# Restart and Recovery Plan to Reopen Schools

# HASBROUCK HEIGHTS

## Board of Education

## Fall 2020

# RESTART & RECOVERY PLAN

## Contents

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## Introduction

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

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

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

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

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

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

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

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

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

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## The Board of Education's Restart and Recovery Plan

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

    A.    Conditions for Learning;

    B.    Leadership and Planning;

    C.    Policy and Funding; and

    D.    Continuity of Learning.

### A.    *Conditions for Learning*

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

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

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

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

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

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

### *Ten Critical Areas of Operation*

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

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

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

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

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

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

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

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

    (ii)    Serious heart conditions;

    (iii)    Immunocompromised;

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

    (v)    Diabetes;

    (vi)    Chronic kidney disease undergoing dialysis;

    (vii)    Liver disease;

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

    (ix)    Students with complex disabilities with IEPs; or

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

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

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

    (1)    Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be

considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

(2)     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).

    (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]

**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 students with disabilities and accommodations that may be needed in the screening process for those students.

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

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

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

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

(i)    Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.

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

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

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

(v)    Continuous monitoring of symptoms.

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

      (vii)    Written protocols to address a positive case.

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

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

(5)    Students are 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.

    (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 a wear a face covering for non-medical reasons and if such covering cannot be provided to the individual the point of entry, the visitor's entry to the school/district facility may be denied.

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

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

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

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

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

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

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

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

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

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

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(b)     Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).

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

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

     (i)     Classroom desks and chairs;

     (ii)     Lunchroom tables and chairs;

     (iii)     Door handles and push plates;

     (iv)     Handrails;

     (v)     Kitchens and bathrooms;

     (vi)     Light switches;

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

     (viii)     Buttons on vending machines and elevators;

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

     (xi)     Shared computer keyboards and mice;

     (xii)     Drinking fountains; and

(xiii)    School bus seats and windows.

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

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

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

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

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

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

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

(d)    Space students at least six feet apart.

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

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

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

(1)    The Board's Plan regarding recess and physical education should include protocols to address the following:
(a)    Stagger recess, if necessary.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## 2. Academic, Social, and Behavioral Supports

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

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

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

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

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]

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

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

___ Not Being Utilized

___ Being Developed by School Officials

___ Currently Being Utilized

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

MTSS is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through twelve for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support.

___ Not Being Utilized

___ Being Developed by School Officials

___ Currently Being Utilized

c. *Wraparound Supports*

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.

___ Not Being Utilized

___ Being Developed by School Officials

___ Currently Being Utilized

d. *Food Service and Distribution*

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

___ Not Being Utilized

___ Being Developed by School Officials

___ Currently Being Utilized

### e. *Quality Child Care*

Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families who otherwise would not utilize child care will now require it.

___ Not Being Utilized

___ Being Developed by School Officials

___ Currently Being Utilized

[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 Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.

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

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

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

[See Appendix L – Restart Committee]

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## 2. Pandemic Response Teams

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

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

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

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

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

f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:

   (1) School Principal or Lead Person;

   (2) Teachers;

   (3) Child Study Team member;

   (4) School Counselor or mental health expert;

   (5) Subject Area Chairperson/Director;

   (6) School Nurse;

   (7) Teachers representing each grade band served by the school district and school;

   (8) School safety personnel;

   (9) Members of the School Safety Team;

   (10) Custodian; and

(11)  Parents.

g.  The Pandemic Response Team is responsible for:
(1)  Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.

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

(3)  Providing staff with needed support and training.

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

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

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

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

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

[See Appendix M – Pandemic Response Team]

**3.  Scheduling**

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

b.  Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods

throughout the school year due to a local or Statewide public health emergency.

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

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

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

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

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

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

(1) Provide teachers common planning time.

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

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

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

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

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

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

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

[See Appendix N – Scheduling of Students]

## 4. Staffing

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

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

c.     The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants,

educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.

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

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

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

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

(3)    Certification

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

(b)    Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the

logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

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

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

    b.    Instructional staff should:

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

        (2)    Limit group interactions to maintain safety.

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

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

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

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

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

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

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

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

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

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

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

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

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

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    c.     Mentor teachers should:

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

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

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

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

(5)     Continue to maintain logs of mentoring contact.

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

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

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

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

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

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

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

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

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

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

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

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

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

(10)     Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's

Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).

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

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

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

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

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

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

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

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

e. Educational services staff members should:

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

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

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

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

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

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

    (7)    Support embedding of SEL into lessons.

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

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

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

f.    Support staff/paraprofessionals may:

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

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

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

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

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

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

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

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

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

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

g.      Substitutes

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

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

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

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

[See Appendix O – Staffing]

## 6.      Educator Roles Related to School Technology Needs

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

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

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

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

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

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

(1)    Train student teachers to use technology platforms.

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

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

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

c.    Student teachers should:

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

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

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

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

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

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

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

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

(9)　　Develop online material or assignments.

(10)　　Pre-record direct-instruction videos.

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

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

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

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

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

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

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

[See Appendix O – Staffing]

# RESTART & RECOVERY PLAN

**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]

# RESTART & RECOVERY PLAN

## C. Policy and Funding

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

### 1. School Funding

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

    (1)    Elementary and Secondary School Emergency Relief Fund;

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

    (3)    State School Aid.

b. *School District Budgets*

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

c. *School Funding*

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

**(1)     Purchasing**

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

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

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

**(3)     Costs and Contracting**

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

# RESTART & RECOVERY PLAN

### D. *Continuity of Learning*

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

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

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

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

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

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

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

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

        (1) Procedures to address the return to school of medically fragile students and students with physical or health

impairments who may require accommodations and modifications as part of a 504 Plan.

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

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

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

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

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

## 2. Technology and Connectivity

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

b. Districts should:

(1)     Conduct a needs assessment.

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

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

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

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

## 3.     Curriculum, Instruction, and Assessment

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

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

c.      Virtual and Hybrid Learning Environment

# RESTART & RECOVERY PLAN

### *(1) Curriculum*

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

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

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

### *(2) Instruction*

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

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

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

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

(iii)      Develop students' meta-cognition.

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

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

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

## *(3) Assessment*

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

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

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

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

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

(f)      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.

# RESTART & RECOVERY PLAN

**4.** **Professional Learning**

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

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

    c.  Professional learning opportunities should be:

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

        (2)  Presented throughout the school year;

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

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

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

    d.  Mentoring and Induction

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

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

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

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

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

Evaluation

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

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

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

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

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

## 5.    Career and Technical Education (CTE)

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

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

c.  Guiding Principles

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

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

d.  Quality CTE Programs

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

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

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

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

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

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

**Appendices**

# Restart and Recovery Plan
# to Reopen Schools

# HASBROUCK HEIGHTS
## Board of Education

# Fall 2020

# RESTART & RECOVERY PLAN

## *Appendix A*

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

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

**A. Protocol for High Risk Staff Members**

Superintendent and Human Resources will survey, identify, and evaluate all staffing concerns prior to the start of the 2020-2021 school year. Accommodations will be created based on the results of these findings, in accordance with *The Road Back: Return to School* guidelines.

**B. Protocol for High Risk Students**

At-risk students will be identified and contacted prior to the start of the 2020-2021 school year. The School Nurses, 504 Officers, and Guidance Counselors will compile the list and reach out to all identified students and their family members. The individual student needs will be identified and a plan will be developed and implemented on an individual basis.

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

The Hasbrouck Heights K-12 School District consists of two elementary schools and one shared high school / middle school. All schools have completed a walkthrough of each building and have determined the maximum capacity of each classroom based on the social distancing guidelines. Within each building, the seating has been restructured where desks are at least six feet apart. In addition, all desks are turned and facing in the same direction. Where tables are utilized, they are spaced apart and only contain seating on one side. Students will be permitted to remove face coverings while seated at desks in all rooms where the six feet distancing is in existence. Currently all elementary, middle school and high school rooms have been able to be set up with such distance.

- **Wearing of Masks**

Students must wear masks upon entering and exiting the building and throughout the entire day. All Faculty, Staff, and Visitors will be required to wear masks at all times while in the building.

# RESTART & RECOVERY PLAN

## *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**

The Hasbrouck Heights K-12 School District consists of two elementary schools and one shared high school / middle school. All schools have completed a walkthrough of each building and have determined the maximum capacity of each classroom based on the social distancing guidelines. Within each building, the seating has been restructured where desks are at least six feet apart. In addition, all desks are turned and facing in the same direction. Where tables are utilized, they are spaced apart and only contain seating on one side. Students will be permitted to remove face coverings while seated at desks in all rooms where the six feet distancing is in existence. Currently all elementary, middle school and high school rooms have been able to be set up with such distance.

**a. The current Elementary Schools' Social Distancing Capacities are:**

| Room | Capacity | Room | Capacity |
|---|---|---|---|
| Room 100: | 14 students | Room 301: | 2 students |
| Room 101: | 6 students | Room 303: | 12 students |
| Room 102: | 14 students | **Room 304:** | **2 students - Lincoln** |
| Room 103: | 12 students | Room 305: | 12 students |
| Room 105: | 10 students | Room 306: | 12 students |
| Room 107: | 4 students | Room 307: | 6 students |
| Room 108: | 2 students | Room 308: | 14 students |
| Room 109: | 12 students | **Room 309:** | **14 students - Lincoln** |
| Room 110: | 4 students | **Room 309:** | **9 students - Euclid** |
| Room 200: | 14 students | Room 310: | 12 students |
| Room 203: | 12 students | Room 311: | 6 students |
| Room 204: | 2 students | Room 312: | 14 students |
| Room 205: | 12 students | | |
| Room 207: | 10 students | | |
| Room 209: | 14 students | | |
| Room 212: | 14 students | | |

**b. The current Middle School's Social Distancing Capacity is:**

High School Rooms ☆ ⚠ ☁
File Edit View Insert Format Data Tools Add-ons Help    Last edit was made 13 minutes ago by Mastropietro Joseph

fx | Middle School Classrooms

| Room # | Square Feet | Social D # | Gr A Per 1 A-F | Gr B Per 1 G-N | Gr C Per 1 O-Z | Gr A Per 2 A-F | Gr B Per 2 G-N | Gr C Per 2 O-Z | Gr A Per 3 A-F | Gr B Per 3 G-N | Gr C Per 3 O-Z | Gr A Per 4 A-F | Gr B Per 4 G-N | Gr C Per 4 O-Z | Gr A Per 5 A-F | Gr B Per 5 G-N | Gr C Per 5 O-Z | Gr A Per 6 A-F | Gr B Per 6 G-N | Gr C Per 6 O-Z | Gr A Per 7 A-F | Gr B Per 7 G-N | Gr C Per 7 O-Z | Gr A Per 8 A-F | Gr B Per 8 G-N | Gr C Per 8 O-Z |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 100 | 870 | 16 | 11 | 9 | 7 | 9 | 6 | 9 | 8 | 9 | 3 | 10 | 8 | 13 | | | | 7 | 7 | 12 | 8 | 3 | 8 | 1 | 0 | 1 |
| MS TEACH RM | | SC/ELL*** | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | | | | 2 | 2 | 2 | 2 | 2 | 2 |
| 204A | 484 | TBA | | | | | | | | | | 4 | 1 | 2 | | | | | | | | | | | | |
| 208 | 440 | 8 | 4 | 1 | 4 | 4 | 3 | 1 | 5 | 0 | 2 | 2 | 1 | 3 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 0 | 3 | 2 | 2 | 0 |
| 209 | 857 | 15 | 11 | 10 | 7 | 10 | 6 | 6 | 7 | 3 | 12 | 10 | 7 | 12 | 8 | 10 | 4 | 8 | 5 | 8 | 5 | 5 | 4 | 9 | 6 | 5 |
| 210 | 440 | 8 | 8 | 8 | 7 | 5 | 6 | 4 | | | | 3 | 3 | 6 | 3 | 3 | 2 | 4 | 4 | 7 | 2 | 2 | 0 | 2 | 0 | 3 |
| 212 | 440 | 6 | 3 | 0 | 4 | 3 | 2 | 2 | | | | 3 | 1 | 1 | 2 | 3 | 1 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 1 | 5 |
| 216 | 902 | 15 | 10 | 6 | 5 | | | | | | | | | | | | | | | | | | | | | |
| 218 | 598 | 11 | 8 | 4 | 8 | 5 | 9 | 7 | | | | 8 | 9 | 6 | 9 | 5 | 4 | 4 | 4 | 6 | | | | 6 | 6 | 8 |
| 220 | 598 | 12 | 7 | 5 | 10 | 12 | 7 | 10 | 10 | 4 | 10 | 5 | 9 | 5 | | | | 8 | 7 | 2 | 7 | 8 | 12 | 9 | 4 | 10 |
| 222 | 748 | 12 | 8 | 8 | 10 | 10 | 4 | 12 | | | | 9 | 8 | 8 | 6 | 6 | 6 | 7 | 7 | 5 | | | | 9 | 9 | 4 |
| 223 | 812 | 12 | 4 | 6 | 7 | 7 | 8 | 7 | | | | 9 | 11 | 6 | 7 | 7 | 10 | 11 | 6 | 10 | | | | 9 | 7 | 11 |
| 225 | 1053 | 12 | 9 | 4 | 9 | 9 | 8 | 7 | 9 | 11 | 4 | 6 | 2 | 8 | | | | 10 | 7 | 10 | 8 | 7 | 12 | | | |
| 307 | 660 | 15 | | | | | | | | | | 3 | 2 | 3 | | | | | | | | | | | | |
| 314 | 330 | 8 | 3 | 2 | 2 | 3 | 0 | 4 | | | | 4 | | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | | | |
| 318 | 759 | 12 | 7 | 5 | 7 | 5 | 7 | 8 | 6 | 5 | 12 | 8 | 8 | 5 | | | | 10 | 4 | 9 | 12 | 6 | 7 | | | |
| 322 | 828 | 14 | 6 | 6 | 8 | 5 | 3 | 10 | 8 | 8 | 9 | 11 | 5 | 7 | | | | | | | 9 | 6 | 5 | | | |
| 323 | 812 | 12 | | | | | | | | | | 6 | 6 | 10 | | | | | | | | | | | | |
| 401 | 682 | 15 | 8 | 4 | 6 | 8 | 8 | 6 | 10 | 7 | 8 | 2 | 3 | 6 | 6 | 5 | 6 | 5 | 7 | 5 | 10 | 7 | 7 | 13 | 5 | 6 |
| 402 | 682 | 15 | 11 | 6 | 8 | | | | 9 | 6 | 10 | 10 | 6 | 7 | 8 | 3 | 7 | | | | 5 | 4 | 4 | 7 | 2 | 6 |
| 403 | 682 | 13 | 8 | 8 | 6 | 10 | 6 | 7 | 8 | 6 | 3 | 9 | 4 | 8 | 6 | 10 | 6 | 5 | 7 | 6 | | | | 7 | 10 | 7 |
| 404 | 682 | 13 | 9 | 6 | 10 | | | | 13 | 7 | 6 | 6 | 6 | 6 | 11 | 7 | 4 | | | | 4 | 4 | 7 | 7 | 5 | 3 |
| 405 | 682 | 15 | 11 | 10 | 4 | | | | | | | 6 | 4 | 7 | 2 | 7 | 3 | 10 | 6 | 9 | 10 | 5 | 8 | 12 | 4 | 9 |
| 406 | 682 | 15 | 7 | 5 | 8 | | | | 6 | 4 | 8 | 13 | 4 | 6 | 10 | 8 | 8 | 10 | 6 | 8 | 11 | 3 | 4 | 7 | 10 | 8 |
| 407 | 782 | 12 | 8 | 3 | 7 | | | | 8 | 4 | 6 | 12 | 8 | 6 | 12 | 8 | 4 | | | | 10 | 9 | 8 | 4 | 6 | 6 |
| Media Center | | | | | | | | | | | | | | | 10 | 6 | 9 | | | | | | | | | |
| | | | | | | Period 2 Electives to b | | | Period 3 Electives to e + | | | | | | Period 5 Electives to t | | | PE Room 402 - Highe | | | PE Room 223 - Highe | | | PE Room 100 - Highe | | |

# RESTART & RECOVERY PLAN

### c. The current High School's Social Distancing Capacity is:



Screenshot of a Google Sheets spreadsheet titled "High School Rooms" showing room social distancing capacities.

| RM # | SIZE | MAX CAPACITY | Social Distance Capacity | Gr A Per 1 A-F | Gr B Per 1 G-N | Gr C Per 1 O-Z | Gr A Per 2 A-F | Gr B Per 2 G-N | Gr C Per 2 O-Z | Gr A Per 3 A-F | Gr B Per 3 G-N | Gr C Per 3 O-Z | Gr A Per 4 A-F | Gr B Per 4 G-N | Gr C Per 4 O-Z | Gr A Per 5 A-F | Gr B Per 5 G-N | Gr C Per 5 O-Z | Gr A Per 6a A-F | Gr B Per 6a G-N | Gr C Per 6a O-Z | Gr A Per 6b A-F | Gr B Per 6b G-N | Gr C Per 6b O-Z | Gr A Per 7 A-F | Gr B Per 7 G-N | Gr C Per 7 O-Z | Gr A Per 8 A-F | Gr B Per 8 G-N | Gr C Per 8 O-Z |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | 28X25=700 SQ FT | 35 | 15 | 2 | 2(1) | 2(1) | 8 | 9 | 13 | 5 | 4 | 4 | 1 | 3 | 4 | 3 | 5(2) | 2(2) | 13 | 10 | 7 | X | X | X | 5 | 10 | 5 | 9 | 4 | 10 |
| 21 | 28X25=700 SQ FT | 35 | 12 | 6 | 10 | 4 | 8 | 4 | 11 | X | X | X | 4 | 8 | 5 | 5 | 7 | 6 | 8 | 3 | 5 | X | X | X | 12 | 10 | 7 | X | X | X |
| 22 | 28X25=700 SQ FT | 35 | 12 | 3 | 10 | 2 | 10 | 7 | 6 | 4 | 3 | 3 | 9 | 11 | 7 | X | X | X | X | X | X | 5 | 8 | 10 | 5 | 8 | 6 | 5 | 3 | 7 |
| 23 | 28X25=700 SQ FT | 35 | 15 | 3 | 2 | 8 | S19 S27 | S110 S213 | S112 S211 | 10 | 7 | 13 | S110 S210 | S17 S211 | S112 S29 | X | X | X | X | X | X | 8 | 13 | 10 | 6 | 6 | 6 | 5 | 10 | 6 |
| 24 | 28X25=700 SQ FT | 35 | 12 | 7 | 8 | 9 | 8 | 4 | 7 | 5 | 3 | 5 | 4 | 9 | 17 | X | X | X | 12 | 5 | 5 | X | X | X | 9 | 11 | 7 | X | X | X |
| 25 | 30X23=690 SQ FT | 34 | 12 | 6 | 6 | 5 | 9 | 3 | 1 | X | X | X | 10 | 9 | 12 | S14 S24 | S18 S28 | S110 S210 | X | X | X | 9 | 11 | 10 | 2(1) | 5(1) | 2(2) | 11 | 7 | 11 |
| 26 | 28X25=700 SQ FT | 35 | 14 | 2 | 1 | 5 | 13 | 5 | 12 | 14 | 11 | 8 | 9 | 9 | 10 | 4 | 11 | 6 | X | X | X | 9 | 13 | 10 | 2 | 3 | 3 | 13 | 8 | 5 |
| 101 | 33X20=660 SQ FT | 33 | 16 | 5 | 6 | 7 | S19 S211 | S112 S27 | S17 S213 | S15 S28 | S110 S26 | S19 S27 | S11 S211 | S18 S26 | S112 S213 | 12 | 10 | 8 | X | X | X | 11 | 10 | 9 | S19 S212 | S1 10(1) S2 | S1 11(1) S2 | X | X | X |
| 105 | 34X22=748 SQ FT | 37 | 12 | X | X | X | 5 | 11 | 7 | 6 | 8 | 5 | X | X | X | 8 | 9 | 11 | 3 | 1 | 2 | X | X | X | X | X | X | 7 | 11 | 0 |
| 109 | 22X29=638 SQ FT | 31 | 16 | 13 | 10 | 7 | 11 | 14 | 5 | 6 | 9 | 10 | 9 | 10 | 11 | 11 | 12(1) | 5(1) | 7 | 8 | 16 | X | X | X | 6 | 8 | 2 | X | X | X |
| 203 | 22X20=440 SQ FT | 22 | 8 | 5 | 2 | 1 | 3 | 0 | 1 | 3 | 4 | 2 | 5 | 4(1) | 3(1) | 5 | 5 | 3 | X | X | X | 5 | 3 | 1 | 4 | 7(1) | 3(1) | X | X | X |
| 204A | 22X22=484 SQ FT | 24 | 9 | 1(1) | 2(2) | 1(3) | 2 | 2(2) | 1(2) | 1 | 5(2) | 1(2) | X | X | X | X | X | X | 1(1) | 5(2) | 0(3) | X | X | X | 5 | 4 | 2 | 2 | 2 | 1 |
| 216 | 41X22 = 902 SQ FT | 45 | 15 | X | X | X | 5 | 4 | 7 | 6 | 5 | 7 | 11 | 3 | 7 | 10 | 9 | 9 | X | X | X | 7 | 2 | 3 | 5 | 11 | 9 | 9 | 11 | 6 |
| 305 | 22X32=704 SQ FT | 35 | 13 | X | X | X | 6 | 11 | 12 | 2 | 7 | 3 | X | X | X | 6 | 7 | 5 | 4 | 6 | 6 | X | X | X | S17 S28 | S17 S210 | S17 S29 | 8 | 6 | 13 |
| 306 | 32X22=704 SQ FT | 35 | 16 | 8 | 10 | 3 | 1 | 2 | 0 | 7 | 4 | 8 | X | X | X | 10 | 4 | 9 | X | X | X | 6 | 9 | 16 | X | X | X | 5 | 11 | 4 |
| 307 | 22X30=660 SQ FT | 33 | 15 | 8 | 10 | 12 | X | X | X | 10 | 13 | 5 | 5 | 12 | 6 | 13 | 5 | 9 | 10 | 10 | 8 | X | X | X | 10 | 7 | 13 | 2 | 4 | 1 |
| 309 | 23X46=1,058 SQ F | 52 | 16 | 12 | 5 | 13 | 12 | 3 | 6 | 9 | 14 | 5 | 4 | 3 | 2 | 3 | 2 | 1 | X | X | X | 2 | 4 | 5 | 4 | 7 | 6 | 3 | 10 | 5 |
| 310 | 40X22=880 SQ FT | 44 | 16 | 9 | 4 | 9 | 3 | 5 | 3 | 6 | 11 | 7 | 12 | 12(2) | 6(2) | 13 | 7 | 10 | 7 | 11 | 12 | X | X | X | 7 | 6 | 10 | 10(1) | 11 | 9(1) |
| 313 | 23X46=1,058 SQ F | 52 | 14 | 8 | 4 | 5 | 7 | 6 | 4 | 3 | 5 | 5 | 5 | 4 | 1 | 3 | 5 | 11 | 13 | 6 | 5 | X | X | X | 7 | 13 | 6 | 6 | 9 | 8 |
| 314 | 22X15=330 SQ FT | 16 | 8 | MS | MS | MS | MS | MS | MS | 1 | 2 | 2 | MS | MS | MS | MS | MS | MS | MS | MS | MS | MS | MS | MS | MS | MS | MS | MS | MS | MS |
| 316 | 27X21=567 SQ FT | 28 | 12 | 7 | 6 | 7 | X | X | X | 6 | 6 | 7 | 6 | 7 | 7 | 9 | 7 | 6 | 11 | 7 | 10 | X | X | X | X | X | X | 6 | 4(1) | 2(1) |
| 320 | 34X23=782 SQ FT | 39 | 14 | 8 | 12 | 10 | 6 | 10 | 10 | 7 | 3 | 4 | 7 | 8 | 6 | 5 | 3 | 7 | X | X | X | 3 | 3 | 2 | 10 | 6 | 13 | 12 | 10 | 9 |
| 323 | 28X28=812 SQ FT | 40 | 12 | 5 | 4 | 7 | 4 | 4 | 8 | X | X | X | X | X | X | X | X | X | X | X | X | 9 | 7 | 12 | X | X | X | 2 | 6 | 8 |
| 325 | 39X27=1,053 SQ F | 52 | 12 | 5 | 5 | 6 | 4 | 10 | 8 | 11 | 7 | 9 | X | X | X | 9 | 9 | 9 | 2 | 12 | 10 | X | X | X | 2 | 2 | 3 | X | X | X |
| 312A | 22X20=440 SQ FT | 22 | 11 | 7 | 5 | 5 | X | X | X | 10 | 4 | 8 | 4 | 2 | 5 | 7 | 8 | 9 | X | X | X | 6 | 8 | 2 | 6 | 6 | 5 | 11 | 5 | 8 |
| 312B | 22X20=440 SQ FT | 22 | 8 | X | X | X | 3 | 2(1) | 3(1) | 7 | 5 | 8 | X | X | X | X | X | X | 7 | 8 | 8 | X | X | X | 4 | 7 | 8 | 1 | 3 | 4 |
| 316A | 22X15=330 SQ FT | 16 | 7 | 3 | 4 | 4 | X | X | X | 1 | 3 | 5 | 2 | 1 | 2 | 3 | 3 | 4 | 6 | 4(1) | 2(1) | X | X | X | X | X | X | 6 | 3 | 0 |
| MEDIA | | | 55 | 4 | 11 | 7 | S17 S27 | S16 S26 | S17 S25 | S18 S26 | S16 S210 | S17 S28 | S17 (1) S27 | S14 S20 | S12 S23 | X | X | X | X | X | X | X | X | X | S17 S23 | S13 S23 | S17 S24 | X | X | X |
| CAF | | | 65 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| BAND | | | 15 | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 2 | 3 |
| AUD | | | 56 | | | | | | | | | | | | | | | | | | | | | | | | | | | |

- **Non Instructional Rooms**
  Non instructional rooms, such as offices have been rearranged to obtain the appropriate distancing of six feet or have the addition of plexiglass barriers. This is inclusive of the main offices and guidance suite at the high school and middle school.
- **Sharing of Objects**
  - **Elementary-** if a bin or other item is used, it must be taken out of circulation until sanitized. No sharing of books/objects.  Use of microscopes and other similar items will have to be coordinated.
  - **Middle School/ High School:** shared materials will be minimized by the use of online textbooks and novels, when possible, **OR** through the purchase of additional hard copies of materials, as needed. (Regarding art classes, students will create a personal bag of individual supplies that are only utilized by the one student. The teacher will group materials

in accordance with student groups A,B, and C. There will be no sharing of musical instruments or physical education equipment. All items will be sanitized after use.)

- **Ventilation of Spaces**
  All classrooms/ spaces district school buildings have adequate Fresh Air ventilation and operational heating, <u>with the exception of the elementary schools' OT, PT, and Tech Room</u>.

**B. Procedures for Hand Sanitizing/Washing**
- **Hand Sanitizers:** Hand sanitizers will be located in each classroom and office inside of the school buildings. In addition, Hand Sanitizers should be placed in all common areas (gyms, Auditorium, Cafe, Outside of both girls and boys bathrooms, outside of Nurses office). Hand Sanitizers used in school buildings will be changed to a 60% or greater alcohol-base.
- Soaps have already been changed to hospital-grade and Germicidal Disposable Wipes must be available in each and every classroom and office inside of the buildings.
- Germicidal Disposable Wipes for hard surfaces will be made available for student's to wipe down desks at the start and end of the periods.

# RESTART & RECOVERY PLAN

## *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**
- Bus drivers will be screened before their shift begins pursuant to the District's policy for health screening employees.
- Driver Training - All drivers should receive training on proper disinfecting procedures for the school bus. These procedures should follow CDC recommendations. This training should be properly documented similar to other district provided training. The training should include the following at a minimum.
- Proper cleaning and disinfecting techniques.
- Proper use and disposal of Personal Protective Equipment (PPE).
- Safe product usage guidelines (chemical safety).
- Proper methods to empty and dispose of trash.
- Students, bus drivers, and any other staff member must wear a face covering upon entering the school bus, unless a student is unable to wear a face mask or doing so would inhibit the individual's health. 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.
- Disinfect buses during stops and after each run.
- Students should board from the back to the front and exit bus from the front to the back.
- Stagger transportation times when possible.
- Open windows during trips when possible.
- The Driver will spray the hands of all entering the bus with appropriate hand sanitizing products.
- Increase busing, 2 buses for normal 1 bus trips when possible.
- Hire more drivers if available to utilize all district school buses.
- Minimize courtesy busing and ask parents to waive mandated busing for this school year.
- Explore parents transporting students options if needed.

**B.   Social Distancing on School Buses**
- When possible 1 person per row skipping rows will be implemented.  When not possible, 1 student per seat which should equate to 20 students riding each bus with masks.  When no other option is available to transport more than 20 students, masks will be required for all.

# RESTART & RECOVERY PLAN

- Students shall not sit within six feet of the bus driver. School buses shall have physical partitions or visual cues, e.g., floor decals, colored tape, or signs, to indicate where students should not sit near the bus driver.
- Students, bus drivers, and any other staff member must wear a face covering upon entering the school bus, unless a student is unable to wear a face mask or doing so would inhibit the individual's health. 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.
- Attendants (coach/teachers) to enforce social distancing.
- Students should board from the back to the front and exit bus from the front to the back.
- Signs will be displayed on the bus to reinforce social distancing and hygiene rules, such as staying home when sick, covering coughs and sneezes, washing hands often, and avoiding touching eyes, nose, and mouth.

# RESTART & RECOVERY PLAN

## *Appendix D*

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

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

**A.      Location of Student and Staff Screening**
- Temperature Checks: All students, staff, faculty, and visitors must have their temperature checked upon entering the school building.  In order to ensure safety and efficiency, a multi-target Thermal Imaging Camera is highly recommended in each school building.  Furthermore, additional hand-held thermometers that scan via the forehead/temporal lobe will be made available in each building.   All temperatures must be under 100 degrees Fahrenheit.  If a student has a temperature reading of over 100 degrees Fahrenheit, we will have the student sit in the shade and retest in a few minutes.  If the temperature is still over 100 after the second reading, we will have the student use an oral thermometer.  If the third reading is still over 100 degrees, the student will be sent home.
- Screening of Symptoms will be completed at the start of each period during in-person instruction.  Nurses will train teachers on how to screen for symptoms during one of the inservice days to begin the school year.
- In order to ensure safety and the need to congregate in large groups, lockers will not be used at the MS/HS during Phase 1.
- When students enter and exit the building, all students must wear masks.  They will be socially distanced until they are allowed to report to their period 1 class.
- When exiting the building, students will be dismissed at different exits to help ensure social distancing.
- Signage will be used, where necessary, to direct student flow and to reinforce the key concepts and reminders of dealing with Covid-19 related issues.

**B.  Social Distancing in Entrances, Exits, and Common Areas**
- **Entry/ Exit Plan for Phase 1**
  - **Elementary School**
    - Students will be dropped off between 8:00 and 8:25 in the morning.
    - When entering, students will need to have their temperature taken.  If their temperature is under 100 degrees Fahrenheit, they will use hand sanitizer and enter the playground.  If a student has a temperature reading of over 100 degrees Fahrenheit, we will have the student sit in the shade and retest in a few minutes.  If the temperature is still over 100 after the second reading, The School Nurse will have the student use an oral thermometer.  If the third reading is still over 100 degrees, the student will be sent home with their guardian.

- When in the playground, students will be socially distanced by standing on a marked X. Playground monitors will assist students with being socially distanced.
- Students will be brought to their Homeroom classes when teachers will screen for symptoms.
- All guests throughout the day will only be able to enter through the front door.
- Bathrooms will be monitored throughout the day.
- When exiting, the teacher will dismiss the students using multiple exits to ensure a safe dismissal.

- **Middle School & High School**
  - Security Officers will work 7:00am- 1:00pm
  - Four (4) Visitor Monitors will work 5.5 hours per day during Phase 1
  - Visitor Monitor # 1 will work from 6:45am- 12:15pm
  - Visitor Monitor # 2, 3, 4 will work from 7:30am- 1:00pm
  - **Staff Entrances:** All Staff Members will have their temperature checked upon arrival.
    - **STAFF ENTRY will be from 7:00-7:50am**
      - a) Diagonal Path (Door # 15)
      - b) Lower Parking Lot (Door #8)
      - c) Middle Parking Lot (Door # 5)
  - **Student Entrances:** All Students will have their temperature checked upon arrival. A holding area will be available for students who record a temperature greater than 100.0 degrees.
    - **STUDENT ENTRY will be from 7:55-8:10am**
      - a) HS Main Entrance (Door # 1)
      - b) Lower Parking Lot (Door # 8)
      - c) MS Entrance (Door # 12)
      - d) Diagonal Path (Door # 15)

# RESTART & RECOVERY PLAN

| TIME | STAFF MEMBER | LOCATION | DUTIES |
|---|---|---|---|
| **6:45- 7:00am**<br><br>**PERIOD Zero Student Entry** | Visitor Monitor # 1 | High School Main Entrance (Door # 1) | -Visitor Monitor<br><br>-Temperature checks for Period Zero Students |
| **7:00- 7:50am**<br><br>**STAFF ENTRY** | -VP D'Amico (7:00-7:30 am)<br>-VM # 3 (7:30-7:50 am)<br><br>-Security Lustmann (7:00- 7:30 am)<br>-VM # 2 (7:30-7:50 am)<br><br>-Security Lange (7:00- 7:30 am)<br>-VM # 4 (7:30-7:50) | Diagonal Path (Door # 15)<br><br>Lower Lot (Door # 8)<br><br>Middle Lot (Door # 5) | -Staff Temperature Checks<br><br>-Staff Temperature Checks<br><br>-Staff Temperature Checks *(\*Handheld\*)* |
| **7:30-7:55am**<br><br>**SECURITY**<br><br>**Prep for Student Entry** | Security Officer Lustmann<br><br><br><br>Security Officer Lange | Building Exterior- 2 Middle Entrances<br><br><br><br>Building Exterior- 2 High School Entrances | -Prepping for Student Entry at 7:55am (make sure cones are set up- Custodians)<br><br>-Greet students and instruct them to wait at cones until temp checks begin promptly at 7:55am |
| **By 7:50am** | All Faculty and Staff in Building | Period 1 Classroom/Office | -Prepping for students to begin entering at 7:55am |
| **7:55-8:10am**<br>**STUDENT ENTRY**<br>After Temperature checks, students will report directly to their Period 1 class. | **HIGH SCHOOL:**<br>Visitor Monitor # 1<br>Visitor Monitor # 2<br>Security Officer Lange<br><br>**MIDDLE SCHOOL:**<br>Visitor Monitor # 3<br>Visitor Monitor # 4<br>Security Officer Lustmann | **HIGH SCHOOL:**<br>HS Main Entrance- Door # 1<br>Lower Lot LaSalle- Door # 8<br>HS Entrance (Exterior)<br><br>**MIDDLE SCHOOL:**<br>Diagonal Path- Door # 15<br>MS Entrance- Door # 12<br>MS Entrance (Exterior) | **HS/MS**<br>-Temperature checks of all HS Students entering the building<br><br>-Temperature checks of all MS Students entering the building |
| **8:10- 12:31pm**<br><br>**VISITOR MONITORS** | Visitor Monitor # 1<br>*(leaves at 12:15pm-VM # 4 will replace VM # 1 at High School Desk)*<br><br>Visitor Monitor # 2 | HS Visitor Monitor Desk<br><br><br><br>MS Visitor Monitor Desk | - HS Visitor Monitor/ Temperature Checks<br><br><br>- MS Visitor Monitor/Temperature Checks |

# RESTART & RECOVERY PLAN

| | | | |
|---|---|---|---|
| **8:10- 1:00pm**<br><br>**STUDENT BATHROOMS** | Visitor Monitor # 3<br>*(becomes VM at High School Desk from 12:15pm until 1:00pm)* | High School Bathroom (near Media Center/English Wing) | -Monitor # of students using boys/girls bathrooms<br>-Amount of students TBD<br>-Students waiting outside of bathroom must remain socially distant using the floor markers<br>-**Relieve VM 1 at HS Desk from 12:15-1:00pm** |
| | Visitor Monitor # 4 | Middle School Bathroom (400 Hallway) | -Monitor # of students using boys/girls bathrooms<br>-Amount of students TBD<br>-Students waiting outside of bathroom must remain socially distant using the floor markers |
| | Security Officer Lange | HS Bathroom | -**Cover the HS Bathroom from 12:15-12:31pm** |
| **12:31pm**<br>**DISMISSAL**<br>At 12:31pm, students will be dismissed at the sound of the bell | All Teachers | Classrooms | -Teachers will instruct students to exit the building immediately using the Fire Route for each respective classroom.<br><br>-Teachers will instruct students to wear masks as they exit the school building. |
| **DISMISSAL**<br>**12:31-1:00pm**<br><br>**Visitor Monitors** | Visitor Monitor # 4<br><br>Visitor Monitor # 3<br><br>Visitor Monitor # 2 | Diagonal Path (Door # 15)<br><br>HS Entrance (Door # 1)<br><br>MS Entrance (Door # 12) | -make sure students exit in a safe and orderly manner and no one enters building without temperature check |
| **DISMISSAL**<br>**12:31-1:00pm**<br><br>**Security Officers** | Security Officer Lustmann<br><br>Security Officer Lange | MS Hallways/ MS Entrance/ Building Exterior<br><br>HS Hallways/ HS Entrance/ Building Exterior | -clear building, make sure all HS students exit building safely |

# RESTART & RECOVERY PLAN

## *Appendix E*

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

**\*Each building will have a designated isolation. The local Board of Health has been contacted as outlined in the Road Back Guidelines. At this time, the local Board of Health has provided no direction.**

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
B.       Protocols for Symptomatic Students and Staff
C.       Protocols for Face Coverings

**A.     Screening Procedures for students and staff**
- Staff and students will have their temperatures taken daily prior to entering the building. Any staff member with a temperature of 100 or higher will be sent home. Students whose parents are not at drop off will be taken to an isolation room to await pick up from their parent or guardian.

**B.     Protocols for Symptomatic Students and Staff**
- Staff will receive training prior to the start of school on current signs and symptoms associated with COVID-19 to help identify potentially positive students for further screening by the school nurse. Anyone presenting with symptoms will be sent to an isolation room to await parent pick up.
- Students exhibiting symptoms will be taken to an isolation room to await parent pick up. They will be required to produce a doctor's note to return to school. In addition any student presenting with a fever of over 100 degrees will remain out of school until they are fever free without medication for **72** hours.
- The Hasbrouck Heights School District is awaiting a meeting with the local BOH to establish timelines and policies for the duration of time a student who is positive must remain home. The District is also working with the local BOH to establish policy and procedures on school closing criteria in the event of a positive case.

**C. Protocols for Face Coverings**
- Students, staff and visitors will be required to wear a mask unless medically exempt upon entering the buildings. Any student or staff member producing a doctor's note will have to have the rationale

reviewed and cleared by the District's School Physician.  Staff will be required to wear masks whenever they are in the presence of students and when social distancing cannot be maintained.  Students will be required to wear earloop masks when entering and exiting the buildings, when they are not seated at their desks, when social distancing cannot be maintained i.e. in the hallway, in the restroom, in related services and when transitioning between rooms in a building. Students who do not comply with wearing face coverings during the required times will be subject to consequences outlined in the Code of Conduct.

# RESTART & RECOVERY PLAN

*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.

- Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice and is an integral function of local health departments to prevent the spread of infectious disease.
- All procedures will adhere to applicable federal and state law and regulations regarding privacy and the confidentiality of records.
- The school nurse and the building principal are the designated staff liaisons responsible for providing notifications and carrying out other components of the Board's contact tracing policy/protocols.
- The District will collaborate with the local health department and engage our school nurses to educate the broader school community on the importance of contact tracing. All contact tracing will be conducted by the Hasbrouck Heights Health Department in collaboration with our school nurse and district administration.
- The District procedure for reporting a positive case of COVID-19 for anyone who has come in contact with or has themselves tested positive for COVID-19 will be as follows:
    - Contact the school nurse and/or principal to report the situation.Make the Superintendent aware of the situation.
    - District Administration will contact the NJDOE County Office and the Hasbrouck Heights Board of Health Department and consult with them for the next steps to take about informing the school and community.
- The school nurse and the school administrators will assist the Hasbrouck Heights Health Department with their contact tracing procedures by providing any necessary information such as student/staff schedules, bus lists, seating charts, daily attendance, and other information as needed. Alert the head custodian if there was exposure within the school building and enable the district emergency cleaning process to ensure proper and effective sanitation of the school facility. The extent of cleaning/sanitization will be determined on the severity of the exposure and may be isolated to only certain locations in the buildings based on the risk of exposure. Whenever possible the classroom and work areas where the student or staff member was located should be closed off for at least 24 hours (if possible) prior to being cleaned and disinfected. In some events the District may have to engage in an emergency school closure to properly and thoroughly sanitize the facility as determined by the school Superintendent in collaboration with the Hasbrouck Heights Health Department.

- If necessary, the school community will be alerted as determined by the Hasbrouck Heights Health Department. Adequate information and training will be provided to District staff as necessary to enable staff to carry out responsibilities assigned to them under the Board's contract tracing policy/protocols.

# RESTART & RECOVERY PLAN

## *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.

**Hasbrouck Heights Schools will implement the following practices and procedures, in addition to the existing facilities cleaning practices and procedures:**

- Additional Custodian(s) will be utilized throughout the school day to perform the required cleaning and sanitizing practices daily. A checklist will be developed to ensure that the necessary classrooms, offices, bathrooms, common areas, and other specified school spaces are disinfected regularly throughout the school day, including the 3M Quaternary Cleaner/Disinfectant.
- Each school building will receive a deep-cleaning on Wednesday and Saturday of each week. The building will be empty on both days. A deep cleaning will take place including, but not limited to:
    - cleaning and disinfecting all classrooms, offices, bathrooms, hallways/stairwells, and common areas;
    - utilize the Victory Electrostatic Sprayers in all specified locations;
    - the Nurse's Office, Main Office, and other Common Areas will be disinfected daily in each school building;
    - Sanitizing all door knobs, railings, sink handles, countertops, water fountains, and light switches;
    - Student and Teacher Desks will be cleaned and disinfected again on both Wednesdays and Saturdays;
    - District School Busses will be cleaned and disinfected after each use (see *Transportation* for additional cleaning measures);
    - A log will be kept by the maintenance/custodial staff upon the completion of these specified cleanings.
- Hand Sanitizers are already located in all classrooms and offices throughout the district. Additional hand sanitizers will be place in other specified areas, including, but not limited to:
    - Entrances/Exits
    - Gymnasiums
    - Auditorium
    - Cafeteria
    - Outside all bathrooms
    - Outside the Nurse's office
- Hand Sanitizers will contain at least 60% or greater alcohol base.
- All soaps will be upgraded to hospital grade

- Germicidal disposable wipes will be made available in each classroom, office, and other specified areas in each school building.
- No shared items (textbooks, toys, bins, manipulatives, classroom supplies).  Any equipment used will be cleaned and disinfected prior to its next use.
- Social Media, Email Correspondence, and/or District Website will be used to communicate the cleaning procedures being implemented by the district (i.e. Tweet the use of Spray "Foggers", etc.).

# RESTART & RECOVERY PLAN

## Cleaning Manual

### COVID19

# RESTART & RECOVERY PLAN

**Cleaning Schedule**

**MS/HS**
Saturday, Tuesday, Wednesday, and Thursday
Bathrooms and nurses office daily
Wipes available for students and teachers to wipe down desks/work area after each use

**Elementary**
Saturday and Wednesday (Disinfecting)
Kindergarten, nurses office, and bathrooms daily
Wipes available for students and teachers to wipe down desks/work area after each use

**List of Disinfectant Used**

- Neutral cleaner (all purpose cleaner)
- Hydrogen peroxide
- General purpose cleaner
- Quat cleaner and disinfectant
- Actual disinfectant for spraying and fogging - Curoxide

**Additional Cleaning Checklist (COVID)**
In addition to the normal daily cleaning the custodians will clean:

- Light switches
- Handrails
- Panic/Push bars
- Elevator buttons
- Door knobs
- Cummintor table tops
- Wipe down dispensers
- Shared objects wiped down
- More intensive cleaning of bathrooms throughout the school day
- More intensive cleaning of nurses office throughout the school day
- The deep cleans (disinfecting) Saturday, Tuesday, Wednesday, Thursday (MS/HS) Saturday and Wednesday (Elementary Schools)

# RESTART & RECOVERY PLAN

## FAQs

1. *Is the custodial staffed to clean and disinfect for COVID?*

   Custodial staff is not trained specifically in the cleaning of COVID 19. The week of August 24th the custodial staff will take part in training with a professional industrial hygienist to review cleaning and sanitizing techniques for COVID and other issues.

2. *List of cleaning products:*

   - Neutral cleaner (all purpose cleaner)
   - Hydrogen peroxide
   - General purpose cleaner
   - Quat cleaner and disinfectant
   - Actual disinfectant for spraying and fogging - Curoxide

3. *Inspection reports for HVAC and PM.*

   Inspection has been completed

4. *Humidity of classrooms.*

   Classrooms are not consistently at 40-60% humidity. Humidity fluctuates based on outside air and how dry the air is inside

5. *Can we achieve 15% minimum outside air to occupied spaces?*

   Yes, we are doing this.

6. *How long are the outside air dampers open?*

   Current scheduled for outside air entering the ventilators is 6am - 6pm (12 hours). If someone tests positive for COVID we will open them to 100%.

7. *What does it mean when we say a deep clean (disinfecting)?*

   It is a two step process:
   Step 1 - Cleaning with an all purpose cleaner to remove dirt and germs from all surfaces

8. *What is the difference between cleaning and disinfecting?*

   Cleaning with soap and water removes germs, dirt, and impurities from

surfaces.  It lowers the risk of spreading infection.  Disinfecting kills germs on surfaces.  By killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

9. *Is is safe to vacuum in a school, business, or community facility after someone with  suspected or confirmed COVID-19 has been present?*

The risk of transmitting or spreading SARS-CoV-2, the virus that causes COVID-19, during vacuuming is unknown.  In order to reduce the need for cleaning, disinfection, and vacuuming, consider removing area rugs completely, if possible.  At this time, there are no reported cases of COVID-19 associated with vacuuming.  If vacuuming is necessary or required in a school, business or community facility that was used by a p person with suspected or confirmed COVID-19, first follow the CDC recommendations for Cleaning and Disinfection for Community Facilities that apply, which includes a wait time of 24 hours, or as long as practical.

After cleaning and disinfection, the following recommendations may help reduce the risk to workers and other individuals when vacuuming:

- Use a vacuum equipped with a high-efficiency particulate air (HEPA) filter, if available.
- Do not vacuum a room or space that has people in it.  Wait until the room or space is empty to vacuum, such as at night, for common spaces, or during the day for private rooms.
- Wear disposable gloves to clean and disinfect.  For soft (porous) surfaces, such as carpeted floors or rugs, clean the surface using soap and water or with cleaners appropriate for use on these surfaces, according to the textiles label.  After cleaning, disinfect with an appropriate EPA-registered disinfectant on List N: Disinfectants for use against SARS-CoV-2.  Soft and porous materials like carpets, are generally not as easy to disinfect as hard and non-porous surfaces.  EPA has listed a limited number of products approved for disinfection for use on soft and porous materials on List N.  Follow the disinfectant manufacturer's safety instructions (such as wearing gloves and ensuring adequate ventilation), concentration level, application method and contact time.  Allow sufficient drying time if vacuum is not intended for wet surfaces.
- Temporarily turn off in-room, window-mounted, or on-wall recirculation HVAC to avoid contamination of the HVAC units.
- Do NOT deactivate central HVAC systems.  These systems tend to provide better filtration capabilities and introduce outdoor air into the areas they serve.

10. *What is routine cleaning? How frequently should facilities be cleaned to reduce the potential spread of COVID-19?*

> Routine cleaning is the everyday cleaning practices that businesses and communities normally use to maintain a healthy environment. Surfaces frequently touched by multiple people, such as door handles, bathroom surfaces, and handrails, should be cleaned with soap and water or other detergent at least daily when facilities are in use. More frequent cleaning and disinfection may be required based on level of use. For example, certain surfaces and objects in public spaces, such as shopping carts and point of sale keypads, should be cleaned and disinfected before each use. Cleaning removes dirt and impurities, including germs, from surfaces. Cleaning alone does not kill germs, but it reduces the number of germs on a surface.

11. Is cleaning alone effective against the virus that causes COVID-19?

> Cleaning does not kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. If a surface may have gotten the virus on it from a person with or suspected to have COVID-10, the surface should be cleaned and disinfected. Disinfecting kills germs on surfaces.

12. Who should clean and disinfect community spaces?

> Regular cleaning staff can clean and disinfect community spaces. Cleaning staff should be trained on appropriate use of cleaning and disinfection chemicals and provided with the personal protective equipment (PPE) required for the chemicals used.

> Step 2 - Apply the disinfectant (Curoxide) via electrostatic sprayer. Curoxide is an EPA approved sanitizing agent.

# RESTART & RECOVERY PLAN

**Additional Cleaning Covid19 Checklist**

__ Clean light switches
__ Handrails
__ Panic/Push bars
__ Elevator buttons
__ Door knobs
__ Cummintor table tops
__ Wipe down dispensers
__ Shared objects wiped down
__ More intensive cleaning of bathrooms throughout the school day
__ More intensive cleaning of nurses office throughout the school day
__ The deep cleans (disinfecting) Saturday, Tuesday, Wednesday, Thursday (MS/HS) Saturday and Wednesday (Elementary Schools)

# RESTART & RECOVERY PLAN

## *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.

- Phase 1 of Instruction will operate on a Single Session Day, thus eliminating the need for Lunch,  However, while in Phase 1 students that are provided Free and Reduced Lunch will continue to receive Lunch through this program.
    - Maschio's Food Company
    - Agreement# 00302080
    - School/Site where distribution of meals will take place: Middle School entrance

- Elementary Level
    - Students will pick up lunch at the Passaic side doors at the end of the minimum day
    - Maschio's Food company will pass out grab-n-go lunch
    - On Tuesdays Group A will pick up three meals
    - On Monday Group B will pick up three meals

- MS/HS Level
    - Students will pick up lunch at the end of the minimum day by the Middle School entrance; as they did during the summer.
    - On Monday's group A will pick up three lunches
    - On Tuesday's group B will pick up three lunches
    - On Wednesday group C will pick up three lunches

- Please outline the SFA's method for meal distribution: Grab-and-Go
- Meal content: Bagels w/ cream cheese, yogurt, and a drink
- Meal counting and claiming procedure: PaySchools POS system
- How are food safety requirements being followed:
- Following school safety plan:
    - They wear masks and gloves
    - Parents are space 6 feet apart
    - Food is not touched - Food is delivered packaged
    - Area of pick up is sanitized daily
    - Sanitation sections throughout the process

# RESTART & RECOVERY PLAN

## *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.

- Classes will be rotated on the playground to ensure twenty minutes of recess per day, weather permitting.
- School districts must complete an inventory of outdoor spaces and mark off areas to ensure separation between students. Recess must be staggered by groups and staff must disinfect playground equipment and other shared equipment between uses. School districts should also consider closing locker rooms and encouraging students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.

  - Maintain social distancing of 6 feet apart during recess and PE. We are utilizing cones to section off areas. We are also placing lines on the ground to ensure six feet of distance.
  - Try to lower numbers PE and Recess are the most crowded daily activities. We have reduced capacity to fifty percent at the elementary level and thirty three percent at the Middle School and High School level.
  - PE/Recess activities should be non-contact sports focusing on fitness and wellness that allows for social distancing. (yoga, walking, jogging, stationary exercising, etc…) We have eliminated contact sports during PE.
  - Weight room facilities should be closed to PE. The Weight room is closed.
  - Use cones to create boundaries for separation. Please refer to first bulleted item.
  - Do not mix cohorts (class groups). We are not mixing groups that are coming on different days. Groups A, B and C will stay with their respective peer on the days that they come in at the MS and HS. At the Elementary level, groups A and B will stay with their respective peers.
  - Wash hands immediately after recess and PE. They will be washing hands after recess and PE.

- Disinfect PE/Recess equipment after each class (no sharing equipment).  We will disinfect equipment.  No equipment will be shared.
- Close locker rooms for PE.  The Locker room will be closed.

# RESTART & RECOVERY PLAN

*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.

- Require community organizations to follow district guidance on safety protocol.
- No indoor extra-curricular activities or make virtual only.
- Restrict district facilities to only school-sponsored groups.  Do not allow community permits inside the building during initial start-up for 45 days.
- Increase cleaning of all facilities; limit the use to ensure time for deep cleaning.
- Restrict field trips to only absolute essentials- per Board of Education approval.

# RESTART & RECOVERY PLAN

## *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.    Academic

- High School/Middle School
  - Rationale For Phase One: The least amount of people indoors for the least amount of time (This can be reviewed every 45 days as suggested by the Governor's recommendations).  This plan will ensure that students have proper social distancing in the classroom.
    - The entire school population would be divided into 3 segments. (A-F / G-N / O-Z) This would place approximately 200 HS and 150 MS students in the building.
    - In-Person Instruction:The schedule would be on a rotating basis and each student would be present either one (1) or two (2) days in school per week. The days they are not in the building physically, students will follow the guidelines for remote learning.
    - Time Frame for In-Person Learning- 8:10am to 12:31 pm.
    - Virtual extra help/professional development/faculty & department meeting hours will be available on M/T/Th/Fr from 1:45-2:39 pm.  Schedule as follows:
      - Monday- Period 1 office hours: 1:45-2:10  pm, Period 2 office hours: 2:15-2:39 pm
      - Tuesday- Periods 3 & 4 office hours; same times
      - Thursday- Period 5 & 6 office hours; same times
      - Friday- Period 7 & 8 office hours; same times
    - Student entry will be from 7:55-8:10 am; students will report directly to their 1st period class upon entering the building.

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 7:55am-8:10am | **Student Entry** | **Student Entry** | **All Students Remote Learning (Full Day)** | **Student Entry** | **Student Entry** |
| 8:10am-12:31pm | **In-Person Learning** | **In-Person Learning** | **All Students Remote Learning (Full Day)** | **In-Person Learning** | **In-Person Learning** |
| 1:45pm-2:10pm | **Period 1** Virtual Office Hours | **Period 3** Virtual Office Hours | **All Students Remote Learning (Full Day)** | **Period 5** Virtual Office Hours | **Period 7** Virtual Office Hours |
| 2:15pm-2:39pm | **Period 2** Virtual Office Hours | **Period 4** Virtual Office Hours | **All Students Remote Learning (Full Day)** | **Period 6** Virtual Office Hours | **Period 8** Virtual Office Hours |

# RESTART & RECOVERY PLAN

(There is a possibility of bringing in focus groups for a few additional classes such as AP Students, IEP or ELL; these considerations are not guaranteed during Phase 1 of the plan.) The only exception is the Multiply Disabled classes at both the MS and HS will meet in person 4 days a week.

**Example**:

| Weeks | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 1 | Group A In-Person | Group B In-Person | All Students Remote Learning (Full Day) | Group C In-Person | Group A In-Person |
| 2 | Group A In-Person | Group B In-Person | All Students Remote Learning (Full Day) | Group C In-Person | Group B In-Person |
| 3 | Group A In-Person | Group B In-Person | All Students Remote Learning (Full Day) | Group C In-Person | Group C In-Person |
| 4 | Group A In-Person | Group B In-Person | All Students Remote Learning (Full Day) | Group C In-Person | Group A In-Person |

**Monday-** Group A in person (Group B/C Asynchronous; Virtual Office Hours for Periods 1 & 2; teacher will be available face-to-face to answer questions via Google Meets)

**Tuesday-** Group B in person (Group A/C Asynchronous; Virtual Office Hours for Periods 3 & 4; teacher will be available face-to-face to answer questions via Google Meets)

**Wednesday-** All Students At Home with Remote Learning (Allow for a thorough sanitizing to take place)

**Thursday-** Group C in person (Group A/B Asynchronous; Virtual Office Hours for Periods 5 & 6; teacher will be available face-to-face to answer questions via Google Meets)

**Friday-** Group A in person to start the cycle again. (Group B/C Asynchronous; Virtual Office Hours for Periods 7 & 8; teacher will be available face-to-face to answer questions via Google Meets)

**Saturday-** The entire building will be sanitized completely to prepare for the following week of instruction.

- **Remote Learning**
  - Wednesday's- remote learning schedule would be from 7:55-2:39 pm (Full Day).
  - Students would sign into each of their class periods during the scheduled day via Google Classroom. Teachers will present information to their students utilizing various online platforms such as;

- Flip Grid, Video conferencing through Google Meets, Screencastify-creation of pre-recorded video lessons through Chrome Extensions, Go Guardian. All online platforms will be determined prior to the start of the school year to standardize delivery of instruction, modality of assessment, and ease of access for students/families.
        - Professional Development- Once identified which platforms will be utilized, teachers will need time to create materials and time for professional development.
        - HS/MS Recommendations- teachers should be trained in August to allow for ample time to obtain the needed skills to exhibit confidence and to create adequate and appropriate grade/course specific materials.
        - Live meets may be utilized throughout the day according to subject matter and grade level
    - Remote Learning- On the days that students are not required to be present in school they will be required to;
        - Sign into each of their class periods and complete a Do Now. Then they will work on Asynchronous learning activities such as, but not limited to;
        - Viewing a short video.
        - Reading a passage and answering questions.
        - Listening to a podcast
        - Responding to a discussion board
        - Scholastic Online Magazine (Junior, Math, Science, Action)
        - Go Math Online
        - Edulastic (Math program that monitors student progress)
        - Newsela (ELA program)
    - All activities further develop the skills being taught and will prepare students in anticipation for in-person learning.
- **Elementary Schools (Euclid and Lincoln)**
    - **Phase One - Hybrid Model**
      Kindergarten will be on a continuous (4 day) schedule of two and one-half hours of instruction. Morning sessions will be from 8:20 a.m. to 11:00 a.m, with the afternoon sessions from 12:15 p.m to 2:55 p.m. All Kindergarten classes will need to be disinfected <u>daily</u> after the morning session and again after the afternoon session. All teachers will be provided with a morning and an afternoon preparatory period of 25 minutes each while students are instructed by the Media Specialist, Reading Specialist, Basic Skills, Physical Education Teacher(s), World Language Teacher, Art Teacher, and Music Teacher.
    - **Grades 1-5** will be divided into an "A" group and a "B" group. The "A" group would attend school on Monday and Tuesday ("B" would be

learning remotely), while the "B" group would attend school on Thursday and Friday ("A" would be learning remotely). All learners will be remote on Wednesday to allow for the building to be disinfected..

- The exceptions to this would be the students in PSD, or self-contained K-2 at Euclid or self-contained 3-5 at Lincoln, this group of students will attend in person 4 days a week.
- While in school, students will adhere to a single-session day schedule from 8:25 a.m. to 12:35 p.m. (consideration for Phase Two dismissal would be at 2:20 p.m.).

Schedule:

- 8:35 a.m. - A Google Meet will take place with the remote group to take attendance, review student assignments of the day, etc.
  - o Remote learning activities to include asynchronous learning (see below)
- 12:35 p.m. - Dismissal of students
- 12:45 p.m. - Staff Lunch Hour
- 2: 00 p.m. - Google Meets with remote learners will take place
  - o Synchronous learning options may include small group instruction, whole group activity, running records assessments, and reading or writing conferences.

**Example**:

**Week 1**
**Monday-** Group "A" in person
**Tuesday-** Group "A" in person
**Wednesday-** All remote synchronous learning
**Thursday-** Group "B" in person
**Friday-** Group "B" in person
**Saturday-** The entire building will be sanitized completely to prepare for the following week of instruction.

**Asynchronous Learning**
Programs to support teaching in a remote learning environment include but are not limited to:

- **Virtual Mini Lessons** - Student-facing mini-lesson videos recorded by TCRWP Staff Developers (selected mini-lesson videos are provided both in English and in Spanish).
- **Epic** - Daily age and level appropriate text recommendations customized for each student.
- **RAZ Kids/Reading A-Z** - offers leveled books, formative assessments, phonics support, etc.

- **Mystery Science** - Lessons can be easily shared for home science learning.  Google classroom integration and new extension activities designed for students learning remotely.
- **ScreenCastify** -Teachers make learning personal in their virtual classroom by recording lessons and interactive slide presentations.
- **Go Math** - Student subscriptions will allow students to use Personal Math Trainer during remote learning.
  - The Personal Math Trainer® (PMT) is a tool that monitors student assessments, quizzes, and homework to provide them with targeted support.
- **Study Island** - K-5 standards-based assessments, integrated test preparation, and ongoing practice for math, ELA, Science, and Social Studies.

**B. Social**

- **HS Counselors** will be divided Alpha by Grade according to the three groups (Mrs. Tremaroli A-F, Ms. Barbone G-N, and Mrs. Calligy O-Z).  Individual meetings regarding post-secondary plans, college admissions, career planning, and academic advisement will continue both in-person and throughout Asynchronous/Remote-Learning adhering to social distancing guidelines. When social distancing becomes infeasible due to the size of each office, plexiglass dividers will be used as a barrier between counselor and student/parent.
- **MS Counselors** will be divided Alpha by Grade between the two MS Counselors (Mrs. Gesell A-L and Mrs. O'Hagan M-Z).  Individual meetings regarding academic advisement, social-emotional counseling, career planning, and character development will continue both in-person and throughout Asynchronous/Remote-Learning adhering to social distancing guidelines. When social distancing becomes infeasible due to the size of each office, plexiglass dividers will be used as a barrier between counselor and student/parent.
- **Elementary Counselor** will conduct individual meetings regarding academic advisement, social-emotional counseling, and character development both in-person and throughout Asynchronous/Remote-Learning adhering to social distancing guidelines. When social distancing becomes infeasible due to the size of each office, plexiglass dividers will be used as a barrier between counselor and student/parent.

**C. Behavioral**

- **Policy Changes for the 20-21 School Year**
- **HS / MS & Elementary School Code of Conduct # 5600**
  - **Additions:**

# RESTART & RECOVERY PLAN

| Refusal to wear a mask | | |
|---|---|---|
| **Students are required to wear a mask during the following: entering/exiting the building, in the hallways when changing classes / leaving the lunch room, any time they leave their classrooms during a period to walk through the hallways, in the bathrooms, when social distancing in classrooms is not possible.** | **1st offense** | **Refer to administration** **Warning given to student** **Parent Notification (verbal or in writing)** |
| | **2nd offense** | **Refer to administration** **Central Detention (HS / MS only)** **Removal from building learning environment for 3 school days** **Parent Notification (verbal or in writing)** |
| | **3rd offense** | **Refer to administration** **Saturday Detention (HS / MS only)** **Removal from building learning environment for 5 school days** **Parent Meeting Required, inclusive of Principal/VP/Nurse/SAC/ Counselor** |
| | **Subsequent** | **Refer to administration** **ISS-OSS** **Removal from building learning environment for 10 days** **Parent Meeting Required inclusive of Principal/VP/Nurse/SAC/Counselor** |

School Nurse will work with students on proper sanitary hygiene in concert with CDC and local health recommendations regarding the pandemic. Those behaviors include handwashing, mask wearing, social distancing, etc.

# RESTART & RECOVERY PLAN

## *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.

- 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".
        - Establishing Hasbrouck Heights School Transition and Reopening Team
            - The Hasbrouck Heights School Transition and Response Team has been established in collaboration with the Board's Plan.
            - Hasbrouck Heights should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.
            - Hasbrouck Heights should work closely with the Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Hasbrouck Heights should help address policies and procedures for the Board's Plan.
            - Hasbrouck Heights 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.
            - Hasbrouck Heights 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 – Hasbrouck Heights]

- Scheduling
  - 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.
  - 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 or other emergent need for closure.
  - 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.
  - 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.
  - The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
  - For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology- based formats. The school district will continue to ensure students receive individualized support that meet the requirements of the IEP and 504 Plans, to the extent possible[JK1] .
  - 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, to the extent reasonable accommodations can be made.
  - 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 the classroom receive instruction. School officials may:

- Provide teachers common planning time.
- Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
  - Virtual learning may create privacy challenges which school districts and schools have not yet faced.
  - The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
- Secure a steady supply of resources necessary to ensure the safety of students and staff.
- Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
- Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
- School officials 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]

- Staffing
  - 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.
  - 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.
  - 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.

- As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
  - 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.
  - Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
- Certification
  - 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.
  - 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.

# RESTART & RECOVERY PLAN

## *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.

Pandemic Response Teams

- School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
- Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
- Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
- 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.
- If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
- Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:

**Euclid Elemementary School**
- School Principal or Lead Person: Michael Sickels
- Teachers: Lisa Colaneri (K-2), LisaMarie Crabbe (3-5)
- Child Study Team member: Maria Philp
- School Counselor or mental health expert: Mary Anne Pagano
- Subject Area Chairperson/Director: Nicole De Bonis and Jacquelyn Mansfield
- School Nurse: Jolanta Czajkowski
- Teachers representing each grade band served by the school district and school: Lisa Colaneri (K-2), LisaMarie Crabbe (3-5)
- School safety personnel: Michael Sickels
- Members of the School Safety Team: Pam Lambe, Maria Philp,  Mary Anne Pagano,  Corine Ponte, and Michael Sickels
- Custodian: Bill Jone
- Parents: Corine Ponte and Mohammad Hassan

# RESTART & RECOVERY PLAN

**Lincoln Elementary School**
- School Principal or Lead Person:  Joseph Colangelo
- Teachers:  Victoria DePalma (K-2), Michael Mertz (3-5)
- Child Study Team member:  Katherine Baptista
- School Counselor or mental health expert:  MaryAnn Pagano
- Subject Area Chairperson/Director: Nicole De Bonis and Jacquelyn Mansfield
- School Nurse:  Kimberly Kane
- Teachers representing each grade band served by the school district and school:  Victoria DePalma (K-2), Michael Mertz (3-5)
- School safety personnel:  Michael Sickels (alternate Joseph Colangelo)
- Members of the School Safety Team:  Victoria DePalma, Katherine Baptista, MaryAnn Pagano, Kathleen Sausa, Joseph Colangelo
- Custodian:  Michael Luterzo
- Parents:  Kathleen Sausa, Maria Perez

**HS/MS School's Pandemic Response Team**
- School Principal or Lead Person:  Linda Simmons, Joseph Mastropietro
- Teachers:  Mr. Warren, Mr. Stillman
- Child Study Team member:  Lisa Ciraco
- School Counselor or mental health expert:  Barbara Christianson, Kerrie O'Hagan
- Subject Area Chairperson/Director:  Nicole De Bonis, Frank D'Amico, Vin Barchini, Vin Aiello, Michael Scuilla
- School Nurse:  Mary Neumann, Rita Perdomo
- Teachers representing each grade band served by the school district and school:  Stillman (6-8), Warren (9-12)
- School safety personnel:  Corey Lange, Alan Lustmann
- Members of the School Safety Team:  Frank D'Amico, Vin Barchini
- Custodian:  Mr. DePalma, Gerry Mihaltsianos
- Parents:  Jessica Freschi, Kim Parise
- Technology: Tom Matty, Bob Iarossi


- **The Pandemic Response Team is responsible for:**
    - Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
    - Adjusting or amending school health and safety protocols as needed.
    - Providing staff with needed support and training.
    - Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
    - Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.

- Providing necessary communications to the school community and to the school district.
- Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

# RESTART & RECOVERY PLAN

## Hasbrouck Heights Public Schools
## Virtual School Day Schedule

# RESTART & RECOVERY PLAN

## Table of Contents

# RESTART & RECOVERY PLAN

1. **Elementary Level Virtual Schedule**
   **8:35AM – 12:35PM**

2. **Middle School / High School Hybrid A/B Schedule**

On October 19, 2020, the Middle School / High School students will follow an A/B Hybrid Schedule.
- Group A will consist of Last Names A-K and physically attend school on Mondays and Thursdays on a modified half day schedule.(see below)
- Group B will consist of Last Names L-Z and will physically attend school on Tuesdays and Fridays on a modified half day schedule.(see below)
- Wednesday will continue to be a full day of remote learning (7:55-2:39) for all students.(Group A/Group B/Group Full time Virtual)
- All students who have chosen full time virtual are expected to participate in all Group A and Group B lessons via Google Meets on Mon., Tues., Thur., Fri.

(Regardless of the student's group, when physically not in the building, students are expected to join Google Meets to participate in instruction during their regularly scheduled classes.)

### Hybrid A/B Schedule

| | |
|---|---|
| Period 1 | 8:15am – 8:45am |
| Period 2 | 8:48am – 9:18am |
| Period 3 | 9:21am – 9:51am |
| Period 4 | 9:54am – 10:24am |
| Period 5 | 10:27am – 10:57am |
| Period 6 | 11:00am – 11:30am |
| Period 7 | 11:33am – 12:03pm |
| Period 8 | 12:06pm – 12:36pm |
| Lunch (Students / Teachers) 12:36pm – 1:14pm | |
| 1:15pm – 2:39pm | Students will work on their assignments |

Teachers/Counselors will utilize this time to reach out to assist students, to provide extra help, to provide a wellness check, etc. If a Google Meet is necessary, the teacher will send the invite to the student/students involved.

Paraprofessionals will complete check-ins with their students via email, phone or through a Google Meet session.

# RESTART & RECOVERY PLAN

## *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.

- Staff will be designing and delivering instruction and assessing students in hybrid learning environments to ensure continuity of student learning.  To maximize student success and safety, the following will be implemented as outlined in the NJDOE Restart and Recovery Plan.
  - Instructional Staff will:
    - Reinforce social distancing protocols with students and staff with limited class size to maintain safety.
    - Instructional staff will plan standards based lessons to meet needs of students at various levels, with versatility to apply to remote and live learners.
    - Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
    - Set clear expectations for remote and in-person students.
    - Assess student progress early and often and adjust instruction and/or methodology accordingly.
    - Develop opportunities for real-time interactions with students (office hours, Google Meets).
    - Instruct and maintain good practice in digital citizenship for all students and staff.
    - Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
    - Providing materials, manipulatives and items for at-home activities.
    - Limiting on-line activities for preschool students.
    - Support Staff will be used to support live group instruction to ensure social distancing as well as supporting virtual learning.
  - Mentor Teachers:
    - Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
    - Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.

- Continue to maintain logs of mentoring contact.
- Mentor teachers should consider all health and safety measures when doing in-person observations.
- Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Consider alternative methods for classroom observations and avoiding in-person contact where possible.

- Administrators in the district will:
  - ensure quality of continued learning in-person or virtually.
  - Provide time for staff collaboration and planning .
  - Prioritize vulnerable student groups for face-to-face instruction.
  - Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
  - Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
  - Define and provide examples of high-quality instruction given context and resources available.
  - Ensure students and parents receive necessary supports to ensure access to instruction.
  - Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
  - Support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
  - Collaborate on curriculum planning and assessing student academic and social emotional well-being when they return to school.
  - Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
  - Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
  - Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

- Substitutes:
  - Designate substitutes to a single school building or grade level to avoid too much movement between schools.

# RESTART & RECOVERY PLAN

*Appendix P*

**Athletics**

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

*Athletics will follow the guidelines as outlined by the NJSIAA, the NJSIAA Medical Task Force and the NJSIAA Sports Advisory Task force as required with school membership.  Guidelines can be found at https://www.njsiaa.org/covid-19-resources*

Practice/Game guidelines:

1. Meet with coaches prior to the start of the season to discuss protocol and procedures.

2. Explain to all athletes and coaches that there will be a daily required Google form that is required prior to arriving at school. The link is https://forms.gle/hcDZi9byT2GmpTx7A   Add this link and explanation to your Google classroom. You can also add the form to your phone to make access real easy.

3. Coaches will perform a check-in: Forehead temp checks that register at 100.0 or higher will not be allowed to attend practice.   Anyone who answers positively to questions on the daily screening checklist will be not allowed to attend practice.

4. Workouts must comply with the NJSIAA heat participation policy. The trainer will be checking the wet bulb during this phase since we are all at the same location.

5. Students must wear face coverings unless engaging in cardiovascular activities. Learning a skill, during breaks, etc. masks are to be worn.

6. Coaches are to wear masks at all times unless exercising with the team.

7. Social distancing of at least six (6) feet shall be maintained between student athletes and staff as much as possible

8. Sports equipment shall be cleaned after each practice.

9. Each student-athlete shall bring individual water bottles to each workout for his/her own personal consumption. There shall not be any trading or sharing of water bottles.

# RESTART & RECOVERY PLAN

## *Appendix Q*

### Transition To Full Remote Instruction Plan

### *Sample Virtual Schedule for Elementary Schools*

### Monday-Thursday Schedule

| | |
|---|---|
| 8:35 | Google Meet for entire class |
| 8:45-9:45<br>9:45-10:45<br>10:45-11:45 | MATH, READING, or WRITING<br>**Note:  Content Area order (Reading/Writing/Math) may vary.**<br>• Google Meet- Mini-Lesson to demonstrate concepts.<br>• Independent Practice/ Google Meet: Conferences/Small Group Instruction<br>• Google Meet- Closure/Assessment of Learning |
| 11:45-12:45 | LUNCH |
| 1:00-1:30 | Phonics/Vocabulary Workshop<br>• Google Meet- Mini-Lesson to demonstrate concepts.<br>• Independent Practice/ Google Meet: Teacher-Student Conferences<br>• Google Meet- Closure/Assessment of Learning |
| 1:30-2:10 | Google Meet-Science/Social Studies to demonstrate concepts via screen share |
| 2:10-2:20 | End of Day Closing/Review Homework |
| 2:20-3:00 | SPECIAL AREA (Music, Media, Art, World Language, Physical Education) |

### *Proposed* Friday Single-Session Day Schedule

| | |
|---|---|
| 8:35 | Google Meet for entire class |
| 8:45-9:45<br>9:45-10:45<br>10:45-11:45 | MATH, READING, or WRITING<br>**Note:  Content Area order (Reading/Writing/Math) may vary.**<br>• Google Meet- Mini-Lesson to demonstrate concepts.<br>• Independent Practice/ Google Meet: Conferences/Small Group Instruction<br>• Google Meet- Closure/Assessment of Learning |
| 11:45-12:35 | SPECIAL AREA (Music, Media, Art, World Language, Physical Education) |

# RESTART & RECOVERY PLAN

## *HS/MS Full Virtual Plan*

If we are moved to a full-time virtual learning school day, the Middle/High School would operate on a full-day schedule Monday through Thursday. Friday will be a single-session day for students. The outline of the plan is as follows:

**Students**

- o During the **Virtual School Day,** the remote learning schedule will be from 7:55-2:39 pm (Full Day) on Monday through Thursday.
- o Friday will be a single session day for students. The schedule will be 7:55 to 12:24 pm. Students will have the opportunity to catch up on assignments, talk to a guidance counselor, or reach out to a teacher in the afternoon.
- o *Google Meet* is **required for each period** with a minimum face time of half the class period. All students must sign into the *Google Meet* within the first three minutes of class for periods 1-8. *Google Meets* may include, but not limited to the following purposes:
  - ▪ Introducing new skill/concept/standard
  - ▪ Small group instruction
  - ▪ Remediation
  - ▪ Enrichment
  - ▪ Question and Answer
  - ▪ Discussion

**Administrators**

- o Support Teachers' instructional needs.
- o Organize and plan professional learning sessions for staff
- o Monitor progress of Remote Learning models and make necessary adjustments
- o Communicate and provide updates to the community on remote learning

**Teachers**

- o Use Google Classroom to share learning, post activities, and assignments, collect and grade appropriate assignments (documentation of learning), and provide timely feedback to students.
- o Provide meaningful assessments and a minimum of 4 per marking period with no one assessment worth more than 15%.
- o There will be no quarterlies, midterms, or finals for the 2020-2021 academic school year.
- o Minimum of five (5) graded homework and classwork assignments per marking period with a maximum of ten (10).
- o Grading percentages will be 60% for assessments, 20% for classwork, and 20% for homework.
- o Use Google Meet for all live instruction, small group, office hours and 1:1 meetings.
- o Provide a weekly (projected) calendar of lessons, assignments, and Google Meet sessions.
- o Use Google Meet, Google Hangout, and/or email to communicate with students/families about learning.
- o Use district curricula and resources to design and deliver instruction to students.

- o Collaborate with colleagues to share ideas, reflect on practices, and actively support others.
- o Collaborate with Child Study Team members, School Counselors and Special Education Department to meet the needs of students with IEPs.
- o Collaborate with the ESL teacher to meet the needs of ELLs.
- o Be available Friday afternoon and after-school one day a week for extra help.

**Counselors**

- o Use Google Meet, Google Hangout, and/or email to communicate with students/families about topics related to counseling, college/career planning, and wellness check-ins.
- o Counselors will host virtual live meetings daily prioritizing the needs of students in relation to the timeframe of the school year.
- o Collaborate with teachers, paraprofessional, and administrators while attending weekly meetings such as Intervention and Referral services, Child Study Team meetings, etc.
- o Communicate with students and parents regarding academic progress or concerns especially toward the conclusion of each marking period.
- o Be available on Friday afternoons for student-initiated questions or concerns.
- o Counselors will avoid, when possible, meeting with students during core academic subjects.

**Child Study Team Members**

- o Use Google Meet, Google Hangout, and/or email to communicate with students/families about topics related to counseling, academics and wellness check-ins.
- o Case managers will host virtual IEP meetings.
- o CST will conduct evaluations as required by code.
- o CST will collaborate with teachers and paraprofessionals to ensure accommodations and modifications are being implemented to the greatest extent possible.
- o Collaborate with teachers, paraprofessional, and administrators while attending weekly meetings such as Intervention and Referral services.
- o Be available for student-initiated questions or concerns.

**Paraprofessionals**

- o Communicate with teachers, department supervisors/chairs, building principals and/or child study team case managers about student needs.
- o Use Google Meet to provide online assistance to students, as appropriate.
- o Support teacher planning and/or instructional needs, as coordinated by administration.
- o Schedule real-time conferences with students to assess progress, and to offer assistance on work assigned by other teachers.

# RESTART & RECOVERY PLAN

- o Use Google Meet, Google Hangout, and/or email to communicate with teachers about student learning.
- o Provide differentiation assistance to teachers, collaborating online and/or via Google Meet.
- o Teachers will follow the 5E Model of Instruction.

**5E Model of Instruction**

| Lesson Elements | What does it look like? | What tools can I use? |
|---|---|---|
| **Engage**<br>*Should have academic instructional meaning<br>Video Link | Brainstorm<br>• What do you think?<br>Ask questions<br>• What do you wonder? What are you curious about?<br>Access prior knowledge<br>• What do you know? How did you learn it? | Google Classroom Question<br>Google Forms |
| **Explore**<br>Video Link | Research<br>Watch videos<br>Read Articles<br>Offline Task<br>Discuss | Google Search<br>Sora<br>YouTube<br>Go Math<br>Newsela, Smithsonian Tween Tribune<br>Scholastic Magazines<br>Google Classroom Question<br>TCI<br>Google Slide Presentation<br>Khan Academy<br>IXL<br>Physical and/or online textbooks |
| **Explain**<br>Video Link | Live Synchronous Sessions through Google Meet consisting of live teaching inclusive of materials supporting:<br><br>• Instruction<br>• Modeling | Google Meet<br>• Use to create virtual classroom<br>Google Hangout<br>• Use the chat feature to ask questions and engage the group<br>Screencastify (Chrome Extension)<br>• Share videos directly from Google Drive<br>YouTube<br>• Create online playlists |

# RESTART & RECOVERY PLAN

| | | |
|---|---|---|
| | • Scaffolding | Edpuzzle<br>    • Engage students around your video content with questions and monitor their progress<br>FlipGrid<br>    • Allow students to teach each other concepts by recording videos<br>Jamboard<br>    • Interactive Whiteboard |
| **Elaborate**<br><u>Video Link</u> | Make connections<br>• Connect concepts<br>• Connect concepts to life beyond the classroom<br>• Connect concepts to art, literature, music<br>Apply learning to new or novel situations<br>• Tackle quirky real-world problems<br>• Document your process as a group<br>Explain how<br>• Articulate the process you would use to solve a problem or approach a particular situation<br>Student-created study materials and resources<br>• Take the information and design a review resource | Quizizz<br>Shared Google Docs, Slides, Drawings, Spreadsheets<br>FlipGrid<br>Quizlet<br>Kahoot!<br>Sora<br>Edulastic<br>IXL |
| **Evaluate**<br><u>Video Link</u> | Formative assessments<br>Quizzes<br>Video reflections<br>Digital exit tickets | Quizizz<br>Kahoot!<br>Teacher created quiz<br>Google Forms<br>Socrative |