Arrieta
Parent Association Elementary	Jefferson	Kim Mehnert
Parent Association Elementary	Lincoln	Asia Austin
Parent Association Elementary	Washington	Claudia Narvaez
Parent Association Middle School	RWB	Danie Huie-Pasigan
Parent Association High School	BHS	Linda Duro
Middle School Student	RWB	Eva Olivero
High School Student	BHS	George Ferguson
Bergenfield Public Library	Librarian	Allison Moonitz

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Appendix M

Pandemic Response Teams

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

Bergenfield HS

Name	Position
Jim Fasano	Principal
Rob Ragasa	Assistant Principal
Tara Schneider	Supervisor of Humanities
Steve Neff	Supervisor of Art & Science
Darlene Markman	Assistant Superintendent of Curr
Darren Massey	BHS Dean of Students
Loretta Borrows	BHS Nurse
Dino Kochell	BHS Head Custodian
Kathy Goelz	BHS Child Study Team
Jen Brunet	BHS Teacher
George Alvarez	BHS Teacher
Howie Conklin	BHS Teacher
Liz Campbell	BHS Teacher
Brian Timmons	BHS Teacher/Music Coordinator
George Ferguson	BHS Student
Erlinda Duro	BHS Parent
Allison Berrios - Murray	BHS Parent

Roy Brown MS

Name	Position
Shane Biggins	Principal

Dominick Rotante	Assistant Principal
Darlene Markman	Assistant Superintendent
Carmen Archetto	Mathematics Supervisor
William Oakley	Dean of Students/Athletic Coach/Safety Team Member
Betty Madariaga	Child Study Team/School Psychologist
AnnMarie Murphy	School Nurse
Gerard Lond	Head Custodian
Liliana Joyce	Security Team Member/Parent
Matthew Baumuller	PE/Health Teacher
Debbie Calle	World Language Teacher
Matthew Swason	Language Arts Teacher
Ryan Martin	Paraprofessional
Eva Olivero	RWB Student
Eric Acosta	RWB Parent
Andre and Rodriguez	RWB Parent
Madelyn Rodriguez	RWB Parent
Manuel Olivero	RWB Parent

Franklin School

Name	Position
Everett Thompson	Principal
Catherine Cordes	CST
Joann Ruiz-Vazquez	Counselor
Debbie Plage	Nurse
Kiara Castillo	Special Education Teacher
Christine LaMotta	Kindergarten Teacher
Kim McGoldrick	2nd Grade Teacher
Kevin Corcoran	4th Grade Teacher
Kathy Villone	4th Grade Teacher
Mike Whitney	Custodian
Mrs. Lisa Guerrero	Kindergarten Parent

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Mr. Cedric Wallerson	3rd Grade Parent
Mrs. Kaarin Varon	5th Grade Parent

Hoover School

Name	Position
William Fleming	Principal
Mary Murphy	Nurse
Rodger Davis	Head Custodian
JoAnn Ruiz-Vazquez	Counselor
Dana Weeks	School Psychologist
Shannon Arrieta	Parent
Amanda Castaldo	Parent
Toby Reyes	Parent
Karen Baez	Parent
Nancy Ruffin	Parent
Gardan Speights	Parent
Laure Wisse	Supervisor BCSS
Lauren Rygiel	Speech Therapist BCSS
Sangita Oellermann	Physical Therapist
Christina Bezdjian	Teacher
Andrew Lavery	Teacher
Brenda Roth	Teacher
Mercedes Perez	Teacher
Nancy Bolt	Teacher
Charlene Anolik	Teacher
Elena Bonifazio	Teacher
Elizabeth Cleary	Teacher

Jefferson School

Name	Position
Craig Vogt	Principal

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Tracy Jerue	K - Teacher
Lauren Conti	1 - Teacher
Michele Neats	1 - Teacher
MaryCate Corso	4 - Teacher
Danielle Karabin	5 - Teacher
Janet Biggins	BSI - Teacher
Elizabeth Shoulman	LDTC
Sean Dunn	PE Teacher
Maria Beaton	Nurse
Kim Smith	Parent
Lisette Aportella	Parent

Lincoln School

Name	Position
James Mitchel	Principal
Sangita Ollermann	Physical Therapist
Brooke Salamone	Teacher
Donna Jones Schmidt	LDTC
Debra Melnick	School Psychologist
John Mahoney	Counselor
Michelle Johnson	Nurse
Michelle Mandalakis	Teacher
Christine Hall	Teacher
Susan McGuire	Teacher
Laura Haines	Teacher
Eileen Peterson	Teacher
Liva Nicole	Teacher
Kristy Izzo	Teacher
Shannon Donegan	Parent
Veronica Sherman	Parent

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Washington School

Name	Position
Tom Lawrence	Principal
Drew Jackson	Custodian
Monica Bevacqua	Secretary
Jill Martinelli	Teacher
Andrew Lavery	Teacher (Music)
Kataryzyna Budiman	Paraprofessional
Laurie Shaw	Parent
Stephanie Rossi	Guidance Counselor
Tina Pflieger	Teacher
Jessenia Paoli	Parent
Diane Petro	Teacher
Melissa Racelis	Parent
Kathy McGarril	Nurse
Lauren Ross	Parent

District Elementary PRT

School	Name	position
Franklin	Nicki McGrane	Teacher
Franklin	Jennifer Martinez	Parent
Franklin	Erik Olson	Teacher
Franklin/Hoover	JoAnn Ruiz-Vazquez	Counselor
Franklin	Everett Thompson	Principal
Washington	Diane Petro	Teacher
Washington	Michael Yim	Teacher
Washington	Tom Lawrence	Principal
Washington	Claudia Narvaez	Parent
Jefferson	Tracy Jerue	Teacher
Jefferson	MaryCate Corso	Teacher
Jefferson	Lissettte Aportela	Parent

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Jefferson	Maria Beaton	Nurse
Jefferson	Craig Vogt	Principal
Hoover	Christina Bezdjian	Teacher
Hoover	Mercedes Perez	Teacher
Hoover	Toby Reyes	Parent
Hoover	Mary Murphy	Nurse
Hoover	Bill Fleming	Principal
Lincoln	James Mitchel	Principal
Lincoln	Donna Jones Schmidt	CST
Lincoln	Christine Hall	Teacher
District	Darlene Markman	Asst. Superintendent
District	Lorry Booth	Special Services
District	Zoe Lloyd	Supervisor ESL

Appendix N

Scheduling of Students

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

a.   School Day - ***Plans are subject to change based on changes in guidelines, directives, and other factors.***

Elementary School Day

	Monday	Tuesday	Wednesday	Thursday	Friday
In-Person	Cohort 1	Cohort 2	No In-person Instruction	Cohort 3	Cohort 4
Virtual	Cohort 2 Cohort 3 Cohort 4 Cohort 5	Cohort 1 Cohort 3 Cohort 4 Cohort 5	Cohort 1 Cohort 2 Cohort 3 Cohort 4 Cohort 5	Cohort 1 Cohort 2 Cohort 4 Cohort 5	Cohort 1 Cohort 2 Cohort 3 Cohort 5

Cohort 5 is the remote learning cohort.

Sample In-Person Schedule

Period	Time
Arrival and Screening	8:20-8:30
Homeroom and Morning Meeting	8:30-9:00
Literacy Block	9:00-10:10
Physical Education	10:15-10:45
Snack	10:45–11:00

Math Block	11:00–12:00
Science/Social Studies	12:00-12:30
Staggered Dismissal	12:30-12:40
Lunch	12:45-1:30
Asynchronous Art	1:30-2:10
Classroom Teacher Reteach and Q/A – Synchronous Zoom	2:10-3:10

Sample Virtual Schedule

Period	Time
Log In for Daily Attendance	8:30 - 8:35
Morning Meeting – Synchronous Zoom	8:35-9:00
Multisensory Phonics – Synchronous Zoom	9:00-9:25
View Recorded ELA lessons and Complete Work	9:30 – 10:45
Snack/Mindfulness Break	10:45 – 11:00
View Recorded Math Lessons and Complete Work	11:00 – 12:00
Art/Music/World Language – Synchronous Zoom	12:00-12:30
Lunch	12:30-1:15
Social Studies/Science/Health	1:15 – 2:10
P.E. - Assigned Activities	2:10 - 2:40
Classroom Teacher Reteach and Q/A – Synchronous Zoom	2:40 – 3:10

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Middle School Day

	Monday	Tuesday	Wednesday	Thursday	Friday
In-Person	Cohort 1	Cohort 2		Cohort 3	Cohort 4
Virtual	Cohort 2 Cohort 3 Cohort 4 Cohort 5	Cohort 1 Cohort 3 Cohort 4 Cohort 5	All Cohorts Virtual	Cohort 1 Cohort 2 Cohort 4 Cohort 5	Cohort 1 Cohort 2 Cohort 3 Cohort 5

Period	Time
Period 1	7:55-8:31
Period 2	8:34-9:10
Period 3	9:13-9:49
Period 4	9:52-10:28
Period 5/6	10:31-11:07
Period 7	11:10-11:46

Period 8	11:49-12:25
LUNCH	12:30-1:15
Office Hours	1:15-3:00

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High School Day

	Day 1	Day 2	Day 3	Day 4	Day 5
In-Person	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Virtual	Cohort 2 Cohort 3 Cohort 4 Cohort 5	Cohort 1 Cohort 3 Cohort 4 Cohort 5	Cohort 1 Cohort 2 Cohort 4 Cohort 5	Cohort 1 Cohort 2 Cohort 3 Cohort 5	Cohort 1 Cohort 2 Cohort 3 Cohort 4

Session	Time
1	8:00-8:50
2	8:54-9:44
3	9:48-10:38
4	10:42-11:32
5	11:36-12:26
Lunch	12:26-1:20
Office Hours	1:20-3:00

Alternative HS

Group	Period	Start Time	End Time	In-Person
AM	1	9:00 AM	9:30 AM	Cohort 1

	2	9:30 AM	10:00 AM	Cohort 1
	3	10:00 AM	10:30 AM	Cohort 1
	4	10:30 AM	11:00 AM	Cohort 1
PM	1	11:45 AM	12:15 PM	Cohort 2
	2	12:15 PM	12:45 PM	Cohort 2
	3	12:45 PM	1:15 PM	Cohort 2
	4	1:15 PM	1:45 PM	Cohort 2

Special Education Self-Contained Cohorts and Schedules

TRI-VALLEY Hoover, Lincoln, RWB, BHS					
	Monday	Tuesday	Wednesday	Thursday	Friday
9am - 1pm	CH1 In-Person	CH1 Virtual	CH1 Virtual	CH1 In-Person	CH1 Virtual
	CH2 Virtual	CH2 In-Person	CH2 Virtual	CH2 Virtual	CH2 In-Person
Tri Valley Preschool					
	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9:00am - 11:30am	In-person	In-person	In-person	In-person	In-person
PM 12:30pm - 3pm	In-person	In-person	In-person	In-person	In-person
All Virtual Option	Virtual	Virtual	Virtual	Virtual	Virtual
LLD @ Lincoln					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am -	CH1	CH1	CH1	CH1	CH1

12:30pm	In-Person	Virtual	Virtual	In-Person	Virtual
	CH2 Virtual	CH2 In-Person	CH2 Virtual	CH2 Virtual	CH2 In-Person

LLD @ RWB

	Monday	Tuesday	Wednesday	Thursday	Friday
7:55am - 12:25pm	CH1 In-Person	CH1 Virtual	CH1 Virtual	CH1 In-Person	CH1 Virtual
	CH2 Virtual	CH2 In-Person	CH2 Virtual	CH2 Virtual	CH2 In-Person

LLD @ BHS

	Day A	Day B	Day C	Day D	Day E
8am - 12:26pm	CH1 In-Person	CH1 Virtual	CH1 In-Person	CH1 Virtual	CH1 Virtual
	CH2 Virtual	CH2 In-Person	CH2 Virtual	Ch2 In-Person	CH2 Virtual

MD @ Bear Den

	Monday	Tuesday	Wednesday	Thursday	Friday
8am - 12:26pm	In-Person	In-Person	In-Person	In-Person	Virtual

MD @ BHS

	Monday	Tuesday	Wednesday	Thursday	Friday
8am - 12:26pm	CH1 In-Person	CH1 Virtual	CH1 In-Person	Ch1 Virtual	CH1 – In person at Bear Den
	CH2 - Virtual	CH2 In-Person	CH2 Virtual	CH2 In-Person	CH2 – In person at

					Bear Den

MD @ RWB

	Monday	Tuesday	Wednesday	Thursday	Friday
7:55am - 12:25pm	In-Person	In-Person	Virtual	In-Person	In-Person

MD @ Franklin

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am - 12:30pm	In-Person	In-Person	Virtual	In-Person	In-Person

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Resource @ Elementary 8:30am - 12:30pm				
	Monday	Tuesday	Wednesday	Thursday	Friday
In-Person	Cohort 1	Cohort 2	Virtual Day	Cohort 3	Cohort 4
Virtual	Cohort 2 Cohort 3 Cohort 4	Cohort 3 Cohort 4 Cohort 1	Cohort 1 Cohort 2 Cohort 3 Cohort 4	Cohort 4 Cohort 1 Cohort 2	Cohort 1 Cohort 2 Cohort 3

Resource @ RWB 7:55am - 12:25pm				
	Monday	Tuesday	Wednesday	Thursday	Friday
In-Person	Cohort 1	Cohort 2	Virtual Day	Cohort 3	Cohort 4
Virtual	Cohort 2 Cohort 3 Cohort 4	Cohort 3 Cohort 4 Cohort 1	Cohort 1 Cohort 2 Cohort 3 Cohort 4	Cohort 4 Cohort 1 Cohort 2	Cohort 1 Cohort 2 Cohort 3

Resource @ BHS 8AM - 12:26pm				
	Monday	Tuesday	Wednesday	Thursday	Friday
In-Person	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Virtual	Cohort 2 Cohort 3 Cohort 4 Cohort 5	Cohort 3 Cohort 4 Cohort 5 Cohort 1	Cohort 4 Cohort 5 Cohort 1 Cohort 2	Cohort 5 Cohort 1 Cohort 2 Cohort 3	Cohort 1 Cohort 2 Cohort 3 Cohort 4

BD @ Elementary					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:30am - 12:30pm	In-Person	Virtual	Virtual	Virtual	Virtual

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Preschool Disabled					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
AM 8:30am - 11am	In-person	In-person	In-person	In-person	In-person
PM 12:30pm - 3pm	In-person	In-person	In-person	In-person	In-person
All Virtual Option	Virtual	Virtual	Virtual	Virtual	Virtual

Tri Valley Preschool					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
AM 9:00am - 11:30am	In-person	In-person	In-person	In-person	In-person
PM 12:30pm - 3pm	In-person	In-person	In-person	In-person	In-person
All Virtual Option	Virtual	Virtual	Virtual	Virtual	Virtual

PEA Preschool					
	Monday	Tuesday	Wednesday	Thursday	Friday
AM 8:30am - 11am	In-Person	In-Person	In-Person	In-Person	In-Person
PM 12:30pm - 3pm	In-Person	In-Person	In-Person	In-Person	In-Person

b.   Educational Program

Elementary School Program

•Students will be broken into cohorts. All students living in a single household will be scheduled for the same day of in-person instruction.
•Students will physically attend school one day a week for a 4-hour session and be provided with synchronous and asynchronous remote instruction in the afternoon and the remaining four days of the week. Families will be provided with a consistent schedule that outlines the time and duration of live lessons as well as times when the teacher is available for consult.
•All elementary students will have time each day that allows the students in school to interact virtually with their peers who are home. This may be during morning meeting or snack time and will be consistent for each classroom.
•Students will receive a Physical Education period when they are in school. Additional Health and Physical Education lessons, as well as Art, Music and World Language will be delivered virtually through a blend of live and recorded lessons. Materials for these classes will be sent home with the students when they are in the building for in-person instruction.
•Students with IEPs will receive services based on their IEP via a hybrid model. This will be differentiated based on related services and student needs. ESL instruction will be handled similarly.

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•Office Hours: All elementary classroom teachers will have a consistent time set aside every afternoon to interact with students who are participating in distance learning that day so that they can answer student questions, reteach key concepts, etc.

Plans are subject to change based on changes in guidelines, directives, and other factors.

Middle School Program

•Students will be separated into five cohorts; each cohort will be assigned to a specific day of the week on which they will come to school for in-person instruction. On the remaining four days, students will participate in synchronous learning and attend their scheduled classes virtually.
•A 7-period day will be utilized, with 36-minute instructional periods, starting at 7:55am and ending at 12:25pm (see schedule below).
•Video conferencing software will be utilized in all classes to ensure students will be able to participate virtually, in real time.
•Attendance will be taken each period of every instructional day, regardless of whether students are participating in-person or remotely.
•Students with special needs who are enrolled in self-contained classrooms may be able to attend in-person instruction more often and will be assigned to specific days on an individual basis.
•All teachers will be available for office hours from 1:15pm-3:00pm on each instructional day to provide additional assistance to students.

Plans are subject to change based on changes in guidelines, directives, and other factors.

High School Program

•A 5-session day will be utilized starting at 8:00am and ending at 12:26pm.
•Students will attend in-person instruction one day of every five instructional days and attend their classes in real time virtually on all other days. Students will be divided alphabetically to create four separate cohorts
•Video conferencing software will be utilized in all classes, ensuring all students will be able to participate in the instruction virtually, in real time.
•Attendance will be taken each period of every instructional day, regardless of whether students are participating in-person or virtually.
•Lunch (12:30-1:30) will be grab and go at the end of the five session day
•All teachers will be available for in-person and virtual office hours from 1:20pm-3:00pm on each instructional day to provide additional assistance to students. Students from any cohort can attend office hours by arranging an appointment with teachers for in-person contact.

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Plans are subject to change based on changes in guidelines, directives, and other factors.

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Appendix O

Staffing

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

<u>Mentoring Staff</u>:
1. The Personnel Department in coordination with building Principals will assure each person needing a mentor will be assigned an appropriate veteran mentor.

   The selection of a mentor will follow the following guidelines:
   a.   Each mentor should be an in-district teacher with performance scores of Effective or Highly Effective on the most recent summative evaluation with at least five (5) years of experience
   b.   Whenever possible the mentor teacher should be certified in the same or affiliated subject area as the novice teacher

2. Once a mentor is assigned, the Personnel Office registers the novice
   teacher in the Provisional Licensure Registration Management System (PLRMS).

   Mentoring logs will list each session including the date, time and description of activities. Completed mentor logs will be submitted to the Personnel Office each month for the duration of the mentorship.

3. Mentor compensation will be facilitated by the Personnel Office.
   For CEAS holders, A fee of $550.00 will be paid at the end of the provisional year
   to the mentor.
   Payment is sent to the Personnel Office. <u>Mentees may not pay mentors directly</u>

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For CE holders, A fee of $1,000 will be paid at the end of the provisional year to
the mentor.
Payment is sent to the Personnel Office.   <u>Mentees may not pay mentors directly</u>

4. Mentor training will be addressed by the Curriculum Office.

5. Conferencing includes but is not limited to, one-on-one interaction,
grade level/team meetings, interactive journals, phone calls, e-mails, conferences (**including twice a month formal meetings after the initial 4-8 week period**), drop-in visits, etc. If person to person format is not viable, conferencing will occur in a virtual format.

<u>Evaluation</u>:
1.   The district is prepared to evaluate non-tenured and tenured staff. However, we will adhere to NJDOE guidelines relative to evaluations of both non-tenured and tenured staff. We recognize that additional guidance will be forthcoming.

<u>Certification</u>: **Aligned with the *New Temporary Certification and Flexibilities for Candidates Impacted by the COVID-19 Public Health Emergency***
Candidates seeking an initial CEAS must pass the Commissioner approved performance assessment, edTPA prior to earning certification. CE holders must pass the performance assessment prior to earning standard certification.

Provisional Teacher Process for attaining a Standard Certificate

Novice teacher, **traditional route** (holding Certificate of Eligibility with Advanced Standing) must receive:
·   Comprehensive Orientation to district policies and procedures
·   One full school year of 1-1 mentoring from beginning of assignment (minimum 30 weeks), pro-rated for part-time teacher
·   Mentor/mentee meet at least once/week for first **4** weeks of assignment

·   Mentor leads mentee in guided self assessment on district's teacher practice instrument.

Novice teacher, **alternate route** (holding Certificate of Eligibility) must receive:

·   Must be enrolled in a CE Educator Preparation Program and have completed 50 hours of pre-professional experience prior to employment.
·   Comprehensive Orientation to district policies and procedures
·   One full school year of 1-1 mentoring from beginning of assignment
(minimum 30 weeks), pro-rated for part time teachers
·   Mentor/mentee meet at least once per week for the first **8** weeks of assignment
·   Mentor leads mentee in guided self-assessment on district's teachers evaluation instrument
·   Mentor aligns support to mentee's preparation curriculum

Some flexibility has been given in the Provisional Process and attaining the initial
CE or CEAS **per the NJDOE memos dated June 30, 2020**.

Support Staff:
Paraprofessionals will serve to support instruction in either a hybrid or
virtual form. Professional development for paraprofessionals will be
centered upon support in the hybrid or virtual classroom.

Substitute Teachers: **Aligned with the *Provisional Teacher Process and Substitute Teacher Guidance***
We are presently surveying our substitute teachers on their plans to return to service next year within our district.
Our district website has a continual process for new substitutes to apply to the district.

Given teachers requesting Reasonable Accommodations, a group of substitutes teachers will be trained in these areas.

Our needs for additional substitute nurses has necessitated the need to engage with an additional substitute nursing agency.

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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.

Phase I Summer Sports Workouts
Execution Plan

GOAL: To provide a safe environment for student/ athletes to have conditioning and skill development and sport specific non-contact workouts under the supervision of their coaches.

To participate each student/ athlete:
-will need to have COVID-19 Questionnaire filed out and on file through Family ID
-will need to arrive with their prescreening form each day and have their temperature checked
-will arrive with a face covering
-will be instructed to bring their own water bottle
-will need to be approved to eligible to participate based on the responses, medical clearance, and temperature below 100

Organization/ Prescreening
Student/ Athletes will be directed through communication with their coaches to arrive 15 minutes before the workout start time on Clinton Avenue and proceed toward the lower field, social distancing should be maintained and face covering should be worn. As they get to the end of the bleachers they will see our screening area at the entrance to the lower field, near the maintenance driveway.
They should produce there filed out prescreening form to one of our screeners (security officers). The screener will take the temperature, record it (if over 100 degrees), and file the prescreening form.
The athlete will then be directed toward there pod by a coach.
The lower and side fields will be lined/ gridded to assist coaches in keeping the pods separated. Student/athletes should maintained social distancing during the workouts.
Groups working out on the tennis courts, parking lots should use the existing lines to maintaining distance, and separating the pods.
Coaches are required to wear face coverings, and to complete prescreening each day.
Student/ athletes are not required to wear a face covering during their workout.
Start times will be staggered to allow for an effective prescreening process.

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Workouts
Phase I workouts will take place at BHS. With the exception of Cross Country. Cross Country will start at BHS and receive instructions from the coach. They may remain at BHS or run off site while maintaining social distancing. Division of groups, pods, and the manner of social distancing expected will be followed based on the NJSIAA Return to Play Guidelines -Phase I.
No balls will be used during Phase I
No equipment will be shared during Phase I
Phase I workouts will be 1 hour

Coaches will instruct their athletes of the expectations outlined by the NJSIAA Return to Play Guidelines -Phase I.
Supervision will be provided by the supervisor(s) on site. (D. Massey/ J. Maglione)

Provisions and Facilities
Water will be provided in water coolers at the site of each workout. Student/ athletes may fill up the own water bottle from these coolers. Sanitizer will be provided on that cart/ table.

Bathroom access will be at the maintenance building at the top of the lower field. Student/athletes must use the bathroom one at a time. Hand washing will be stressed. Bathroom, coolers, tables, and carts will be disinfected regularly.

Injuries
Minor injuries will be addressed by the coach. Additional assistance can be provided by the security officers on site. If an injury rises to a necessary level, parent and/ or 911 will be called if necessary.

Exiting
Students are expected to leave the facility after their scheduled workout and maintain social distancing while doing so.

The information in this execution plan, NJSIAA Return to Play Guidelines -Phase I. Phase I clarification form were all shared and discussed with the coaches at a meeting held on July 6.

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Appendix Q

Remote Learning Options for Families

On July 24, 2020, the New Jersey Governor and the Commissioner of Education published a supplemental guidance document titled "Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021" as a result of the COVID-19 pandemic. This supplemental guidance includes an additional "anticipated minimum standard," as this phrase is used throughout "The Road Back: Restart and Recovery Plan for Education" (NJDOE Guidance). This additional "anticipated minimum standard" provides that, in addition to the methods and considerations explicitly referenced in the NJDOE Guidance for scheduling students for in-person, remote, or hybrid learning, families/guardians (hereinafter referred to as "parents") may submit, and school districts shall accommodate, requests for full-time remote learning.

Requests for full-time remote learning may include any service or combination of services that would otherwise be delivered to students on an in-person schedule, which may be a hybrid schedule, such as instruction, behavioral and support services, special education, and related services. A parent may request some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the provisions in the school district's Restart and Recovery Plan (Plan) and Policy 1648.

A parent may contact the Principal or designee of the building the student would attend with any questions on: a request to transition from in-person services to full-time remote learning; a request to transition from full-time remote learning to in-person services; the procedures of this Policy; and/or any other information regarding the school district's Plan and Policy 1648.

To ensure clarity and consistency in implementation of full-time remote learning, the Board of Education adopts this Policy that addresses the following:

A.   Unconditional Eligibility for Full-time Remote Learning

      1.   All students are eligible for full-time remote learning.

a. Eligibility for full-time remote learning cannot be conditioned on a parent demonstrating a risk of illness or other selective criteria.

b. Unconditional eligibility for full-time remote learning includes students with disabilities who attend in-district schools or receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).

B. Procedures for Submitting Full-time Remote Learning Requests

1. A parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at least 1 calendar days before the student is eligible to commence full-time remote learning in accordance with B.2. below.

2. The student may only begin full-time remote learning:

On any day during the school year.

3. The written request for the student to receive full-time remote learning shall include:

a. The student's name, school, and grade;

b. The technology the student will be using to receive full-time remote learning, including the student's connectivity capabilities;

c. A request for any service or combination of services that would otherwise be delivered to the student on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education, and related services;

      d.   For students with disabilities, the school district staff will determine if an Individualized Education Plan (IEP) meeting or an amendment to a student's IEP is needed for full-time remote learning; and

      e.   Any additional information the Principal or designee requests to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.

           (1)   The documentation required by the school district to be provided in the parent's request for full-time remote learning shall not exclude any students from the school district's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning.

4.   Upon receiving the written request, the Principal or designee may request additional information from the parent to assist the Principal or designee in providing the student the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.

5.   The Principal or designee will review the written request and upon satisfaction of the procedures outlined in this Policy, the Principal or designee will provide written approval of the parent's request for full-time remote learning.

      a.   In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.

6.   The Principal's written approval of the request shall be provided to the parent within 1 calendar days of receiving the parent's written request.

    a.   The written approval will include the date the remote learning program will commence for the student in accordance with B.2. above.

C.   Scope and Expectations of Full-Time Remote Learning

1.   The scope and expectations of the school district's full-time remote learning program will include, but not be limited to, the following:

    a.   The length of the school day pursuant to N.J.A.C. 6A:32-8.3 and compliance with the Board's Attendance Policy and Regulation 5200; the provisions of the district's remote learning program outlined in the school district's Plan; and any other Board policies and regulations that govern the delivery of services to, and district expectations of, students participating in the remote learning program and their families;

    b.   The technology and the connectivity options to be used and/or provided to the student during remote learning; and

    c.   Any additional information the Principal or designee determines is needed to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs (i.e. students participating in a hybrid model).

(1) This includes, for example, access to standards-based instruction of the same quality and rigor as afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.

d. The school district will endeavor to provide supports and resources to assist parents, particularly those of younger students, with meeting the expectations of the school district's remote learning option.

D. Procedures to Transition from Full-Time Remote Learning to In-Person Services

1. A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, by submitting a written request to the Principal of the building the student will attend. This request must be submitted at least 14 calendar days before the student is eligible for in-person services.

2. A student is only eligible to transition from full-time remote learning to in-person services commencing:

At the beginning of any phase.

3. The written request from the parent for the student to transition from full-time remote learning to in-person services shall include:

a. The student's name, school, and grade;

b. The in-person program may only commence for a student transitioning from full-time remote learning to in-person services in accordance with D.2. above; and

    c.   Any additional information the Principal or designee determines would be important on the student's transition from full-time remote learning to in-person services.

4.   A student previously approved for remote learning wanting to transition into the school district's in-person program must spend at least:

    Entire current phase in remote learning before being eligible to transition into the school district's in-person program.

    a.   This will allow parents to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction for the student.

5.   The Principal or designee will review the request for compliance with this Policy, and upon satisfaction of the procedures in this Policy, will provide the parent of the student a written approval of the student entering the school district's in-person program.

    a.   In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.

6.   Upon approval of the student's transition from full-time remote learning to in-person services, the school district will provide specific student and academic services to better assist parents anticipate their student's learning needs and help educators maintain continuity of services.

7.   School districts that offer Pre-K will consult their Pre-K curriculum providers regarding appropriate measures to assess a Pre-K student's learning progress during the transition from full-time remote learning to in-person learning.

E.   Reporting

    1.   To evaluate full-time remote learning, and to continue providing meaningful guidance for school districts, it will be important for the New Jersey Department to Education (NJDOE) to understand the extent and nature of demand for full-time remote learning around the State.

        a.   The school district will be expected to report to the NJDOE data regarding participation in full-time remote learning. Data will include the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

F.   Procedures for Communicating District Policy with Families

    1.   The school district will have clear and frequent communication with parents, in their home language, to help ensure this important flexibility is as readily accessible as possible. Communication must include, at a minimum, information regarding:

    a.   Summaries of, and opportunities to review, the school district's full-time remote learning Policy/Plan;

    b.   Procedures for submitting full-time remote learning requests in accordance with B. above;

    c.   Scope and expectations of full-time remote learning in accordance with C. above;

    d.   The transition from full-time remote learning to in-person services and vice-versa in accordance with B. and D. above; and

    e.   The school district's procedures for ongoing communication with families and for addressing families' questions or concerns.

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G.   Home or Out-of-School Instruction

    1.   No provision of this Policy supersedes the district's requirements to provide home or out-of-school instruction for the reasons outlined in N.J.S.A. 18A, N.J.A.C. 6A, or any applicable Board policy unless determined otherwise by the Superintendent or designee.

    See the District's Restart and Recovery Plan – Appendix Q for the protocols/procedures for "Remote Learning Options for Families" which is outlined in the school district's Restart and Recovery Plan.

New Jersey Department of Education Guidance Document:
 "Clarifying Expectations Regarding Fulltime Remote Learning
  Options for Families 2020-2021"

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CHART OF USEFUL LINKS

Conditions for Learning		
Section	**Title**	**Link**
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/

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

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Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzlhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm

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

RESTART & RECOVERY PLAN

Section	Title	Link
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html