

Restart and Recovery
Plan to Reopen Schools

Rochelle Park
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

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

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

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of this Plan include the school district’s unique and locally developed protocols to ensure 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 addresses four key subject areas:

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

A. Conditions for Learning

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

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

1. Health and Safety – Standards for Establishing Safe and Healthy

Conditions for Learning; and Academic, Social, and Behavioral Supports

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

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

The Health and Safety section of the NJDOE Guidance also provided

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"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

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(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

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least six feet apart. If a school in the district is not able to maintain this social 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) When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.

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

(3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks, but should 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).

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(b) At entrances and exits of buildings.

(c) Near lunchrooms and toilets.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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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

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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 strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, 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.

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(c) The individual is in water.

(d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.

(e) The student is under the age of two and could risk suffocation.

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

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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);

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(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.

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[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

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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

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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

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

see Appendix K _____

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

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individual students who need extra support.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

see Appendix K _____

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

see Appendix K _____

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

see Appendix K _____

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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

see Appendix K _____

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

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

b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School

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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]

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.

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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

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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

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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.

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(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

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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

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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.

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(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.

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.

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(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

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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.

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- (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

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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

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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.

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- (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

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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. Readyng 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.

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b. School District Budgets

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

c. School Funding

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

(1) Purchasing

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

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

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

(3) Costs and Contracting

The school district shall follow all New Jersey State laws

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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

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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.

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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).

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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

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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

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in the mastery of standards while continuing to move students forward at current grade-level.

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

4. Professional Learning

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

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

c. Professional learning opportunities should be:

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

(2) Presented throughout the school year;

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

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

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

d. Mentoring and Induction

(1) Induction must be provided for all novice provisional teachers and

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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.

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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

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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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Appendices

Restart and Recovery Plan to Reopen Schools

Rochelle Park
Board of Education

Fall 2020

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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. Protocol for High Risk Staff Members

1. Provide notice to staff on the identification of High Risk Covid-19 factors
2. Provide notification to staff regarding procedures for requests to take leave or have workplace accommodations, as well as procedures for requests to return to work
3. Respond to staff members who identify with and disclose high risk profile
4. Establish and maintain communication with local and state authorities for resources and practices to support high risk staff
5. Adhere to CDC guidelines
6. Adhere to ADA guidelines for staff as appropriate
7. Review options for providing reasonable accommodations and implement as needed to support the individual needs of the staff member
8. Nurse availability in the event a staff member feels ill
9. Counseling availability for staff who require support

b. Protocol for High Risk Students

1. Provide notice to students and parents/guardians on the identification of High Risk Covid-19 factors
2. Advise parents and students of the students' schedule and district protocols. Request parents self-identify if their child will need full online instruction and/or accommodations, and plan accordingly per students' needs
3. Nurse will contact parents of students who have a known history of chronic medical needs to determine appropriate medical procedures during the school day Respond to students who are

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identified as high risk

4. Establish and maintain communication with local and state authorities for resources and practices to support high risk students

5. Adhere to CDC guidelines

6. Adhere to ADA guidelines; develop a Section 504 Plan as appropriate

7. Review options for providing reasonable accommodations and implement as needed to support the individual needs of the student

8. Nurse availability to students as needed

9. Counseling for students who need social or emotional support

c. Remote Learning Options for Families

1. In accordance with Policy #1648.02, Remote Learning Options For Families, families have been provided notice of this option. Parental requests for Remote Learning are being received and honored in accordance with policy. Students who will be on a full remote learning platform, in accordance with Policy #1648.02, will be part of each class roster so as to facilitate their return to the classroom setting; their instruction, assessments, and grading will be in accordance with district policies and practices.

d. Digital Divide

1. The district has a full 1:1 technology device platform that addresses the use of laptops, chromebooks, and ipads as appropriate at varied grade levels.
2. Surveys were sent to all families to address technology needs at home, including wifi and internet access. Any family identified with a need for technology and/or wifi, internet access is addressed and supported on a case by case basis to ensure that each student will be able to fully participate in remote instruction.
3. Hot spots have been ordered and will be provided to families that have an identified need so as to ensure remote access.
4. Technology pick up times and locations will be shared with families prior to the start of school. All items will be tagged and individually bagged to facilitate safe handling of distribution.
5. The district will provide training and instruction on the use of technology to teachers, support staff, students and families. The district is in the process of developing a training for parents and caregivers who have a self-identified need to learn how to use

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the devices and related instructional platforms so they may support the student at home if warranted.

6. Technology needs will be monitored on an ongoing basis for all registered students by way of home-school communications, such as surveys, phone, email, in-person.

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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
 1. Provide seating arrangements adhering to the minimum physical distancing requirements of 6 feet apart, or other distancing as deemed necessary by the state's guidelines
 2. Provide reduced class size to accommodate the physical requirements
 3. In spaces where the minimum social distance cannot be accommodated the district will seek and utilize other modifications deemed appropriate by the state, such as physical barriers or having all persons facing one direction
 4. Stairways will be designated as one directional to reduce persons passing by in a manner that does not meet the minimum social distance
 5. Hallways will be marked to maintain the flow of traffic to one side
 6. The use of face coverings will be required at all times so as to address and reduce the potential for concerns of unanticipated occurrences wherein the minimum social distance may not be implemented
 7. Testing spaces and therapy rooms will be outfitted with physical barriers such as clear dividers or the use of clear face coverings
 8. Office spaces may utilize physical barriers, such as clear dividers, in addition to the use of face coverings.
 9. Instructional and non-instructional rooms will comply with social distancing standards by way of implementing 2 student teams, each at 50% capacity, for each class roster.
 10. Students desks will be spaced six feet apart and will face in the same direction.
 11. Other instructional spaces not having desks, such as the gymnasium for physical education or therapy rooms, will have spacing markers posted where appropriate (i.e. floors, walls, doors). In addition, non-instructional spaces such as restrooms, hallways, offices, will have signs serving as reminders for social distancing as physical markers where appropriate.
 12. Physical movement throughout the building will be reduced as the

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students will not change classrooms, with exception to physical education class, therapy room, and diagnostic CST assessments. Instead, teachers of special areas will report to different classrooms at all grade levels, and teachers in grades six through eight for departmental content areas will switch classrooms in order to reduce the need for student movement in hallways and common areas around the building.

13. Students will eat lunch at home, and this will support social distancing during non-instructional times.

14. Restrooms will be monitored to ensure reduced capacity. Sinks and stalls/urinals will be marked off to restrict use and ensure social distancing.

15. Hallways and stairwells will be designated for traffic patterns to reduce interaction and support social distancing.

16. Shared objects – the use of shared objects will be limited as students will primarily utilize district issued chromebooks for which each student is assigned to one, print materials are provided as one per student, other resources and supplies such as manipulatives, microscopes, calculators, rulers, pens, art supplies, will be individually labeled and packaged, where necessary, so as to only be used by the same student. If/when a shared object is required, such as touching an interactive board, the stylus used for the board will be cleaned with a sanitizing wipe between uses.

b. Procedures for Hand Sanitizing/Washing

1. Post notices and provide education on proper hand washing procedures
2. Post notices reminding all persons to maintain healthy hand sanitizing/washing practices
3. Provide lessons on proper hand washing by teachers/health teachers
4. Provide hand soap in all restrooms
5. Provide hand sanitizer of at least 60% alcohol in all classrooms, offices, and other instructional and non-instructional spaces in the building
6. Require either hand washing or the use of hand sanitizer prior to and after eating or snacking, and after using the restroom, coughing or sneezing or blowing one's nose
7. Require the use of hand sanitizer upon entering the classroom
8. Require the cleaning of shared objects between use (as noted in a16 above)

c. Indoor Facilities for Adequate Ventilation

1. Policy and Regulation #7421 Indoor Air Quality Standards has been adopted by the District and will guide practices.

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2. Heating and ventilation units are maintained and inspected per district policy.
3. Fresh air is circulated through windows and/or unit vents.
4. Air conditioners are being installed in all rooms.
5. Air filters have been ordered and upon installation of new air filters they will be tagged with the date, monitored, and replaced in accordance with the manufacturer's guidelines.
6. The district has ordered, and will install, air ionization units for all rooms throughout the building. These air ionization units are a proven technology used to eliminate viruses and improve air quality.

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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

1. The district contracts all transportation services with Region V and South Bergen Jointure Commission
2. Contracted providers will need to supply the district, through Region V and South Bergen Jointure Commission, documentation indicating their procedures for health and safety. The health and safety standards must be in compliance with DOE requirements and address procedures for:
 - a. physical distancing,
 - b. seating,
 - c. use of face coverings
 - d. boarding practices
 - e. exiting practices
3. Region V and South Bergen Jointure Commission will provide the district the contracted providers’ health and safety procedures, as well as notice to parents and students.
4. Buses will be cleaned and disinfected after each route.
5. Bids for transportation services are part of an on-going process based upon need. This need will be determined by student/parent choice for remote learning, IEP needs, and/or parent aide in lieu of transportation services.

b. Social Distancing on School Buses

1. Students will adhere to the practices required by the transportation vendor
2. Students will be required to wear a face covering on the school bus if they are unable to maintain social distance.
3. Face covering must be worn by all students when entering and exiting the school bus.

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4. Social distancing shall take place when waiting to board the bus
5. Social distancing shall be maintained when boarding and deboarding
6. Seating assignments will be adhered to in accordance with the vendor's requirements based upon seating capacity

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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

1. Prior to arrival:

- a. Parents/Guardians will submit a daily online health questionnaire prior to having their child attend school
- b. Staff will submit a daily online health questionnaire prior to coming to work

2. Upon arrival: At designated entrances, student flow and screening protocols will include:

- a. maintaining social distance at designated entry screening locations
- b. required wearing of face covering during screening process
- c. temperature checks at designated points of entry for students, staff, and visitors
- d. visually scanning of students, staff, and visitors to enforce the use of face coverings upon entrance and assess for signs of illness.

b. Social Distancing in Entrances, Exits, and Common Areas

1. The district will post notification of, and enforce the use of, designated entrances and exits that accommodate for social distancing and permit a flow of traffic for the implementation of screening upon entry to the building
2. Common areas inside the building will have signs and physical guides (such as tape on floors, notices on walls and doors to stairways) indicating one-way routes, reminders to adhere to one side of a hallway
3. Areas outside the building will have signs indicating designated entrances and exits, and markers indicating six feet apart for outside areas of line-up
4. All visitors will be required to adhere to the practices for entering the building only through the main entrance
5. Increased points of entry in order to further implement social distancing while waiting for screening
6. Staggered dismissal times in order to further implement 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

1. Prior to arrival:

- a. Parents/Guardians will submit a daily online health questionnaire prior to having their child attend school
- b. Staff will submit a daily online health questionnaire prior to reporting to work
- c. Any student or staff displaying signs of physical illness or symptoms of COVID-19 must not attend school
- d. Any student or staff with a measured temperature of 100.4 degrees or higher should not attend school, and may not return to school until fever free for 72 hours without the use of medication

2. Upon arrival: At designated entrances, screening protocols will include

- a. Temperature checks of students, staff, and visitors
- b. Visually scanning of students, staff, and visitors to enforce the use of face coverings upon entrance and to assess for signs of illness
- c. Any person displaying signs or symptoms of illness will not be permitted to enter the building
- d. If a person who displays signs or symptoms has entered the building s/he will be required to report to the nurse's office for medical assessment and possible isolation

3. During the school day:

- a. Provide teachers with additional face coverings for use in the classroom on an as needed basis with students
- b. Provide teachers with 1st aid kits with guidelines for use in classroom for minor issues
- c. Staff shall call the health office prior to sending any student to see the nurse (to make sure health office is clear of any symptomatic students)

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d. All students and staff will wear a face covering while in route to the health office.

4. Screening procedures

a. will consider any accommodations needed for students, staff, or visitors with disabilities, such as conducting entrance screenings at a barrier free location or other identified need.

b. Protocols for Symptomatic Students and Staff

1. Anyone showing or reporting symptoms related to COVID-19 prior to entering the building upon arrival must not enter the building

2. Anyone showing or reporting symptoms related to COVID-19 who enters or is already present in the building will be required to go to the health office for further evaluation and isolation (if warranted).

3. Prior to sending someone to the nurse's office, contact the nurse via phone for authorization to send. If the school nurse is unavailable, contact the main office

4. All students and staff will wear a face covering while en route to the health office

5. If nurse determines that student needs to go home, student will be taken to the designated isolation space, parents will be notified of need for pick up (within 1 hour) and if there is a delay, then a delegate/emergency contact must be available to pick up the student

6. If nurse or delegate deems that the student or staff member is in distress, based on the physical exam, 9-1-1 will be called immediately.

7. Upon parent/guardian/delegate arrival, the nurse will escort the student to a designated pick up door. Parent will be given a form explaining "*Return to School*" guidelines.

8. If the school nurse, or delegated staff, determines a staff member needs to go home, that staff member will be escorted to leave the building.

9. Any protocols warranting accommodations due to an individual's disability will be made on an as needed basis

10. Symptomatic students or staff warranting use of an isolation area will be addressed as follows:

a. any suspected COVID-19 case will be brought to the isolation space

b. sign will be posted on isolation space door stating room is

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restricted for symptomatic individuals; strict limitations of entry and exit should be adhered to at all times; door should remain closed at all time

c. person monitoring the isolation space must wear full PPE (mask, gown, glove, face shield)

d. student or staff will be required to wear a mask while in isolation space and if needing to use the restroom

e. if student or staff needs to use the restroom while in isolation, he/she will be escorted to the nearest restroom (or designated isolation restroom), no other individual should be allowed to use the restroom while in use by a symptomatic individual; once done, restroom will need to be closed off until the proper clearing and disinfecting procedures are completed

f. once student or staff leaves isolation space, all items and surfaces used/touched by the student must be cleaned/sanitized (bed/chair/table, door knobs)

g. isolation space must be thoroughly cleaned and sanitized after each use

c. Protocols for Face Coverings

1. All staff, students, and visitors will be required to provide their own, and wear a face covering in the school building, unless the individual has documented compromising health issues requiring an accommodation.

2. The district will not be able to guarantee that physical distancing can be met in all school settings, throughout the entirety of the school day, during school hours or activities or on transportation. As such, students will need to wear face coverings

3. The personal use of cloth face coverings is permitted.

4. Students or staff whose educational program or service may be compromised by the use of a face covering may use a clear face shield, or clear divider when warranted for educational or medical purposes (such as speech therapy)

5. The district will teach and reinforce the prevention of stigma associated with the use or non-use of facial coverings to support a respectful, inclusive, and supportive school environment.

6. The district will teach and reinforce the proper method for wearing a face covering

7. The district will maintain the confidentiality of any individual who may/may not wear a face covering due to health concerns or disability

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8. Signs will be posted at entrances and within the building to serve as reminders of the requirement for wearing face coverings

d. Protocols for Returning to School

1. Infectious Disease Symptoms:

- a. student or staff must be tested for Covid-19 and provide a note from doctor that test was negative
- b. if student or staff is notified to self-quarantine s/he must adhere to CDC Guidelines for the recommended duration and procedures
- c. if student or staff is negative for Covid-19; s/he should stay home for 72 hours symptom-free without the use of medication; s/he should be retested for Covid if symptoms develop or worsen
- d. if student or staff is positive for Covid-19, s/he must isolate at home and adhere to the CDC Guidelines. A physician's written clearance will be required before returning to school.
- e. Practices will be consistent with the 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

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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.

1. The district's School Principal/School Safety Specialist and School Nurse have received training on Contact Tracing protocols
2. In the event of a positive COVID-19 case, school nurse or designated administrator will contact the proper contact tracing authorities and will assist with identifying possible contacts in the school community
3. Protocols for quarantining a class/school when someone in school tests positive will be implemented in accordance with guidelines issued by the Department of Health

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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.

1. During the course of the school day periodic cleaning of frequently touched surfaces and spaces will be conducted. Such surfaces and spaces include, but are not limited to,
 - a. door handles and doors
 - b. railings
 - c. light switches
 - d. desks / counters / tables
 - e. phones
 - f. keyboards, shared electronics
 - g. restrooms (toilets, toilet handles, stall doors, sinks, faucets)
2. At the end of each day a regularly scheduled cleaning and disinfecting of the building will be conducted
3. Buildings and Grounds Supervisor will assess and determine the most effective manner for cleaning and disinfecting the building and grounds. Custodial schedules may be adjusted accordingly
4. Health Office- will be cleaned periodically throughout the school day (wiping down surfaces, door knobs) and cleaned and disinfected at the end of each school day
5. Isolation Area - will be cleaned and disinfected after a symptomatic individual leaves, in accordance with health guidelines, well as cleaned and disinfected at the end of each school day
6. Any space in which a person who became ill shall be secured and disinfected
7. The Business Office will collaborate with the Health Office to provide the PPE needs for health staff as well as students or staff who become ill during the school day
8. Classroom door handles (inside and outside) should be cleaned periodically throughout the school day, and sanitized at the end of each school day
9. Common hallway door handles including but not limited to stairwell doors,

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bathroom doors, office doors, etc. (inside and outside) should be cleaned periodically throughout the school day

10. Common/frequently touched areas including but not limited to railings, water fountains, light switches should be cleaned periodically throughout the school day

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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.

1. The school year will commence with a half day schedule and lunch will not be served in the building.
2. A pre-order system for lunch will be distributed to students and parents for ordering a pre-packaged lunch to be picked up at school until such time that an indoor, on-site lunch schedule is arranged. All meals are for consumption at home.
3. Once a phase of reentry includes indoor lunch, requirements for serving lunches will include practices that adhere to the guidelines for physical distancing, meal style (e.g. grab and go versus self-service), cleaning and sanitizing tables/surfaces pursuant to the protocols established by the EPA, and routines for hand washing/sanitizing

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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.

1. Whenever possible, all Physical Education classes will take place outdoors otherwise classes will take place on designated sides of the gymnasium
2. Students will not be required to change clothing for Physical Education
3. Locker rooms will remain closed during Physical Education for all students.
4. Equipment use will be limited to specific classes during Physical Education classes; equipment will be clean and disinfected after use.
5. Gymnasium floor will have designated areas to maintain social distancing of students and staff.
6. Recess will be staggered to ensure social distancing among groups of students, and areas will be separated by items such as cones, flags, or signs to identify boundaries among the groups.
7. Use of playground equipment will not be permitted.
8. Hand washing will be strictly enforced after recess. Hand sanitizer will be used in between periods of handwashing or when hand washing is not possible
9. Physical activities will be modified to adhere to social distancing
10. Personal physical fitness activities such as cardiovascular endurance, muscular strength, toning, endurance and flexibility will be implemented so as to adhere to social distancing
11. Physical activities will be adapted to meet the needs of students with disabilities
12. All equipment and materials will be disinfected after use
13. Recess will be teacher led and will take place in accordance with the master schedule
14. Recess areas will be marked to accommodate multiple grade levels/sections
15. Classes will have designated recess equipment and will be cleaned on a daily basis

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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.

1. Field trips and extra-curricular activities will be postponed during phase 1 of the reentry plan and until such time as to safely incorporate them as part of the educational plan.
2. As part of our progression of phased in programs, the district will look to implement extra-curricular activities gradually. All activities will adhere to the guidelines for social distancing and youth activity protocols outlined by the Department of Education.
3. Use of facilities outside of school hours will not be permitted during phase 1 of the reentry plan.

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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.

A. Social Emotional Learning

- a. School psychologists, school social worker and school counselor will be available to provide screening and counseling services as needed.
- b. Prioritize the health and emotional well-being of students and staff
- c. Providing professional development to support educators in the area of Social Emotional Learning
- d. Routinely monitor and assess any mental health needs of students and staff
- e. Provide support for students and staff regarding anxieties and concerns
- f. Provide resources for parents/guardians in dealing with student Social Emotional Learning

B. Multi-Tiered System of Support (MTSS)

- a. Intervention & Referral Services (I&RS) shall be utilized to identify student concerns regarding academic, behavioral, and/or health issues. I&RS team will convene to discuss strategies and accommodations to support identified students and monitor progress. The I&RS team consists of the guidance counselor, school administrator, general education teacher, special education teacher, member of Child Study Team, and BSI teachers/school nurse as necessary.
- b. A portion of the schedule includes small group or individualized support for students at risk of failure, Gifted/Talented, or ELLs by providing prevention, intervention, and/or enrichment instruction or activities.
- c. Basic skills instruction is provided as a level of intervention based upon identified student needs.

C. Wraparound Supports

- a. 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

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school environment. School personnel including but not limited to, the Child Study Team and Guidance counselor will be responsible for student and family needs, coordinating services, and providing additional resources to the students and families. Wraparound supports may include mental health support, family communication, collaboration with outside mental health providers.

D. Food Service and Distribution

- b. The free and reduced lunch program will continue to serve students during the half-day school format via pre-ordered grab and go lunches.
- c. Families who would like to apply for the free and reduced lunch program will be referred to the application available on the school website.
- d. All families will have the opportunity to order a pre-packaged lunch

E. Quality Child Care

- e. During phase 1 of the reentry plan, the district's before and after school child care program will not be offered.

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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.

Superintendent: Dr. Sue DeNobile Board of Education:

Matthew Trawinski, President

Business Administrator: Cheryl Jiosi

Director of Curriculum and Instruction: Cara Hurd

Principal: Michael Alberta

Coordinator CST/Special Services: Vanessa Aiello

Coordinator of Technology: Dr. Steven Lahullier

Supervisor of Buildings & Grounds: Rex Leka

Rochelle Park Education Association: Elaine Rainone,

President Rochelle Park Education Association: Cara Serpineto,

Vice President School Nurse: Sheryl Meyers

Guidance Counselor: Liz Nam

Teacher: Jeff Grossman

Teacher: Theresa Roman

Teacher: Allison Sherry

Teacher: Laura Giglio

Teacher: Angel Baker

Food Services: Lorraine Mott, Pomptonian Food Service

Parent: Mrs. Amy Herbeck

Parent: Mrs. Christine Leonardi

Parent: Mrs. Leslie Belen

Student Liaison: ID#22037

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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.

Superintendent: Dr. Sue DeNobile

Business Administrator: Cheryl Jiosi

Director of Curriculum and Instruction: Cara Hurd

Principal: Michael Alberta

Coordinator CST/Special Services: Vanessa Aiello

Coordinator of Technology: Dr. Steven Lahullier

Supervisor of Buildings & Grounds: Rex Leka

School Nurse: Sheryl Meyers

School Safety Specialist: Michael Alberta

Guidance Counselor: Liz Nam

Teacher: Krystle Hughes

Teacher: Joan Gutkowski

Teacher: Elaine Rainone

Teacher: Cara Serpineto

Teacher: Jeff Grossman

Teacher: Theresa Roman

Teacher: Allison Sherry

Teacher: Laura Giglio

Teacher: Angel Baker

Parent: Mrs. Amy Herbeck

Parent: Mrs. Christine Leonardi

Parent: Mrs. Leslie Belen

Student Liaison: ID#22037

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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

1. The master schedule will account for both in-person and virtual instruction, on a daily basis, for all grade levels, K-8.
2. Virtual online instruction will be provided either asynchronously or synchronously. The format for online instruction will be derived from factors including, but not limited to:
 - a. State determination of which format is permissible
 - b. the needs of the learners
 - c. the district's technology platform
 - d. the student's accessibility outside of school
3. During Phase 1 the district will implement the following practices for scheduling and instruction:
 - a. the student body will be represented by two groups, Maroon Team and White Team (keeping with the spirit of the school district's colors). This will create smaller class sizes, allowing for student safety and the fulfillment of physical distancing.
 - b. Maroon Team:
 - i. will report to school for a half-day session on Mondays and Thursdays
 - ii. will attend classes remotely on Tuesdays, Wednesdays and Fridays.
 - c. White Team:
 - i. will report to school for a half-day session on Tuesdays and Fridays,
 - ii. will attend classes remotely on Mondays, Wednesdays, and Thursdays.
 - d. Wednesdays will be a full day session of online, virtual learning combining both Maroon and White Teams

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4. Self-contained special education students will report to school for a half day session on Mondays, Tuesdays, Thursdays, and Fridays as their already reduced class size can be facilitated meeting physical distancing requirements
5. Accommodations will be made available to special populations to ensure all students receive individualized supports.
6. Scheduling may include remote students completing individual assignments while students in the classroom receive instruction.

To fulfill social distancing requirements, classes will be divided into Team Maroon and Team White, each at 50% capacity. When one team is present for in-person, on-site learning the other team will participate via a remote synchronous platform. The teams will alternate, each being present at Midland School twice per week. All students will participate in remote learning on Wednesdays, providing preparation and implementation of measures to strengthen remote learning capabilities for a potential shift to a full remote learning model.

MONDAY	TUESDAY	WEDNESDAY*	THURSDAY	FRIDAY
TEAM MAROON STUDENTS WILL ATTEND IN-PERSON INSTRUCTION AT MIDLAND	TEAM WHITE STUDENTS WILL ATTEND IN-PERSON INSTRUCTION AT MIDLAND	ALL STUDENTS WILL PARTICIPATE IN REMOTE LEARNING FROM HOME	TEAM MAROON STUDENTS WILL ATTEND IN-PERSON INSTRUCTION AT MIDLAND	TEAM WHITE STUDENTS WILL ATTEND IN-PERSON INSTRUCTION AT MIDLAND
TEAM WHITE STUDENTS WILL PARTICIPATE IN REMOTE LEARNING FROM HOME	TEAM MAROON STUDENTS WILL PARTICIPATE IN REMOTE LEARNING FROM HOME		TEAM WHITE STUDENTS WILL PARTICIPATE IN REMOTE LEARNING FROM HOME	TEAM MAROON STUDENTS WILL PARTICIPATE IN REMOTE LEARNING FROM HOME

** NOTE: In the event of a need for a full remote instruction program, Wednesday will replace all school days following the daily restart/recovery bell schedule.*

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<u>Daily Restart/Recovery</u> <u>Bell Schedule – All Grades</u>	
Arrival	8:15am
Period 1	8:20am - 8:57am
Period 2	8:59am - 9:29am
Period 3	9:31am - 10:01am
Period 4	10:03am - 10:33am
Period 5	10:35am - 11:05am
Period 6	11:07am - 11:37am
Period 7	11:39am - 12: 09pm
Period 8	12:11pm - 12:41pm
Dismissal	12:41pm
Lunch off site	12:45pm - 1:45pm
Extended Learning A	1:45pm - 2:15pm
Extended Learning B	2:20 - 2:50

b. Educational Program

1. The NJSLs (New Jersey Student Learning Standards) will be implemented appropriately at each grade level during the delivery of effective instruction to all students.
2. Student's schedules will reflect programming for all content areas as required by the NJ Department of Education
3. The district will ensure students receive individualized supports and meet the requirements of the IEP and/or 504 Plans.
4. ELLs will continue to receive instruction based upon their needs
5. Students at-risk for failure will receive accommodations and supports as deemed appropriate for their needs
6. Gifted/Talented students will continue to receive scaffolded learning opportunities
7. Overall, accommodations will be implemented in accordance with the district's approved curriculum maps to meet the needs of students with IEP, Section 504, Gifted/Talented, ELL, and those At-Risk for Failure

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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.

1. The Rochelle Park School District is mindful of the continuous consideration of access and equity for all staff in order to ensure continuity of student learning.
2. A survey was conducted for faculty/staff to assess concerns related to physical health, emotional health, instructional technology, and child care concerns, among other aspects pertinent to reentry planning.
3. The district will consult with the local bargaining unit (RPEA) and legal counsel prior to finalizing any COVID-19 related changes for the 2020-2021 school year.
4. The district will consult with legal counsel for any employment practices or matters of personnel resulting from or pertaining to COVID-19
5. The 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.
6. The district will update the staff handbook in order for teachers to become familiar with COVID-19 as well as remote learning protocol.
7. The district will provide training to staff on maintaining good practice in digital citizenship

Resources for personnel related practices include but are not limited:

Mentoring:

<https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml>

Evaluations:

<https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml>

Certification: <https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml>

Educator Preparation:

<https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml>

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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.

1. The district intramural and interscholastic athletic programs will not be permitted at this time.

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CHART OF USEFUL LINKS

Conditions for Learning	Section Title	Link	Critical Area of Operation #1
70 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=http%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/	

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_TB_P.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

RESTART & RECOVERY PLAN

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/>

HAPE/

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/>

Section Title Link

Food Service and Distribution

72 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>

RESTART & RECOVERY PLAN

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://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17_c4391a7ec1cb/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/NJDOEGM>

SWeb/logon.aspx

FEMA – Public Assistance Request for Public Assistance (RPA) Process

<https://njemgrants.org/site/rpasubmission.cfm>

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/bsol/>

Division of Local Government Services 73 <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

RESTART & RECOVERY PLAN

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>

Section Title Link

Professional Learning

74 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>