

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

Ridgefield
Board of Education

Fall 2020

RESTART & RECOVERY PLAN

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Introduction

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

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

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

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

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

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

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

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

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

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THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

A. Conditions for Learning

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

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

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

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

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

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

Ten Critical Areas of Operation

- a. Critical Area of Operation #1 - General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan
 - (1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:
 - (a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
 - (b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.
 - (c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.
 - (d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.

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- (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

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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).

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- (b) At entrances and exits of buildings.
 - (c) Near lunchrooms and toilets.
 - (d) Children ages five and younger should be supervised when using hand sanitizer.
 - (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- (8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
- (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

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

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

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

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

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

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

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

- (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
 - (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
 - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (c) Results must be documented when signs/symptoms of COVID-19 are observed.

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- (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.

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- (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.

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

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

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

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

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- (2) The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
 - (a) A schedule for increased routine cleaning and disinfection.
 - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).
 - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
 - (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 - (i) Classroom desks and chairs;
 - (ii) Lunchroom tables and chairs;
 - (iii) Door handles and push plates;
 - (iv) Handrails;
 - (v) Kitchens and bathrooms;
 - (vi) Light switches;
 - (vii) Handles on equipment (e.g. athletic equipment);
 - (viii) Buttons on vending machines and elevators;
 - (ix) Shared telephones;

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- (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:

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- (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.

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

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

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

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

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

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

2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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

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

X Being Developed by School Officials

X 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.

X Being Developed by School Officials

X 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.

X Being Developed by School Officials

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.

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X 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.

X Being Developed by School Officials

[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

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in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.

- d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
 - e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.
- [See Appendix L – Restart Committee]
2. Pandemic Response Teams
- a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
 - b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
 - c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
 - d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
 - e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
 - 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;

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- (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.

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[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.

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- 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

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- 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

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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.

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- (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.

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.

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- (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.

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- (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.

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- (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.

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- (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

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- 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).

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- (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

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support that will interact directly with students may require criminal history background checks.

- (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
- (5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

7. Athletics

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

[See Appendix P – Athletics]

C. Policy and Funding

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

1. School Funding

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

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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.

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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:

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- (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.

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- b. Districts should:
 - (1) Conduct a needs assessment.
 - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
 - (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
 - (4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
 - (a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.
- 3. Curriculum, Instruction, and Assessment
 - a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).
 - b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.
 - c. Virtual and Hybrid Learning Environment
 - (1) Curriculum
 - (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.

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- (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;

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particularly for newcomer students and students with lower English language proficiency levels.

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

(3) Assessment

- (a) For the purposed of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
- (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
- (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
- (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
- (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
 - (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

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.

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- 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.

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e. Evaluation

- (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
- (2) School districts should develop observation schedules with a hybrid model in mind.
- (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
- (4) School districts should consider the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.
- (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

5. Career and Technical Education (CTE)

- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
- b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
- c. Guiding Principles
 - (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
 - (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.

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d. Quality CTE Programs

- (1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLs, CTE Core Content Standards, industry certifications, college credit agreements, etc.
- (2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.

e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

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Appendices

Restart and Recovery Plan to Reopen Schools

Ridgefield Board of Education

Fall 2020

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Appendix A

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

<p><i>School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.</i></p>	<p>The District will continue to communicate, collaborate, and take guidance from the Ridgefield Health Department. The Ridgefield Health Department is represented on applicable District reopening committees.</p>
<p><i>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.</i></p>	<p>District staff were directed to contact the Supervisor of Special Projects in the event they would be presenting with an extenuating medical circumstance that would inhibit them from participating in in-person instruction. Applicable staff members will be given the opportunity to provide remote/virtual instruction to students via <i>Google Meet</i> and <i>Google Classroom</i> and the District will attempt to procure substitutes or staff coverage if need be.</p> <p>Students who are at a higher risk will be afforded a completely remote/virtual educational experience to every degree possible, similar to what all students are now entitled to according to recently released NJDOE guidance. <i>Google Meet</i> and <i>Google Classroom</i> will be the primary vehicles for this.</p>
<p><i>The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.</i></p>	<p>The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.</p>
<p><i>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</i></p>	<p>Staff will be required to complete a daily self-assessment, and parents to complete a daily COVID-19 assessment of their child as per a District form parents will certify and submit at the start of the school-year.</p> <p>All students and staff will be required to</p>

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around school buildings.

wear face coverings at all times, with the limited exception for individuals whom may not be able to for a medical or otherwise concern.

The District has purchased and will be posting internal and external signage in and around school buildings to reinforce social distancing the use of face coverings.

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:

- *Chronic lung disease or asthma (moderate to severe);*
- *Serious heart conditions;*
- *Immunocompromised;*
- *Severe obesity (body mass index, or BMI, of 40 or higher);*
- *Diabetes;*
- *Chronic kidney disease undergoing dialysis;*
- *Liver disease;*
- *Medically fragile students with Individualized Education Programs (IEPs);*
- *Students with complex disabilities with IEPs; or*
- *Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).*

District staff were directed to contact the Supervisor of Special Projects in the event they would be presenting with an extenuating medical circumstance that would inhibit them from participating in in-person instruction. Applicable staff members will be given the opportunity to provide virtual instruction to students via *Google Meet* and *Google Classroom* and the District will attempt to procure substitutes or staff coverage if need be.

Students who are at a higher risk will be afforded a completely remote/virtual educational experience to every degree possible, similar to what all students are now entitled to according to recently released NJDOE guidance. *Google Meet* and *Google Classroom* will be the primary vehicles for this.

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Appendix B

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

<p><i>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.</i></p>	<p>Individual desks have been arranged to allow six feet of social distancing between them to the maximum extent possible. In situations where social distancing is not possible, plexiglass barriers will be placed to maintain a safe environment for students and staff.</p>
<p><i>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.</i></p> <ul style="list-style-type: none"> <i>Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.</i> 	<p>Face coverings will be required to be worn at all times for staff, students, and visitors unless it will inhibit the individual's health. In addition, face shields will be provided for all staff members.</p>
<p><i>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.</i></p>	<p>The District will require students wear face coverings at all times regardless of social distancing in a classroom setting.</p>
<p><i>All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.</i></p>	<p>All instructional and non-instructional rooms in schools and district facilities have been set up to comply with social distancing to the maximum extent possible.</p>
<p><i>Use of shared objects should be limited when possible or cleaned between use.</i></p>	<p>The District will limit the use of any shared objects to the greatest extent possible. Any shared objects that need to be used will be cleaned and disinfected between use.</p>
<p><i>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</i></p>	<p>The district will continue to ensure there is adequate ventilation, including operational heating and ventilation systems. Filters for A/C units (window) will be checked/cleaned weekly and rooftop units</p>

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<p><i>practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.</i></p>	<p>and ventilation systems will be checked every two months based on the recommendations of the District’s HVAC vendors, and changed in accordance with manufacturer recommendations under the supervision of the Supervisor of Buildings & Grounds who will then report progress to the Business Administrator.</p> <p>The District will continue to monitor and adhere to regulations with respect to recirculating fresh air through the District’s corresponding computer/HVAC monitoring system.</p>
<p><i>School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:</i></p> <ul style="list-style-type: none"> • <i>In each classroom (for staff and older children who can safely use hand sanitizer).</i> • <i>At entrances and exits of buildings.</i> • <i>Near lunchrooms and toilets.</i> • <i>Children ages five and younger should be supervised when using hand sanitizer.</i> • <i>For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).</i> 	<p>Hand sanitizing stations will be placed in the entrance of each building, as well as in the immediate entry area of each classroom. Hand sanitizing stations will be equipped with hand sanitizer that contains at least 60% alcohol.</p> <p>All classrooms with existing handwashing stations will be prepared with soap and water.</p>
<p><i>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.</i></p> <ul style="list-style-type: none"> • <i>If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.</i> 	<p>Each school’s Pandemic Response Team will develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day, before eating, after using the bathroom, and after blowing their nose, coughing, or sneezing.</p>

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Appendix C

Critical Area of Operation #3 – Transportation

<i>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.</i>	This protocol will be implemented on all district buses regardless of social distancing. All students will wear face coverings on buses at all times unless they are unable to because of a medical or otherwise condition.
<i>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.</i>	If a student is not able to wear a face covering it will be addressed accordingly. The district will provide the student with alternative PPE, such as a face shield, or maintain the student six feet away from all other students on the bus. Each situation will be addressed on a case by case basis with these protocols in place.
<i>Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route.</i>	Bus drivers will be responsible for cleaning district buses before and after each route. Bus drivers will clean buses using CDC and/or EPA approved cleaning agenda/disinfectants. The District is in communication with our bus contractors to ensure they are following the same protocols on their buses.

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Appendix D

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

<p><i>The Board's Plan should establish the process and location for student and staff health screenings.</i></p>	<p>Daily student and staff screenings will occur at multiple entrance points in each school (unless directed otherwise by the NJDOE), and will be inclusive of daily non-hand-held temperature check machines. Any individual with a temperature of 100.4 or higher will not be admitted to a district building.</p>
<p><i>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.</i></p>	<p>Face coverings will be worn by all individuals in line waiting to enter or exit a buildings regardless of physical distancing.</p>
<p><i>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.</i></p>	<p>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 has been ordered by the district and will be posted accordingly both internally and externally in the District upon arrival.</p> <p>Administration and staff will then supervise and monitor students to ensure social distancing occurs while in, entering/exiting classrooms, and hallways to ensure compliance.</p>

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Appendix E

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

<p><i>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:</i></p> <ul style="list-style-type: none"> • <i>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.</i> • <i>Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.</i> • <i>Results must be documented when signs/symptoms of COVID-19 are observed.</i> • <i>Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.</i> 	<p>As part of opening school requirements, parents will certify that they will check their student(s) for COVID-19 symptoms each day before sending them to school. Symptoms include: fever, cough, shortness of breath, difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting and diarrhea. Parents should keep their students at home if any symptoms are identified. Staff will certify that they will self-check for symptoms and say home if any are identified.</p> <p>Staff and student temperatures will be taken before entering the school building and school buses. Any student with a temperature more than 100.4 F will need to be picked up by their parents. Each school has identified a separate waiting area that is not within the school buildings and students will wait with a staff member to be picked up. Staff with temperatures will be sent home.</p> <p>Nurses will document signs and symptoms of COVID-19 and will follow a procedure using a uniform checklist. Accommodations will be implemented when screenings for students with disabilities. This may include input from the teachers and assistants who know the students well and by communicating with parents.</p>
<p><i>The Board must adopt procedures for symptomatic staff and students, which</i></p>	<p>Once determined that signs that may indicate COVID-19, students will be put in</p>

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shall include the following:

- *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.*
- *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.*
- *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:*
 - *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.*
 - *Following current Communicable Disease Service guidance for illness reporting.*
 - *An adequate amount of PPE shall be available, accessible, and provided for use.*

the identified isolation area where students will wait with a staff member to be picked up.

CDS guidance for illness reporting will be followed: <https://www.nj.gov/health/cd/>

Ridgefield Schools will work in conjunction with the Ridgefield Health Department with illness reporting and will work together to notify staff and families of possible exposure to COVID-19 and next steps.

The district will use the guidance set forth in the New Jersey Department of Health (NJDOH) guidelines.

A COVID-19 Flow Chart currently being developed by the NJDOH that describes procedures to be used when someone has tested positive, has been in close contact or may have been exposed will be used.

The district has identified isolation spaces outside of the school building if a student arrives to school and has a temperature over 100.4 F. If the student presents symptoms after the start of the school day a separate, supervised, in-school isolation area will be used until picked up.

The District will follow whatever the current Communicable Disease Service guidance is at the time.

Ridgefield Schools will provide all staff with PPE that includes face shields, replacement masks, gloves, and gowns (for

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<ul style="list-style-type: none"> - <i>Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.</i> - <i>Continuous monitoring of symptoms.</i> - <i>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.</i> - <i>Written protocols to address a positive case.</i> 	<p>those who work in close contact with students). Each classroom will have hand sanitizer stations and EPA approved cleaning products to sanitize touched areas. Child sized masks will be available for students who may need a replacement during the school day.</p> <p>Ridgefield Schools will work closely with and under the guidance of the Ridgefield Health Department to implement procedures in re-admittance for students and staff. A COVID-19 Return to Work/School Screening Tool will be used.</p> <p>If there is a known positive case, the health department will be immediately notified and a COVID-19 Close Contact/Exposure Report will be completed by the staff member or student's family.</p> <p>The school will use the "school decision tree" as described in CDC guidelines, as well as the guidance from the NJDOH.</p> <p>https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html#confirmed-case</p>
<p><i>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.</i></p>	<p>As part of opening school requirements, parents will certify that they will check their student(s) for COVID-19 symptoms each day before sending them to school. Symptoms include: fever, cough, shortness of breath, difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting and diarrhea. Parents should keep their students at home if any symptoms are identified. Staff will certify that they will self-check for symptoms and say home if</p>

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	any are identified.
<i>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.</i>	Wearing face coverings by staff and visitors will be strictly enforced. Visitor entry will be extremely limited.
<p><i>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.</i></p> <ul style="list-style-type: none"> <i>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.</i> 	Students are required to wear masks at all times unless doing so would inhibit a student's health. Accommodations can be made on a case by case basis for students with special needs and health conditions.
<p><i>Exceptions to requirements for face coverings shall be as follows:</i></p> <ul style="list-style-type: none"> <i>Doing so would inhibit the individual's health.</i> <i>The individual is in extreme heat outdoors.</i> <i>The individual is in water.</i> <i>A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.</i> <i>The student is under the age of two and could risk suffocation.</i> 	Students are required to wear masks at all times unless doing so would inhibit a student's health. Accommodations can be made on a case by case basis for students with special needs and health conditions.
<i>If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual the point of entry, the visitor's entry to the school/district facility may be denied.</i>	In the event this occurs, the visitor's entry to the school/district will be denied.

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Appendix F

Critical Area of Operation #6 - Contact Tracing

<i>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.</i>	In lieu of further guidance at this point, Ridgefield School Nurses will work closely with the Ridgefield Health Department for contact tracing.
<i>School officials should engage the expertise of their school nurses on the importance of contact tracing.</i>	Ridgefield School Nurses will work closely with the Ridgefield Health Department for contact tracing. A <i>Close Contact Exposure Report</i> currently developed by the NJDOH will be used to assist with the process.
<i>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.</i>	The School Safety Specialist will enroll in the John Hopkins University’s COVID-19 Contract Tracing course.

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

<p><i>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.</i></p>	<p>School officials will continue to adhere to existing required facilities cleaning and procedures, as well as maintaining communication with the local health department to implement any new specific requirements as they arise.</p>
<p><i>The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:</i></p> <ul style="list-style-type: none"> • <i>A schedule for increased routine cleaning and disinfection.</i> • <i>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).</i> • <i>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.</i> • <i>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> <p>- <i>Classroom desks and chairs;</i></p>	<p>Custodial staff will continuously clean and disinfect high touch areas such as doorknobs, light switches, countertops, bathrooms, drinking fountains, etc. at least once per 90 minutes per day. The cleaning schedule includes disinfecting of bathroom high touch areas as well.</p> <p>Bus Drivers will be responsible for cleaning/disinfecting busses before and after every route.</p> <p>All disinfectants used have been confirmed to be EPA and/or CDC-approved and effective against the virus that causes COVID-19 and are implemented according to the directions on the label and in adherence to the manufacturer's instructions (e.g. concentration, application method, and contact time, etc.) under the supervision of the Supervisor of Buildings & Grounds and Business Administrator.</p> <p>The district has purchased electrostatic sprayers to assist in disinfecting buildings on a daily basis.</p>

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| <ul style="list-style-type: none">- <i>Lunchroom tables and chairs;</i>- <i>Door handles and push plates;</i>- <i>Handrails;</i>- <i>Kitchens and bathrooms;</i>- <i>Light switches;</i>- <i>Handles on equipment (e.g. athletic equipment);</i>- <i>Buttons on vending machines and elevators;</i>- <i>Shared telephones;</i>- <i>Shared desktops;</i>- <i>Shared computer keyboards and mice;</i>- <i>Drinking fountains; and</i>- <i>School bus seats and windows.</i> <ul style="list-style-type: none">• <i>Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).</i> | |
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Appendix H

Critical Area of Operation #8 – Meals

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:

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

Cafeteria and/or group dining areas will not be used in the school district as the school district will not be providing a formal lunch schedule for students and will be dismissing on a daily early dismissal schedule.

Students eligible for the District Free/Reduced Lunch Program will be provided a lunch on a daily basis on a schedule to be determined.

All food service personnel will continue to abide by protocols outlined by Pomptonian with respect to face coverings, gloves, cleaning/disinfecting, etc.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

<p><i>The Board's Plan regarding recess and physical education should include protocols to address the following:</i></p> <ul style="list-style-type: none"> • <i>Stagger recess, if necessary.</i> • <i>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.</i> • <i>The use of cones, flags, tape, or other signs to create boundaries between groups.</i> • <i>A requirement that all individuals always wash hands immediately after outdoor playtime.</i> • <i>Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.</i> • <i>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).</i> • <i>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> <p>- <i>If it is not feasible to close locker rooms the district will stagger the use</i></p>	<p>All locker rooms will remain closed.</p> <p>As the District's schedule will be predicated upon Early Dismissal Days, recess will only occur if mandated with respect to students and will follow the protocols indicated if need be.</p>
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<p><i>and clean and disinfect between use.</i></p> <ul style="list-style-type: none"> - <i>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.</i> 	
<p><i>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.</i></p>	<p>The District will limit the use of any shared equipment to the greatest extent possible. Any shared equipment that needs to be used will be cleaned and disinfected between use.</p>
<p><i>The school district will designate specific areas for each class during recess to avoid cohorts mixing.</i></p>	<p>Staff will monitor and supervise students adhering to specific, designated areas in the event recess is required to avoid cohorts mixing.</p>

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Appendix J

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

<i>The Board's Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.</i>	Any and all extra-curricular activities will adhere to applicable social distancing requirements and hygiene protocols.
<i>The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.</i>	The Board of Education will not be allowing external community organizations to utilize school/district facilities at this time. If this changes in the future, all external organizations utilizing school/district facilities would be required to follow district guidance on health and safety protocols.

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Appendix K

Academic, Social, and Behavioral Supports

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

Ridgefield Schools guidance counselors and social workers have been working closely with students since the school closing and throughout this summer. They offered social/emotional activities and lesson planning ideas to teachers and support to students remotely as needed. The team also created a resource page for staff, students and families with resources they thought could be helpful (below). While the full scope of the emotional needs cannot truly be known until we return in person, it is the goal that these resources can help in the interim. A survey will be developed to help determine student and staff needs as we return to school

Mental Health Resources: A Virtual Library of Supports During COVID-

Emergency Resources

- In case of emergency, dial 9-1-1, or go to your nearest emergency room.
- Bergen County Emergency Psychiatric hotline (*Available 24/7*) 201-262-HELP (4357) Provides emergency psychiatric services to Bergen county residents 24/7. (A parent or guardian must call for individuals under 18 year old). For more information: <https://www.careplusnj.org/service/crisis-response-services/>
- For youth (to age 21), a parent or guardian can call Performcare 877-652-7624. (*Available 24/7*). Children's Mobile Response (CRMSS) can be activated through Performcare for youth in crisis. CRMSS can respond to your home or telephonically within 1 hour to de-escalate the situation and to link to ongoing therapeutic or other services for up to 8 weeks. For more information: <http://www.performcarenj.org/index.aspx> and <https://www.careplusnj.org/service/crisis-response-services/> (Scroll down to view Children's Mobile information)

General Non-Emergency Support

- Students age 10-24 may call or text the 2nd Floor helpline on any issue **2nd Floor Helpline** - 888-222-2228 (*Available 24/7*) For more information: <https://www.2ndfloor.org/>

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Parent Resources

- **Family Support Organization of Bergen County:** www.fsobergen.org -Bergen Resource Net www.bergenresourcenet.org -Bergen County Board of Social Services <https://bcbs.com/> -NJ 211 www.nj211.org
- **Harvard T.H. Chan School of Public Health** Mindful Parenting in Covid-19 (55 minute webcast) <https://www.youtube.com/watch?v=yimjPEXQczQ>
- **Centers for Disease Control** Parents Helping Children Cope in Covid 19 (article) <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/for-parents.html>
- **Child Mind Institute** Anxiety and coping with Coronavirus (article) <https://childmind.org/article/anxiety-and-coping-with-coronavirus/> Helping Children Handle Disappointment (article) <https://childmind.org/article/how-to-help-your-kids-handle-disappointment/> How to Ask What Kids are Feeling (article) <https://childmind.org/article/how-to-ask-what-kids-are-feeling-during-stressful-times/>
- **UC Davis Health** Kids and Anxiety During the COVID-19 Pandemic (Webcast) <https://www.youtube.com/watch?v=-ocjJEdJkI8>
- **Youth Mental Health project** - (For both PDF downloads, must submit email) -Understanding and Supporting Youth Mental Health -Feelings and Emotions: Mental Health 101 Talking with Kids <https://ymhproject.org/mental-health-101/>
- **Massachusetts General Hospital, Clay Center for Young Minds** 7 Ways to support Kids and Teens through Coronavirus (article) <https://www.mghclaycenter.org/hot-topics/7-ways-to-support-kids-and-teens-through-the-coronavirus-pandemic/>
- **Center for Study of Traumatic Stress** Discussing Coronavirus with Your Children https://www.cstsonline.org/assets/media/documents/CSTS_FS_Discussing_Coronavirus_w_Your_Children.pdf

Additional Parent Resources by Grade-Level

Pre-School:

- **Centers for Disease Control** Positive Parenting tips for Preschoolers (article) <https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/preschoolers.html>

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- **Sesame Street** Resources for children and families in pandemic (multiple videos)
https://sesamestreetincommunities.org/topics/health-emergencies/?utm_source=SS.org%20Caring%20for%20Each%20Other%20Page%20links&utm_medium=Link&utm_campaign=Caring%20for%20Each%20Other
- **Head Start** Supporting Children Experiencing Trauma- (video)
https://eclkc.ohs.acf.hhs.gov/blog/supporting-children-experiencing-trauma?utm_source=Buffer&utm_medium=twitter&utm_campaign=HeadStartH eals+vlog

Elementary

- **Center for Disease Control** Positive Parenting tips for middle Elementary students (2 articles)
<https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle.html>
<https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle2.html>
- **Sesame Street** Resources for children and families in pandemic (multiple videos)
https://sesamestreetincommunities.org/topics/health-emergencies/?utm_source=SS.org%20Caring%20for%20Each%20Other%20Page%20links&utm_medium=Link&utm_campaign=Caring%20for%20Each%20Other
- **Child Mind Institute** Supporting Kids During Covid 19 (article)
<https://childmind.org/article/supporting-kids-during-the-covid-19-crisis/>

Middle School

- **Center for Disease Control** Positive Parenting in Adolescence (article)
<https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/adolescence.html>
- **Partnership for Drug-Free Kids** Guide for families navigating COVID-19 and substance-use, including support groups and resources on supporting children
<https://drugfree.org/article/covid-19-we-are-here-for-you/>
- **Clay Center for Young Minds, Massachusetts General Hospital** Self-care in Middle School (video)
https://www.youtube.com/watch?time_continue=4&v=KSXXYH4pWfs&feature=emb_logo

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High School

- **Child Mind Institute** Supporting Teens & Young Adults during Coronavirus (article) <https://childmind.org/article/supporting-teenagers-and-young-adults-during-the-coronavirus-crisis/>
- **Center for Disease Control** Positive Parenting in Adolescence (article) <https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/adolescence2.html>
- **Partnership for Drug-Free Kids** Guide for families navigating COVID-19 and substance-use, including support groups and resources on supporting children <https://drugfree.org/article/covid-19-we-are-here-for-you/>
- **Clay Center for Young Minds, Mass General Hospital** Self care in High School (video)- <https://www.youtube.com/watch?v=gEHPTjMv4F0>

Online Coping Strategies & Tools for Managing Stress

Often, engaging children and youth in relaxation, exercise, or other engaging content improves mental health, especially if you can do it together as a family. See below for some ideas. *Please note, many of these are subscription-based, but currently have free content that is accessible without payment. The district is not endorsing any particular company.*

- **Go Noodle** Positive, free activity videos to engage kids (some content requires subscription) <https://www.gonoodle.com/for-families/>
- **Calm.com** Some free mindful and meditation resources (some content requires subscription) www.calm.com App available on Android and IOS.
- **Headspace.com** Some free mindfulness resources to manage stress (some content requires subscription). *FREE for one year if you are unemployed due to COVID 19* <https://www.headspace.com/> App available on Android and IOS.
- **Mindtools.com** Online tools to manage anxiety (generally subscription based but currently link to free “covid 19 support pack”) https://www.mindtools.com/pages/article/covid-19_support_pack.htm?trackingtag=hp_qc&utm_content=hp_qc App available on Android and IOS.
- **The Mightier** Free downloadables during coronavirus outbreak (Usually a subscription based app) <https://www.mightier.com/coronavirus-resources/>
- **Mindful Schools** Free online mindfulness lessons for kids (Some additional content behind paywall) <https://www.mindfulschools.org/free-online-mindfulness-class-for-kids/>

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- **YMCA360** Free online exercise videos during Coronavirus (Some additional content subscription based) <https://ymca360.org/>
- **Gozen.com** Help Kids Manage Anxiety around Coronavirus (4 expert videos) <https://gozen.com/coronavirus-anxiety/> Progressive muscle relaxation <https://www.youtube.com/watch?v=cDKyRpW-Yuc>
- **iHopnetwork.com** Relaxation breathing technique video - Box Breathing <https://drive.google.com/file/d/1FNNkqIpHejMjeJ0gCHhT4htURswu7CSu/view?pli=1> Sensory grounding technique video https://drive.google.com/file/d/1WewSOag2N1gfkzk_np_rILd_RrPqrSxk/view?pli=1

Seeking Counseling

If your student needs more professional mental health assistance, a wide range of counseling options are available in Bergen County. Most are providing some form of telehealth during the coronavirus outbreak and will transition back to in-person services as conditions improve.

There are 4 Community Mental Health Centers in Bergen County which serve youth and families for counseling and medication management:

- **CarePlusNJ, Inc.** - 201-265-8200/ 201-986-5000
610 Valley Health Plaza, Paramus, NJ
<https://www.careplusnj.org/>
- **Comprehensive Behavioral Healthcare, Inc.** - 201-646-0195 / 201-957-1800 / 25 East Salem Street, Hackensack, NJ
<https://www.cbhcare.com/>
- **Vantage Health System** - 201-567-0059 2 Park Avenue, Dumont, NJ <https://www.vantagenj.org/>
- **West Bergen Mental Health** - 201-485-7172 860 Wyckoff Avenue, Ramsey, NJ <https://www.westbergen.org/>

Other Local Agencies:

- **Jewish Family Services of Northern NJ** 201-837-9090 85 Teaneck Road, Teaneck, NJ
<https://www.jfcsnnj.org/>
- **Christian Health Care Center** (201) 848-5500 301 Sicomac Ave, Wykoff, NJ
<https://christianhealthcare.org/>

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There are also many independent licensed practitioners providing therapy in the surrounding area. **Psychology Today** has a resource to find a local therapist, utilizing zip code, and sorting therapists by insurance accepted. www.psychologytoday.com

Coronavirus Related Issues

- NJ 211 Partnership of New Jersey has a COVID-19 Community Economic Relief Fund. They will help with bills, rent, and food etc. Call 211 or 877-652-1148 for further instructions.
- Bergen's Promise through BergenResourceNet.org has a listing of food pantries. Click on "Community Services" tab then click on "Food pantry/Soup Kitchen Tab.
- To learn more about how to support your child through the coronavirus crisis, please visit childmind.org for further information.
- NEW JERSEY STATE DEPT. OF HEALTH NOVEL CORONAVIRUS HOTLINE : 1-800-222-1222

Websites for More Information About Coronavirus

- <https://www.cdc.gov/coronavirus/2019-ncov/about/index.html>
- <https://www.who.int/news-room/q-a-detail/q-a-coronaviruses>

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Appendix L

Restart Committee

<i>A Restart Committee should be established as collaboration is critical to the development of the Board's Plan.</i>	The Restart Committee was convened and met virtually on 7/6/2020, 7/15/2020, and 7/22/2020.
<i>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.</i>	The Restart Committee includes building principals, central office administrators, Board Trustees, educators, parents, community members, the Presidents of the local education associations, and representatives from the Ridgefield Board of Health and Ridgefield Police Department.
<i>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.</i>	The Restart Committee continues to work closely with the School Pandemic Response Teams, whose liaisons are the building principals, the Ridgefield Health Department, and the Ridgefield Police Department.
<i>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.</i>	Consideration was given when forming the Restart Committee to have membership 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.
<i>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.</i>	The Restart Committee has developed subcommittees to focus on specific needs with respect to Facilities Planning, PPE/Contact Tracing, Recoupment/SEL, and Curriculum Articulation.

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Appendix M

Pandemic Response Teams

<i>School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.</i>	School-based Pandemic Response Teams were established for Ridgefield Memorial High School (RMHS), Slocum Skewes School, Bergen Boulevard School, and Shaler Academy to centralize, expedite, and implement COVID-19 related decision-making.
<i>Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.</i>	The building principal of each school also serves as the liaison to the Restart Committee to ensure coordinated actions across the district.
<i>Members of the school teams should include a cross section of administrators, teachers, staff, and parents.</i>	Members of the school teams do include a cross section of administrators, teachers, staff, and parents.
<i>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.</i>	Consideration was given to ensuring Pandemic Response Teams represent a cross-section of the school and district with respect to gender and racial diversity.
<i>If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.</i>	Several members of each school's Crisis Response Team also serve on the Pandemic Response Team.
<i>Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:</i> <ul style="list-style-type: none"> • <i>School Principal or Lead Person;</i> • <i>Teachers;</i> • <i>Child Study Team member;</i> • <i>School Counselor or mental health expert;</i> • <i>Subject Area Chairperson/Director;</i> • <i>School Nurse;</i> • <i>Teachers representing each grade band served by the school district and school;</i> • <i>School safety personnel;</i> 	Each Pandemic Response Team is comprised of this membership, as applicable.

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<ul style="list-style-type: none"> • <i>Members of the School Safety Team;</i> • <i>Custodian; and</i> • <i>Parents.</i> 	
<p><i>The Pandemic Response Team is responsible for:</i></p> <ul style="list-style-type: none"> • <i>Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.</i> • <i>Adjusting or amending school health and safety protocols as needed.</i> • <i>Providing staff with needed support and training.</i> • <i>Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.</i> • <i>Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.</i> • <i>Providing necessary communications to the school community and to the school district.</i> • <i>Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.</i> • <i>The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols</i> 	<p>Each Pandemic Response Team is aware of their role with respect the Anticipated Minimum Standards outlined by the NJDOE.</p> <p>Pandemic Response Teams have been meeting since the release of the NJDOE's <i>Road Back: Restart and Recovery</i> document to work on all of indicated areas of responsibility.</p>

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Appendix N

Scheduling of Students

<p>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.</p>	<p>The District will utilize a rotating “A/B” schedule where each grade, district-wide, will be roughly divided in half by last name/family to promote social distancing in the school.</p> <p>Students in the “A” group (A-K) will report to school on Mondays and Wednesdays each week and students in the “B” group (L-Z) will report on Tuesdays and Thursdays each week. <i>*Each group will then rotate reporting to school on alternating Fridays each week.</i></p> <p>Students will follow each school’s Early Dismissal Schedule, similar to what occurred during the initial extended school closure, as the District does not realistically have the capacity to serve lunch to students while adhering to social distancing guidelines.</p> <p>All staff and students will be required to wear face coverings.</p> <p>All staff and students will undergo a COVID-19 screening, including temperature checks, prior to entering the building - any individual with a temperature above 100.4 degrees will not be allowed into the building that day. <i>*Parents will also be required to check their child for symptoms on a daily basis and certify they will do so in the District’s opening of year forms.</i></p>
<p>Virtual learning will continue to be guided</p>	<p>Each daily school day, regardless of in-</p>

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<p>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.</p> <ul style="list-style-type: none"> • 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. 	<p>person, virtual instruction, etc. will be no less than four hours.</p> <p>The District's attendance policy will continue to be implemented in its current form.</p>
<p>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.</p> <ul style="list-style-type: none"> • 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. • For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may 	<p>The District will continue to provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. This will be based in part on strategies and tools implemented successfully for special education and ELL students during the initial extended school closure, Title I and Title III recoupment programs, and the District's Extended School Year (ESY) program.</p> <p>Services will be provided in accordance with student IEP's, I&RS, and 504 plans. Students will receive their instruction through virtual and in-person means with opportunities for individualized instruction and services in the PM after the single session day.</p> <p>Medically fragile staff unable to</p>

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<p>need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.</p>	<p>realistically provide in-person instruction will receive the accommodation of working remotely while providing virtual/remote instruction via <i>Google Classroom</i> and <i>Google Meet</i> with substitute teachers (or certificated staff if need be) providing coverage in the classroom.</p>
<p>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:</p> <ul style="list-style-type: none"> • Provide teachers common planning time. • Ensure school district policies are reviewed and confirmed to support in-person and remote instruction. <p>- Virtual learning may create privacy challenges which school districts and schools have not yet faced.</p> <p>- The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.</p>	<p>The District recognizes the value of and need for creative scheduling to accommodate both in-person, hybrid, and virtual learning, including both synchronous and asynchronous instruction as is appropriate by age, grade-level, and ability.</p> <p>The District will work to collectively increase direct instruction for students, along with student accountability in a way that ensures all students have equitable access to the District’s curricular program and therefore the NJSLS.</p> <p>The District will provide teachers with as much common planning time as possible to ensure vertical and horizontal articulation of the District’s educational program.</p> <p>The District will continue to consult with the Board Attorney with respect to any concerns regarding virtual learning and privacy and will proceed accordingly, inclusive of current and/or future Board of Education policies/regulations.</p> <p>The District will survey parents and students during Phase I (9/8 – 10/15) to better understand the effectiveness of the District’s educational approach and provide the District with data for future decision-making.</p>

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<p>Secure a steady supply of resources necessary to ensure the safety of students and staff.</p>	<p>The District has proactively placed orders in advance for masks, face shields, non-hand-held temperature check machines, hand-held temperature check machines, PPE, hand sanitizer, and plexiglass shields where appropriate.</p>
<p>Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.</p>	<p>See “Appendix C.”</p>
<p>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.</p>	<p>Instruction will occur through a variety of tools, most notably <i>Google Classroom</i> and <i>Google Meet</i> to ensure that through both synchronous and asynchronous instruction as appropriate, students are provided equitable access to curriculum, instruction, and assessment in a developmentally appropriate way by grade band.</p> <p>Chromebooks have been purchased for all students to enable all students to have equitable access to the virtual as applicable.</p>
<p>School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board’s Plan.</p>	<p>The “A/B” schedule discussed above is reflective of an implementation strategy provided in the Scheduling Section of the NJDOE Guidance in developing the Board’s Plan.</p>

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Appendix O

Staffing (A)

<p>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.</p>	<p>The District will take individual staff concerns into consideration from a staffing perspective throughout the school-year, including maintaining both group and individualized professional learning.</p>
<p>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.</p>	<p>The District has and will continue to comply with all applicable employment laws, and will continue to consult with local bargaining units and the Board Attorney.</p>
<p>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.</p>	<p>See “Appendix O” (B).</p>
<p>As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.</p>	<p>The District has and will continue to follow NJDOE regulations with respect to maintaining quality instruction for students.</p>

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In-Person and Hybrid Learning Environments: Roles and Responsibilities (B)

<p><i>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.</i></p>	<p>The District will follow the recommendations provided with respect to the roles and responsibilities of instructional and non-instructional staff regarding in-person and hybrid learning environments.</p>
<p>Instructional staff should:</p> <ul style="list-style-type: none"> • Reinforce social distancing protocol with students and co-teacher or support staff. • Limit group interactions to maintain safety. • Support school building safety logistics (entering, exiting, restrooms, etc.). • Become familiar with district online protocols and platforms. • Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments. • Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities. • Provide regular feedback to students and families on expectations and progress. • Set clear expectations for remote and in-person students. • Assess student progress early and often and adjust instruction and/or methodology accordingly. 	<p>The District will follow the recommendations provided with respect to the roles and responsibilities of instructional staff regarding in-person and hybrid learning environments.</p>

Commented [RM1]:

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<ul style="list-style-type: none"> • <i>Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).</i> • <i>Instruct and maintain good practice in digital citizenship for all students and staff.</i> • <i>Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.</i> • <i>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.</i> • <i>Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).</i> • <i>Limiting on-line activities for pre-school students.</i> 	
<p><i>Mentor teachers should:</i></p> <ul style="list-style-type: none"> • <i>Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.</i> • <i>Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.</i> • <i>Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.</i> • <i>Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.</i> • <i>Continue to maintain logs of mentoring contact.</i> 	<p>The District will follow the recommendations provided with respect to the roles and responsibilities of mentor teachers regarding in-person and hybrid learning environments.</p>

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<ul style="list-style-type: none"> • <i>Mentor teachers should consider all health and safety measures when doing in-person observations.</i> • <i>Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.</i> • <i>Consider alternative methods for classroom observations and avoiding in-person contact where possible.</i> 	
<p><i>Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:</i></p> <ul style="list-style-type: none"> • <i>Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.</i> • <i>Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.</i> • <i>Prioritize vulnerable student groups for face-to-face instruction.</i> • <i>Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.</i> • <i>Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.</i> • <i>Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.</i> 	<p>The District will follow the recommendations provided with respect to the roles and responsibilities of administrators regarding in-person and hybrid learning environments.</p>

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- *Define and provide examples of high-quality instruction given context and resources available.*
- *Assess teacher, student, and parent needs regularly.*
- *Ensure students and parents receive necessary supports to ensure access to instruction.*
- *Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).*
- *Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.*
- *Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.*
- *Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.*
- *Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.*
- *Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and*

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<p><i>remote learning models.</i></p> <ul style="list-style-type: none"> • <i>Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.</i> • <i>Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.</i> • <i>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.</i> 	
<p><i>Educational services staff members should:</i></p> <ul style="list-style-type: none"> • <i>Lead small group instruction in a virtual environment.</i> • <i>Facilitate the virtual component of synchronous online interactions.</i> • <i>Manage online platform for small groups of in-person students while teacher is remote.</i> • <i>Assist with the development and implementation of adjusted schedules.</i> • <i>Plan for the completion of course requests and scheduling (secondary school).</i> • <i>Assist teachers with providing updates to students and families.</i> • <i>Support embedding of SEL into lessons.</i> • <i>Lead small group instruction to ensure social distancing.</i> • <i>Consider student grouping to maintain single classroom cohorts.</i> • <i>Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.</i> 	<p>The District will follow the recommendations provided with respect to the roles and responsibilities of educational services staff regarding in-person and hybrid learning environments.</p>
<p><i>Support staff/paraprofessionals may:</i></p> <ul style="list-style-type: none"> • <i>Lead small group instruction to</i> 	<p>The District will follow the recommendations provided with respect to</p>

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<p><i>ensure social distancing.</i></p> <ul style="list-style-type: none"> • <i>Consider student grouping to maintain single classroom cohorts.</i> • <i>Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.</i> • <i>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.</i> • <i>Provide real-time support during virtual sessions.</i> • <i>Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.</i> • <i>Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.</i> • <i>Lead small group instruction in a virtual environment.</i> • <i>Facilitate the virtual component of synchronous online interactions.</i> • <i>Family Workers will need to provide support to parents via virtual platforms (Pre-school).</i> 	<p>the roles and responsibilities of support staff/paraprofessionals regarding in-person and hybrid learning environments.</p>
<p><i>Substitutes:</i></p> <ul style="list-style-type: none"> • <i>Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.</i> • <i>Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.</i> • <i>Designate substitutes to a single school building or grade level to avoid too much movement between schools.</i> • <i>Identify areas where additional staff may be necessary: school</i> 	<p>The District will follow the recommendations provided with respect to the roles and responsibilities of substitutes regarding in-person and hybrid learning environments.</p>

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nurses, counselors, school psychologist.	
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Educator Roles Related to School Technology Needs (C)

<p><i>To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:</i></p> <ul style="list-style-type: none"> • <i>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.</i> • <i>Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).</i> • <i>To the extent possible, provide district one-to-one instructional devices and connectivity.</i> • <i>Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).</i> 	<p>The District has utilized the 2020-2021 operational budget, along with available grant funds to purchase enough Chromebooks for each student to be provided a district-owned device for the school-year.</p> <p>The District will continue to provide district email addresses, use online platforms.</p> <p>The District will continue to leverage internal capacity with respect to technology needs by utilizing the strengths of staff members who have particular strengths in the areas of educational technology.</p>
<p><i>To ensure student teachers are prepared to start supporting instruction on day one, districts should:</i></p> <ul style="list-style-type: none"> • <i>Train student teachers to use technology platforms.</i> • <i>Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.</i> • <i>Survey assistant teachers to determine technology needs/access (Pre-school).</i> • <i>Virtual instruction is ideal for staff</i> 	<p>The District will follow the recommendations provided with respect to ensuring student teachers are prepared to start supporting instruction on day one.</p>

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<p><i>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.</i></p>	
<p><i>Student teachers should:</i></p> <ul style="list-style-type: none"> • <i>Obtain a substitute credential to gain the ability to support students without supervision as needed.</i> • <i>Lead small group instruction (in-person to help with social distancing).</i> • <i>Co-teach with cooperating teacher and maintain social distancing.</i> • <i>Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.</i> • <i>Implement modifications or accommodations for students with special needs.</i> • <i>Facilitate one-to-one student support.</i> • <i>Lead small group instruction virtually while the classroom teacher teaches in-person.</i> • <i>Provide technical assistance and guidance to students and parents.</i> • <i>Develop online material or assignments.</i> • <i>Pre-record direct-instruction videos.</i> • <i>Facilitate student-centered group learning connecting remote and in-person students.</i> 	<p>The District will follow the recommendations provided with respect to best practices for student teachers.</p>
<p><i>Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:</i></p> <ul style="list-style-type: none"> • <i>Best practice and guidance from the American Academy of Pediatrics is</i> 	<p>The District will take the recommendations regarding additional potential staff concerns into consideration for future planning.</p>

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<p><i>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.</i></p> <ul style="list-style-type: none"><i>• 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).</i><i>• 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.</i><i>• 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.</i><i>• Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.</i>	
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Appendix P

Athletics

The District is developing locally developed protocols addressing the anticipated minimum standards, which will be included in Appendix P as required by the NJDOE Guidance and referenced in the Board's plan – Section B.7.

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CHART OF USEFUL LINKS

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

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

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

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

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