

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

South Hackensack
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 least six feet apart. If a school in the district is not able to

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

- (2) When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
 - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks, but should be worn when moving about the classroom.
- (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (5) Use of shared objects should be limited when possible or cleaned between use.
- (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
 - (a) In each classroom (for staff and older children who can safely use hand sanitizer).
 - (b) At entrances and exits of buildings.

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

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

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

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

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

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

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

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

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

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

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- (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:
 - (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
 - (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
 - (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
 - (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
 - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
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- (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.
 - (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
 - (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
 - (5) Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
 - (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
 - (6) Exceptions to requirements for face coverings shall be as follows:
 - (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.
 - (c) The individual is in water.
 - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
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(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.

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

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

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- (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. door knobs, light switches, classroom sink handles, countertops).
- (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
- (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 - (i) Classroom desks and chairs;
 - (ii) Lunchroom tables and chairs;
 - (iii) Door handles and push plates;
 - (iv) Handrails;
 - (v) Kitchens and bathrooms;
 - (vi) Light switches;
 - (vii) Handles on equipment (e.g. athletic equipment);
 - (viii) Buttons on vending machines and elevators;
 - (ix) Shared telephones;
 - (x) Shared desktops;
 - (xi) Shared computer keyboards and mice;
 - (xii) Drinking fountains; and
 - (xiii) School bus seats and windows.

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- (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 to wash their hands after removing their gloves or after directly handling used food service items.

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

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

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

- (a) Stagger recess, if necessary.
 - (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
 - (c) The use of cones, flags, tape, or other signs to create boundaries between groups.

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

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

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

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

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

2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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.

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Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

b. Multi-Tiered Systems of Support (MTSS)

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

c. Wraparound Supports

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

e. Quality Child Care

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

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

[See Appendix L – Restart Committee]

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.

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- b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
 - c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
 - d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
 - e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
 - f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
 - (1) School Principal or Lead Person;
 - (2) Teachers;
 - (3) Child Study Team member;
 - (4) School Counselor or mental health expert;
 - (5) Subject Area Chairperson/Director;
 - (6) School Nurse;
 - (7) Teachers representing each grade band served by the school district and school;
 - (8) School safety personnel;
 - (9) Members of the School Safety Team;
 - (10) Custodian; and
 - (11) Parents.
 - g. The Pandemic Response Team is responsible for:
 - (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
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- (2) Adjusting or amending school health and safety protocols as needed.
 - (3) Providing staff with needed support and training.
 - (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
 - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
 - (6) Providing necessary communications to the school community and to the school district.
 - (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3. Scheduling

- a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
- b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
 - (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.

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- (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
 - c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
 - (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
 - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
 - d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:
 - (1) Provide teachers common planning time.
 - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
 - (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
 - (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
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- (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
 - (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See Appendix N – Scheduling of Students]

4. Staffing

- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.
- c. The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.

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- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
 - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
 - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
 - (3) Certification
 - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.
 - (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

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5. In-Person and Hybrid Learning Environments: Roles and Responsibilities
 - a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.
 - b. Instructional staff should:
 - (1) Reinforce social distancing protocol with students and co-teacher or support staff.
 - (2) Limit group interactions to maintain safety.
 - (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
 - (4) Become familiar with district online protocols and platforms.
 - (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
 - (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
 - (7) Provide regular feedback to students and families on expectations and progress.
 - (8) Set clear expectations for remote and in-person students.
 - (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
 - (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
 - (11) Instruct and maintain good practice in digital citizenship for all students and staff.
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- (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
 - (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
 - (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
 - (15) Limiting on-line activities for pre-school students.
- c. Mentor teachers should:
- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
 - (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
 - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
 - (5) Continue to maintain logs of mentoring contact.
 - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
 - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (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:

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- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
- (3) Prioritize vulnerable student groups for face-to-face instruction.
- (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- (7) Define and provide examples of high-quality instruction given context and resources available.
- (8) Assess teacher, student, and parent needs regularly.
- (9) Ensure students and parents receive necessary supports to ensure access to instruction.
- (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.

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- (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
 - (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
 - (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
 - (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
 - (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
 - (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
 - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.
 - (2) Facilitate the virtual component of synchronous online interactions.
 - (3) Manage an 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).

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

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g. Substitutes

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

- (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
- (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
- (3) To the extent possible, provide district one-to-one instructional devices and connectivity.
- (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).

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

- (1) Train student teachers to use technology platforms.
- (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.

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- (3) Survey assistant teachers to determine technology needs/access (Pre-school).
 - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- c. Student teachers should:
- (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
 - (2) Lead small group instruction (in-person to help with social distancing).
 - (3) Co-teach with cooperating teacher and maintain social distancing.
 - (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - (5) Implement modifications or accommodations for students with special needs.
 - (6) Facilitate one-to-one student support.
 - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.
 - (9) Develop online material or assignments.
 - (10) Pre-record direct-instruction videos.
 - (11) Facilitate student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:

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- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
- (2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
- (3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
- (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
- (5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

7. Athletics

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

[See Appendix P – Athletics]

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C. Policy and Funding

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

1. School Funding

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

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- (1) Elementary and Secondary School Emergency Relief Fund;
- (2) Federal Emergency Management Agency – Public Assistance; and
- (3) State School Aid.

b. School District Budgets

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

c. School Funding

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

(1) Purchasing

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

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

The school district shall apply for the approval from the Commissioner of Education prior to performing certain budget actions, such as withdrawing from the emergency

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reserve or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

(3) Costs and Contracting

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

D. Continuity of Learning

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

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

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

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

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

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

2. Technology and Connectivity

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

- b. Districts should:

- (1) Conduct a needs assessment.
- (2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
- (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
- (4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
 - (a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

3. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address

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any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).

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

- c. Virtual and Hybrid Learning Environment

- (1) Curriculum

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

- (2) Instruction

- (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
 - (b) In crafting an instructional plan, the school district should consider the following:
 - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to

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ensure all students have access to high-quality instruction.

- (ii) Design for student engagement and foster student ownership of learning.
- (iii) Develop students' meta-cognition.
- (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
- (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
- (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(3) Assessment

- (a) For the purposed of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
- (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
- (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
- (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.

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- (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
 - (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

4. Professional Learning

- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
- b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.
- c. Professional learning opportunities should be:
 - (1) Presented prior to the beginning of the year;
 - (2) Presented throughout the school year;
 - (3) Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
 - (4) Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and
 - (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.

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- (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
- (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
- (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
- (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

e. Evaluation

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

5. Career and Technical Education (CTE)

- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
- b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
- c. Guiding Principles

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- (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
 - (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.
- d. Quality CTE Programs
- (1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLS, CTE Core Content Standards, industry certifications, college credit agreements, etc.
 - (2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.
- e. Work-Based Learning
- Students must be provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person. The school district should consider work-based learning opportunities addressed in the administrative code.
- f. Career Advisement and Development
- Strong career advisement in conjunction with business and community partnerships are essential components of CTE programs and cannot be compromised in a time of increased social distancing; therefore, modifications must be developed to maintain program quality.
- g. CTE Recruitment and Retention
- CTE teachers require support in transforming their curricula and shifting their instructional practices to meet the needs of the changing classroom environments in a time of social distancing.
- h. Funding to Support CTE Programs

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

Appendices

Restart and Recovery Plan to Reopen Schools

RESTART & RECOVERY PLAN

South Hackensack Board of Education

Fall 2020

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HEALTH & SAFETY: CONDITIONS FOR LEARNING:

In this Health and Safety Section, the provisions marked "anticipated minimum standards" as outlined in the NJDOE Guidance have been incorporated into the Board's Plan and related protocols, as applicable. The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards.

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:

- #1. General Health And Safety Guidelines**
- #2. Classrooms, Testing, And Therapy Rooms**
- #3. Transportation**
- #4. Student Flow, Entry, Exit, And Common Areas**
- #5. Screening, PPE, And Response To Students And Staff Presenting Symptoms**
- #6. Contact Tracing**
- #7. Facilities Cleaning Practices**
- #8. Meals**
- #9. Recess/Physical Education**
- #10. Extracurricular Activities And Use Of Facilities Outside Of School Hours**

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Appendix A

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

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

- a. Protocol for High Risk Staff Members
 - b. Protocol for High Risk Students
- During Phase I, upon entry into the school building, wellness checks will be enforced with temperature checks for all students.
 - During Phase I, upon entry into the school building, wellness checks will be enforced with a COVID-19 Google Form Questionnaire for all staff/faculty.
 - Wellness and Temperature checks will be performed on a staggered schedule for grades bands (PreK-2; 3-5; 6-8) upon arrival and entry into the building.
 - Primary Grades: Pre-Kindergarten to Grade 2 will have temperatures taken in a designated entrance prior to entry.
 - Grades 3-8 will enter through main entry points that will house the Temperature Kiosk scanning devices.
 - Anyone displaying a temperature at or above 100.4 degrees will be sent immediately to the isolation room, in the nurse's office. Nurse will assess the situation. If it is a child; parent will be notified and have one hour to pick up the child. If it is an adult, the nurse will be the sole person to make the determination to send that person home.
 - Social Distancing will be practiced at all times. *Students and staff will be required to wear masks at all times *(NOTE: As per Gov. Murphy's announcement of Aug. 3rd 2020). Classes can be brought outside for learning opportunities and breaks.
 - When a teacher or staff member circulates around the room or children get out of their seat, they must wear the mask. Teachers and staff will be equipped with masks and face shield. Masks must be worn at all times when inside the building. There will be constant reminders about health and safety at all times, i.e., social distancing reminders, masks in common areas, frequent hand washing, refraining from sharing items, covering your mouth when coughing, etc.

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- Water fountains will be turned off and covered. Water may be brought in by staff and students. Under no circumstances can items be shared.
- There will be one designee from the “Pandemic Response Team” to gather updates from the Bergen County Department of Health to disseminate new guidelines and breaking information to keep the Pandemic Response Team current.
- One-way hallways will be provided where feasible. All students and staff traveling through hallways will be required to wear a mask. It is highly recommended that while traveling through hallways, all human traffic will try to stay at least an arm’s length from each other.
- Classrooms that are vacated will be disinfected as soon as possible.
- Surveys will be sent out to establish baseline information for those who are at a high risk for severe illness and for those parents who opt to keep their children home for virtual learning. At that point, the district will make provisions for those health compromised individuals to work virtually if possible.
- Universal protocols for “Mental Health” will be devised and implemented by our district. Information will be shared with appropriate school personnel such as school administration & CST members.
- Isolation measures will be in compliance with CDC guidelines and safe & social distancing. Protocols for those becoming ill after entry to the building will be implemented. If a child becomes ill, the nurse’s office will be immediately called to be sure that there is availability to access the nurse’s office or “sick” room. Children under grade 5 will be accompanied to nurse by an adult who is masked and keeps within protocol distance. “Sick” Room is inside the Nurse’s Office.
- The South Hackensack School District will limit any mandated immunizations to two weeks after immunizations are due. Students cannot attend school with pending immunizations over a two-week period. (N.J.A.C 8:57-4.2); (Policy#5320)
- The district will abide by all applicable local, state, and federal statutes and regulations to make available personal protective equipment (PPE) as required by such laws.
- The district will immediately inform staff, families, and the school community when they have been or may have been exposed to contagious disease, illness, or hazards.

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Protocol for High Risk Staff Members

- All schools will promote behaviors that reduce the spread of Covid-19, including: staying home when appropriate, hand hygiene and respiratory etiquette, face coverings, and display of signs and messages.
- Staff who are considered at higher risk for severe illness should consult with their physician and administrator.
- School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
- School officials will ensure staff who are at higher risk for severe illness are protected and supported, such as providing options for remote work and remote learning.
- 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.

Protocol for High Risk Students

- Students who are considered at higher risk for severe illness will be provided the opportunity for full-time remote learning. This includes, but is not limited to: medically fragile students with Individualized Education Programs (IEPs), students with complex disabilities with IEPs; and/or students who require accommodations under a plan in accordance with the Section 504 of the Rehabilitation Act of 1973. School officials will ensure students who are at higher risk for severe illness are protected and supported, such as providing options for remote work and remote learning.

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Appendix B

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

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

- a. Social Distancing in Instructional and Non-Instructional Rooms*
- b. Procedures for Hand Sanitizing/Washing*

A. Staff:

- will be required to complete a COVID-19 Google Form Questionnaire prior to arriving to work; anyone above 100.4 will not be allowed admittance – Log sheet.
- will be required to wear a mask at all times – One will be provided if needed -
- will be given face shields to wear in the classrooms for use when teaching.
- will maintain social distancing throughout the process whenever allowable.
- will have a separate bin to put all used materials in to be disinfected.
- Will limit the sharing of materials between students and place all non-disposable used materials into designated bin to be disinfected.
- Will wash or disinfect hands between testing of students at a sink or with supplied alcohol-based hand rub.
- Will wash hands with soap and water for at least 20 seconds.
- Will, if soap and water are not readily available, [use an alcohol-based hand sanitizer](#) that contains at least 60% alcohol to clean hands.
- Staff will teach and reinforce the importance of proper hand hygiene as a behavior that reduces spread.
- Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.

B. Students:

- Students will remain in cohorts and staff/faculty will rotate to provide instruction.
- Limited student movement with the exception of Special Education pull out services, ELL services, Basic Skills instruction, and/or related services.

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- Three-sided plastic desk shields affixed to each student desk and student work space.

C. Procedures for Hand Sanitizing/Washing:

- Each classroom contains hand sanitizer stations that are mounted to the wall just inside classroom doors.
 - In each classroom (for staff and older children who can safely use hand sanitizer; Children ages 5 and younger should be supervised when using hand sanitizer).
 - At entrances and exits of buildings.
 - Near lunchrooms and bathrooms.
 - For classrooms that have existing handwashing stations, prepare stations with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- Students will be asked to use hand sanitizer/washing frequently including, but not limited to: entry into the classroom, exiting the classroom to another classroom, space, or hallway; upon return from another classroom, space, or hallway; before/after snack, after Physical Education class;

D. Students/Families:

- Family entry into school will be limited; scheduled appointments are necessary.
- Family members will be asked to wait outside the building or in cars and students will be escorted to exit upon completion of the school day. If the family must drop off a forgotten item (i.e. glasses, etc.) , the family member will leave the item in a bin outside the entrance and call main office to pick up the item from the bin.
- Family members will only enter the building when necessary and then must answer questions, have temperature checked, and wear a mask. No more than two family members may accompany a child into the building.
- Will be asked if they have displayed any COVID-19 symptoms in the last 24-48 hours – *complete form*
- Will be asked to take their temperature before entering the testing room/building
- All participants other than children 8 years and younger will be asked to wear masks. A mask will be provided if needed. Masks are recommended for all participants.

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- Will maintain social distance (6ft apart) throughout the process when possible.

E. Testing Rooms and Therapy Rooms: Rooms 112, 129-131,

- Rooms may be reused after disinfected and ventilated for time stated on disinfectant product as per OSHA guidelines.
- Rooms will have visible signs and messages showing proper hygiene practices (coughing/sneezing) and face mask information.
- Coughing and Sneezing: a box of tissues and hand sanitizer will be readily available. Tissues are to be placed in a no touch trash can immediately after use.
- Cover your mouth and nose with a tissue when you cough or sneeze.
- Throw used tissues in the trash.
- If you don't have a tissue, cough or sneeze into your elbow, not your hands.
- All rooms will be disinfected immediately after use by the custodial staff using the disinfectant sprayer.
- Rooms will be set up using only what is needed to conduct tests and evaluations.

For example: Manipulatives, blocks, puzzle pieces, plastic characters, toy houses, etc.

- Parents/Child will be escorted to the designated bathrooms.

Remember to immediately wash your hands after blowing your nose, coughing or sneezing. (CDC signs posted)

***All participants that indicate on the form that they have symptoms and/or displays a temperature of 100.4 or higher will be asked to reschedule their appointment at a later date and no entrance into the building will be granted. ***

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Appendix C

Critical Area of Operation #3 – Transportation

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

- a. Student Transportation*
- b. Social Distancing on School Buses*

A. Social Distancing on School Buses

When applicable, students will maintain social distancing, a face covering must be worn upon entering the school bus by all students who are able to do so. If social distancing is not possible, face covering must be worn at all times.

- Exceptions to the requirement of face coverings
 - Doing so would inhibit the individual's health.
 - The students documented medical condition or disability as reflected in an Individual Education Program (IEP) precludes the use of a face covering.

B. Bus drivers are required to wear face coverings while loading and unloading the bus

- Bus drivers may remove face coverings while operating the vehicle.
- Bus attendants are required to wear face coverings at all times.
- Contracted bus companies will be required to follow the same protocols for the use of face coverings as set forth by the Board of Education.

C. Screening and response to students and staff presenting symptoms

- All bus drivers and attendants shall be screened upon arrival to work for COVID-19 symptoms and a history of exposure.
- Bus drivers, attendants, or designated staff must visually check students for symptoms upon arrival to the bus. Procedures may include temperature checks and/or confirm with families that students are free of COVID-19 symptoms.

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- Results must be documented when signs/symptoms of COVID-19 are observed.
- Screening protocol will take into account students with disabilities and accommodations that may be needed in the screening process for those students with a documented medical condition or disability.
- Anyone exhibiting signs/symptoms of COVID-19 as defined by the New Jersey Department of Health (NJDOH) will be denied entry to the bus.

D. Cleaning and Disinfecting School Buses

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

E. General Operations

- All curb to curb pick up and drop offs will be adhered to as per the students Individual Education Program (IEP).
- All pick up and drop offs will be conducted at the students residence only
 - If special accommodations are needed as per the students IEP to pick up/drop off at a child care facility the staff at the facility must comply with Board of Education protocols and policies.
- Students that do not require curb to curb service will be required to take the bus at the designated bus stops for the respective school districts
 - a. Garfield Park of South Hackensack residents designated bus stop will be Saddle River Rd.
 - b. South Hackensack residents attending Hackensack High School designated bus stop will be the corner of Phillips Ave./Calicooneck Ave.
- All students will be assigned to a bus and a time to board the bus for departure
 - a. Students will only be permitted ride their assigned bus.
 - b. Students that miss their designated bus will not be permitted to ride another bus. It will be the responsibility of the student and family to transport.

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F. Out-of-District Students

- South Hackensack School District will be following the SBJC Guidelines for transporting students during the 2020-2021 school year.
- The following guidelines will be followed:
 - 54-passenger will have no more than 11 students/plus one bus aide, when an aide is required.
 - 29-passenger (those available) will have no more than 6 students/plus one bus aide, when an aide is required.
 - 24-passenger will have no more than 5 students/plus one bus aide, when an aide is required.
 - 16-passenger will have no more than 4 students/plus one bus aide, when an aide is required.
 - 7-passenger no more than 1 student/plus one bus aide, when required.

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Appendix D

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

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

- a. Location of Student and Staff Screening*
 - b. Social Distancing in Entrances, Exits, and Common Areas*
- Upon arrival on school property, all persons must be wearing a mask. Cones and/or markings will be designated when all persons should stand to wait for arrival.
 - Arrival times will be staggered per grade band for arrival to avoid crowds.
 - Temperatures will be taken upon entry. (At each designated entry door of the building - 3 temperature scanning operations will take place).
 - South Hackensack Memorial School will use the following entry/exit doors according to the egress plan of the first floor for screenings:
 - a. Exit C (Main Entrance) - 50% of Grades 6 & 7; 3 & 5; PreK & 1
 - b. Exit F (Great Hall) - 50% of Grades 6 & 8; 3 & 4; 2
 - c. Exit E (Back Field) - 50% of Grades 7 & 8; 4 & 5; K & 1
 - Markings; 6 ft apart will be on the floor to emphasize social distancing.
 - One way traffic flow where applicable - one way signs posted on walls, arrows posted on floor.
 - Classrooms will be arranged with student desks 6ft apart, forward-facing. (Non essential classroom furniture will be removed.)
 - Students will be on a hybrid model 3-2, 2-3. Extensive cleaning will commence after minimum session dismissal day.
 - No assemblies will take place during the school day.
 - Lunch will not be served but rather a grab and go option.
 - Dismissal will be done at staggered times to avoid crowding at exit doors.
 - PreK dismissed at Exit A (1pm)
 - Kindergarten dismissed at Exit G (1pm)
 - Grade 1 dismissed at Cafeteria Doors (1pm)
 - Grade 2 dismissed at Exit F (1pm)
 - Grade 3 dismissed at Exit F (12:45pm)
 - Grade 4 dismissed at Exit Cafeteria Doors (12:45pm)
 - Grade 5 dismissed at Exit E (12:45pm)
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- Grade 6 dismissed at Exit D (12:30pm)
- Grade 7 dismissed at Exit E (12:30pm)
- Grade 8 dismissed at Exit F (12:30pm)
- Students messengers will not be encouraged unless in an emergency.
- Masks should be worn at all times during dismissal times.

Middle School

- Entry Points / Temperature Scans (Directly to Period 1 as the Homeroom).
- Dismissal from Classroom (as Homeroom).
- Elimination of Physical Education lockers.
- Use of backpacks to carry items.
- Laptop bags to carry Chromebooks.
- One Way Traffic Flow / Floor Arrows where feasible.
- Elimination of non-essential classroom furniture.
- Rearrangement of classroom furniture, if necessary, to maintain six feet of separation.
- Use of smaller desks / elimination of tables.
- Teachers will travel to the student cohort rooms with support staff supervising students during passing times.
- Grab and Go lunch(logistics to be determined).

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Appendix E

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

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

A. Screening Procedures for Students and Staff

- South Hackensack School District will screen all employees upon prior to arrival for symptoms and history of exposure;
- All South Hackensack School District employees will be required to complete a COVID-19 questionnaire prior to arrival for symptoms and history of exposure;
- Results of the COVID-19 questionnaire will be documented when signs/symptoms of COVID-19 are observed;
- South Hackensack School District will screen all students upon (which includes a temperature check) at three designated entrance locations;
 - a. staggered entry times
 - b. signage and markings promoting adherence to social distancing measures;
 - c. face masks

B. Protocols for Symptomatic Students and Staff

- Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others.
- If South Hackensack becomes aware that an individual tests positive for COVID-19, district officials will immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

C. Protocols for Face Coverings

- Mandatory face coverings for all students/staff. There may be individual student/staff circumstances where medical needs override the ability to wear a mask. In such cases, a medical note will be required and accommodations will need to be considered.
- Staff/faculty will be required to wear district provided face shields in addition to face coverings.
- South Hackensack will provide 2 face coverings for each student/staff member. Students and staff may wear their own choice of face coverings (must be school appropriate and free of profanity, political messaging) in addition to and/or in lieu of the school provided coverings.

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Appendix F

Critical Area of Operation #6 - Contact Tracing

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

A. Coordination:

- a. The South Hackensack School District, Bergen County Communicable Disease Division, Hackensack Department of Health, and the Bergen County Department of Health will work together to execute contact tracing protocols.
- b. Hackensack Department of Health: (201) 646-3965
- c. South Hackensack School District will be required to report any suspect/(+) COVID cases to Bergen County Department of Health Services Communicable Disease Division in addition to the local health department where the student/staff member reside.
 - i. Bergen County Department of Health:
 1. Renee McCue RN 201-634-2657
rmccue@co.bergen.nj.us
 2. Maria Colasante RN 201-634-2652
mcolasante@co.bergen.nj.us
 3. Jan Ruggiero RN 201-634-2666
jruggiero@co.bergen.nj.us
- d. The “after hours” number is to be used only if a suspect or (+) Communicable Disease report is received after normal business hours or on a weekend or holiday:
 - i. Amy Monaco, Program Manager, Communicable Disease Control & Prevention
 1. Office: 201-634-2657
 2. Cell: 551-204-3047
 3. Email: Amonaco@co.bergen.nj.us
 - ii. After Hours: 201-785-8505

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B. Positive Cases:

- a. The local health department will contact the school nurse and work closely with them to determine possible case contacts. This applies to both students and staff cases.
- b. Those students and staff who test positive must follow strict isolation protocols:
 - i. At least 10 days from onset of signs and symptoms
 - ii. Improving symptoms
 - iii. No fever without medication in the past 3 days

C. Contact:

- a. Persons who must quarantine due to exposure to a positive case are considered contacts.
- b. To be considered a contact, a person must meet any of the three criteria:
 - i. Physical contact with a positive person
 - ii. Close contact: within 6 feet for 10 or more minutes
 - iii. Proximate contact: more than 6 feet but in the same room for an extended period of time
 - iv. Contacts will be identified and notified by the local health contact tracers to quarantine for 14 days starting on the day of case contact
 - v. Contacts of contacts do not quarantine, only contacts of cases;

D. Students and staff showing signs and symptoms:

- a. Any student or staff showing signs or symptoms will be immediately isolated and sent home.
- b. Those persons must have a medical documentation from a physician to return to school.

E. Notification:

- a. At this time, notification is only restricted to positive cases and contacts that meet the criteria described in contact tracing protocols.

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

The South Hackensack School District has instituted regular housekeeping practices, which include cleaning and disinfecting frequently used rooms and equipment, and other elements of the district work environment, where possible. Employees should regularly do the same in their personal work areas. Activities included in our cleaning/disinfecting/sanitizing plan but not limited to:

A. Procedures:

- Empty all the trash cans.
- Vacuum carpets or swept tiles floors and wet mop.
- Clean white boards.
- Clean all desk tops, tables and chairs.
- Sanitizing classrooms.
- Cleaning sinks/toilets in main bathrooms and in classroom bathrooms (PreK, K, 1st).
- Fill all dispensers for paper product or soap/hand sanitizer.
- Water fountains – will be shut off during Phase I and II of the reopening plan.
- Cleaning all the school offices, copy rooms, hallways including stairways/railings.
- Locker rooms.
- Playground will be closed off during Phase I and II of the reopening plan.
- Library/Media center/STEAM Lab.
- Gymnasium.
- Changing out class room filters and RTU 2 times a year.
- Schools/Buildings and highly trafficked areas will be cleaned at a minimum of twice per day. Employees performing cleaning will be issued proper personal protective equipment (“PPE”), such as nitrile, latex, or vinyl gloves and masks, as recommended by the CDC.
- Trash collection shall be performed only by an employee using nitrile, latex, or vinyl gloves. Trash receptacles shall be changed during the day to ensure that the classroom/work/rest rooms remain sanitary.
- All bathrooms will be cleaned and sanitized a least twice per day. The district will ensure that hand sanitizer dispensers are always filled. Frequently touched

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items (i.e. door pulls and toilet seats) will be disinfected frequently by district staff.

- District owned equipment will be cleaned at least once daily and shall be cleaned before a change in operator or rider.
- In the event that an employee tests positive for COVID-19, that employee's work area, and the school locations to which the employee traveled the day prior will be cleaned again and no other employee shall be permitted to access that class/work/rest room for 24-hours.
- The District will provide disinfecting/cleaning materials that are consistent with the CDC's and State's recommendations on supplies that are effective in killing/mitigating COVID-19. The District maintains Safety Data Sheets of all disinfectants used in schools and buildings and shall make those sheets available for any individual requesting them. Currently in use are:
 - Buckeye system that kills COVID-19 virus and all other viruses and bacteria.
 - Using a chlorine disinfectant Electrostatic gun between class and after school.
 - Using disinfecting spray & wipe that kill COVID-19 at the school.
- The South Hackensack School District will continue to monitor the CDC's guidance on cleaning and disinfecting.
(<https://www.cdc.gov/coronavirus/2019-ncov/community/cleaning-disinfecting-decision-tool.html>)

B. Ventilation/HVAC & Cleaning Practices

- All outside damper units regularly circulate in outside fresh air. They can be adjusted depending on outside conditions.
- All classroom air handler units have a fresh air component.
- All HVAC systems will be controlled remotely to ensure proper ventilation and air exchange.
- The district has a preventative maintenance plan in place for all equipment. It will be updated to include additional tasks for more frequent cleaning of the interior of HVAC materials.

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- The district will follow the manufacturer's recommendations for the replacement of unit air filters.
- The district will install MERV-13 air filters in all classroom air handler units.
- High touch areas of HVAC and other building service systems will be disinfected regularly.

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Appendix H

Critical Area of Operation #8 – Meals

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

A. Food Service and Distribution of Meals

- South Hackensack will operate on an “A and B” or “Blue and Gold” schedule for Phase 1.
- Grab and Go Meals will be available from 12:30 to 1:00 p.m. for pick up in the cafeteria for students that opt-out and for Group A and B on their off days.
- **Group A (Blue Group)**
 1. Group A (Blue Group) will have in-session days on Monday and Tuesday and Wednesday (every other week). In- person students will be served breakfast in the cafeteria at 8:00 a.m. to 8:25 a.m.
 2. Grab and Go lunches will be available in the cafeteria at dismissal.
 3. Pickup for Group B (Gold Group) will be available in the cafeteria on Mondays, Tuesdays, and Wednesdays (every other week) at 12:30pm.
- **Group B (Gold Group)**
 1. Group B (Gold Group) will have in-session days on Thursday and Friday and Wednesday (every other week). In-personal students will be served breakfast in the cafeteria at 8:00 a.m. to 8:25 a.m.
 2. Grab and Go lunches will be available in the cafeteria at dismissal.
 3. Pickup for Group A (Blue Group) will be available in the cafeteria on Thursdays, Fridays and Wednesdays (every other week) at 12:30pm.

Pickup Notes

- a. All breakfast and lunches will be “Cold Meals”
- b. All breakfast and lunches will be served in individual grab and go bags.
- c. Hot meals will not be served.
- d. Pickup schedules will allow for 50% or less of the population to pick up meals on any given day.
- e. Markings, 6 feet apart will be on the ground to emphasize social distancing.
- f. One way traffic flow will be posted on walls and arrows posted on the ground.

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- g. Grab and Go breakfast and lunch will be available for “remote only” students. Grab and Go Breakfast breakfast can be picked up daily between 8:00-8:25 a.m. outside the cafeteria. Grab and Go lunches can be picked up daily outside the cafeteria at 1:00 p.m.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

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

- School days will be operating on a limited session day, so no lunch periods will be held.
- Physical education classes, weather permitting, will be outside with students following social distancing measures.
- During Phase 1, students will not change for Physical Education (PE) classes. Students should wear comfortable clothes and appropriate footwear to school on the days they participate in physical education. .
- When indoors, students will continue to follow social distancing measures in the gymnasium with taped squares to assist with distancing awareness.
- No use of locker rooms; students will wear comfortable clothes and sneakers on physical education days.
- No sharing of physical education equipment within a class period for Phase 1. Will revisit for Phase 2.
- Individualized activities, such as exercise, and yoga and mindfulness activities will be considered in order to maximize social distancing.
- No use of water fountains near gymnasium, as all school fountains will be shut off and taped up. Students will bring water from home.
- Students and staff will sanitize hands after each PE class.

Recess - Grades K-5:

- Recess, where applicable, will be separated by classes to limit the number of students outdoors/backfield at any time.
- Students will remain with their cohort classes only.
- Students will be separated by at least six feet of open space with a marked delineation.
- Recess activities will be individualized activities and include but not be limited to:
 - exercise such as walking
 - dancing
 - stretching
 - mindfulness and yoga activities
 - hopscotch
- Students and staff will sanitize their hands immediately following any recess.

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Appendix J

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

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

- Virtual Field Trips will be integrated into the curriculum during the 2020-21 school year when applicable.
- Phase 1 and 2 will not allow facility usage to outside entities.
- Aftercare dates will be determined after Phase 1.
- Fall sports are cancelled for the 2020-21 school year. Winter and Spring Sports will be discussed after Phase 1.

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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.

- Supplemental resources will be provided to differentiate and support curricular needs for students including mindfulness and SEL.
 - School Psychologist will be available in-person or remote for crisis/emergency response while students are in school and remotely to support students, parents, and staff for non-urgent matters.
 - Remote counseling services will be provided utilizing Zoom/Google Meets for phone calls and online chats.
 - The School Psychologist will provide preventative measures including instructions on self-care, stress reduction, mindfulness activities and other activities designed to maintain a healthy mindset for all students and staff. These resources will be distributed via email, Google Classrooms, School Blackboard messenger app and school social media account.
 - Needs assessments will be created utilizing Google Forms and distributed to students and families to determine areas of need for appropriate and necessary mental health services and resources that can be provided by the Child Study Team and/or district Crisis Team.
 - Multi-Tiered Systems of Support (MTSS)
 - I&RS/504 Considerations for Transitioning Back to School
 - Outreach to families of students with plans prior to start of school.
 - Discuss potential accommodation adjustments with families as a result of Return to School Plan parameters.
 - Instructional Modifications will be determined to support learners having difficulty with transitioning.
 - Virtual Meetings with families and 504/I&RS Teams in September to ensure positive transition back to school.
 - Continued follow up with I&RS/504 families as school reopening plans changes throughout the school year.
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- Establishing Supports based on Need/Tiers:
- Tier 1 – Prevention and Universal Supports
 - Provide access to resources to self-care and mental health support (Social Emotional Learning and Mindfulness).
 - Promote trauma-sensitive and culturally responsive approach to instruction.
 - Educate parents and faculty/staff regarding how to identify struggling students and how to notify the district.
- Tier 2 – Establishing more intensive supports (in addition to Tier 1) that can be provided to students who are identified as at-risk for mental health and/or
 - School Psychologists, Social Workers, and/or School Counselors will continue to provide support to students in need.
 - Wrap Around Services will be provided via contract with Care Plus.
- Tier 3 – Individualized and intensive support for students who are identified as needing mental health and/or substance abuse interventions
 - Individual counseling with school counselors, case managers
 - (when applicable) and Care Plus Mental Health Clinician.
- Continued collaboration with local community providers, county resources such as the Traumatic Loss Coalition of Bergen County, and other organizations.

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Appendix L

Restart Committee

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

1. **Jason Chirichella - Acting Superintendent/Principal**
2. **Carla Moreno - Supervisor of Curriculum and Instruction**
3. **Priscilla Gonzalez - Administrative Assistant to the Acting Superintendent/Principal**
4. **Elizabeth Schaefer - Board Secretary**
5. **Silvio Marini - Head Custodian**
6. **Kristina Jimenez - School Nurse**
7. **Frank DiLorenzo - Local Education Association President (EASH)**
8. **Lisette Vidal - Local Education Association Vice President (EASH)**
9. **Anthony Aquilina - Board Member**
10. **Ashley Paladino - Board Member**
11. **Courtney Peterson - President of PEO, Executive Board; Parent**

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Appendix M

Pandemic Response Teams

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

1. **Jason Chirichella - Acting Superintendent/Principal**
2. **Carla Moreno - Supervisor of Curriculum & Instruction**
3. **Kristina Jimenez - School Nurse**
4. **Priscilla Gonzalez - Administrative Assistant to the Acting Superintendent/Principal**
5. **Nicollette Manresa - School Psychologist (School Counselor/Mental Health Expert)**
6. **Silvio Marini - Head Custodian**
7. **Marcos Polanco - Custodial Staff**
8. **Elizabeth Derogatis - Teacher Representative Grades PreK-2**
9. **Susan D'Elia - Teacher Representative Grades 3-5**
10. **Gina Kipp - Teacher Representative Grades 6-8**
11. **Mary Gould - ELL Coordinator; Teacher**
12. **James Donatello - Board of Education Member; South Hackensack Police Officer**
13. **Katherine Cutillo - Secretary of PEO, Executive Board; Parent**

The Pandemic Response Team is responsible for:

1. Overseeing each school's implementation of the district's reopening 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 COVID19 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 posted by COVID-19.
6. Providing necessary communications to the school community and to the district.
7. Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

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Appendix N

Scheduling of Students

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

- a. School Day
 - b. Educational Program
- South Hackensack School District will be offering two options within their School Reopening Plan:
 1. *High-quality In-Person/Hybrid Instruction:* This program will feature a combination of face-to-face instruction as well as a remote portion as part of the schedule.
 2. *Full Remote Learning Option:* full remote learning program and schedule will combine the best elements of the current model with synchronous and asynchronous instruction at home. For synchronous instruction, students will receive dates/times to meet with teachers and small groups of students

A. In-Person/Virtual Hybrid Instruction Plan Option

- In order to meet social distancing measures in the classrooms, the in-person instruction will run on a hybrid 50% capacity model.
 - (e.g.) Class roster of 20 students may be split into two cohorts:
 - The Blue Cohort {Group A-10 students} would attend on “blue” days for in-person instruction, while the Gold Cohort {Group B-10 students} would attend virtually. On “gold” days, the “gold” cohort would attend in-person, while the “blue” cohort would attend virtually.
 - Accommodations will be considered to keep siblings in the same cohort across grade levels.
 - Students will remain in these cohorts and staff/faculty will rotate to provide instruction.
 - This procedure will ensure limited student movement with the exception of Special Education pull out services, ELL services, Basic Skills Instruction, and/or other related services.
 - Staggered drop off/dismissal times. (*Subject to change, depending on student enrollment*)
 - 6th - 8th Grades: Arrival: 8:15-8:30am Dismissal: 12:30pm
-

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o 3rd-5th Grades: Arrival: 8:30-8:45am Dismissal: 12:45pm

o PreK-2nd grade: Arrival: 8:45-9:00am Dismissal: 1:00pm

- Special accommodations will be considered for arrival/drops off of siblings in the same family.
- At drop off, all students will be temperature screened.
- Prior to drop off, parents must complete a short questionnaire with COVID-19 screening questions.
- In-person school days will run on a limited session day (1:00pm dismissal), with a remote learning component in the afternoon.
- Desk shields will be affixed to each student desk and workspace.
- All students will be mandated to wear masks when social distancing cannot be maintained unless there are individual student circumstances where documented medical needs override the ability to wear a mask.
- Given our 50% capacity hybrid model, students MAY lower their masks while sitting at their desks behind their desk shield, as social distancing measures are being practiced.
- Situations in which the student is required to wear their face mask will include, but not limited to: entering/dismissing the school building, walking about the classroom or in the hallways, going to the restroom, getting personalized instruction from a faculty member, and any other situation where social distancing measures can't be met.
- Teachers/staff members will wear masks and face shields. There are times, when teachers may be in a whole group instruction format (e.g. at the board) where social distancing allows that a teacher may lower his/her mask, while still wearing the face shield, to provide instruction.
- Pre-K - 3rd Grades will continue to have snack time, as with all 1pm dismissal days; No lunch during a one-session day; grab and go lunch for your child to take home with them.
- Breakfast and free/reduced breakfast/lunch will still be available in a grab and go option.

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September Schedule for Hybrid: *Blue Group (A Group)*



A Group Key
Blue (in-person)
White (Virtual)

Monday	Tuesday	Wednesday	Thursday	Friday
31	1 <i>School Closed Staff Only</i>	2 <i>School Closed Staff Only</i>	3 <i>School Closed Staff Only</i>	4 <i>School Closed Staff Only</i>
7 <i>Labor Day School Closed</i>	8 A Day <i>First Day of School</i>	9 A Day	10 (Virtual)	11 (Virtual)
14 A Day	15 A Day	16 (Virtual)	17 (Virtual)	18 (Virtual)
21 A Day	22 A Day	23 A Day	24 (Virtual)	25 (Virtual)
28 A Day	29 A Day	30 (Virtual)	Oct. 1 (Virtual)	2 (Virtual)

September Schedule for Hybrid: *Gold Group (B Group)*



B Group Key
Gold (in-person)
White (Virtual)

Monday	Tuesday	Wednesday	Thursday	Friday
31	1 <i>School Closed Staff Only</i>	2 <i>School Closed Staff Only</i>	3 <i>School Closed Staff Only</i>	4 <i>School Closed Staff Only</i>
7 <i>Labor Day School Closed</i>	8 (Virtual) <i>First Day of School</i>	9 (Virtual)	10 B Day	11 B Day
14 (Virtual)	15 (Virtual)	16 B Day	17 B Day	18 B Day
21 (Virtual)	22 (Virtual)	23 (Virtual)	24 B Day	25 B Day
28 (Virtual)	29 (Virtual)	30 B Day	Oct. 1 B Day	Oct. 2 B Day

B. Full Remote Learning Program Option

- The return school plan provides a full remote learning option for families who choose not return to in-person schooling.
- For scheduling and planning purposes, South Hackensack School District will ask families to commit to full remote learning for the entirety of Phase 1 of the Reopening Plan, as below:

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- First marking period, until November 4th.
- Families/Students who begin In-Person/Virtual Hybrid Option and then decide to opt for full time remote learning will be required to submit their request to the Superintendent/Principal.
- The full time remote learning option will contain both synchronous and asynchronous instruction at home.
- For synchronous instruction, students will receive dates/times to meet with teachers and small groups of students.
- Participation in all class sessions will be required for students; attendance will be taken.
- **Educational Technology**
 - Students that choose to participate in remote instruction will have access to a Chromebook and wifi connection
 - South Hackensack Memorial has a 1:1 Chromebook initiative for all students.
 - Families that do not have Internet access will be asked to contact the district.
 - Students/families in need of connectivity/access to wifi/Internet will be provided with that access via Altice One by Optimum.
 - Training and technical support will be provided to students/families in need of assistance through our IT department as well as administration.
 - New learning platforms for students/families to assist in delivering instruction will include training by administrators and/or teachers/IT staff.

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Appendix O

Staffing

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

A. In-Person and Hybrid Learning Environments:

Roles and Responsibilities:

- In a fully in-person or hybrid learning environment, South Hackensack School District will 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.

A. Instructional staff are required to:

- 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.

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- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- Instruct and maintain good practice in digital citizenship for all students and staff.
- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- 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.
- Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
- Limiting on-line activities for Pre-Kindergarten students.

B. Mentor teachers are required to:

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

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- Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Consider alternative methods for classroom observations and avoiding in-person contact where possible.

C. Administrators:

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

- Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- Provide time for staff collaboration and planning. Prioritize practical science and practical CTE areas for on-site opportunities.
- Prioritize vulnerable student groups for face-to-face instruction.
- Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- 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).

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- 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 remote learning models.
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- 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.

B. Educational services staff members are required to:

- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.
- Manage online platform for small groups of in-person students while teacher is remote.
- Assist with the development and implementation of adjusted schedules.

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- Plan for the completion of course requests and scheduling (secondary school).
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.
- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

C. Support staff/paraprofessionals may be required to:

- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- 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.
- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.

D. Substitutes may be required to:

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

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- Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- Designate substitutes to a single school building or grade level to avoid too much movement between schools.
- Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

E. Educator Roles Related to School Technology Needs

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

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

F. Student Teachers

Student teachers are required to be prepared to start supporting instruction on day one; the South Hackensack School District will :

- Train student teachers to use technology platforms.
- Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
- Survey assistant teachers to determine technology needs/access (Pre-school).

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

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G. Additional Staff Concerns

South Hackensack School District will also be prepared to navigate additional staffing concerns and topics and may also consider:

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

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Appendix P

Athletics

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

- South Hackensack School District will follow the guidance provided by the New Jersey Interscholastic Athletic Association (NJSIAA) for allowing school student- athletes to return to athletics.
- Fall sports are cancelled for the 2020-21 school year. Winter and Spring Sports will be discussed after Phase 1.

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Appendix Q

P1648.02 – Remote Learning Options for Families (M) (New)

On July 24, 2020, the New Jersey Governor and Commissioner of Education published guidance titled “Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021” (Remote Learning Guidance), regarding full-time remote learning. The Remote Learning Guidance is in response to the COVID-19 pandemic and supplements the New Jersey Department of Education June 26, 2020 guidance document, “The Road Back: Restart and Recovery Plan for Education” (NJDOE Guidance). This Remote Learning Guidance includes an additional “anticipated minimum standard,” as this phrase is used throughout the NJDOE Guidance. This additional “anticipated minimum standard” (required component) provides that, in addition to the methods and considerations explicitly referenced in the NJDOE Guidance for scheduling students for in-person, remote, or hybrid learning, families/guardians (hereinafter referred to as “parents”) may submit, and school districts shall accommodate, requests for full-time remote learning.

To ensure clarity and consistency in implementation of such full-time remote learning, the Remote Learning Guidance requires Boards of Education adopt policies that address, at a minimum:

1. Unconditional Eligibility for Full-Time Remote Learning;
2. Procedures for Submitting Full-Time Remote Learning Requests;
3. Scope and Expectations of Full-Time Remote Learning;
4. Procedures to Transition from Full-Time Remote Learning to In-Person Services;
5. Reporting; and
6. Procedures for Communicating District Policy with Families.

Policy Guide 1648.02 has been developed to address the provisions in the Remote Learning Guidance, including all six areas listed above. Policy Guide 1648.02 must be adopted by the Board.

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The Remote Learning Guidance requires school districts to provide a process for a parent to request full-time remote learning which shall be included in a school district's Restart and Recovery Plan (Plan) in addition to the required methods and considerations explicitly referenced in the NJDOE Guidance for scheduling students for in-person, remote, or hybrid learning. Therefore, in addition to the Board adopting Policy Guide 1648.02, Policy Guide 1648.02 must be added to the school district's Plan submitted to the Executive County Superintendent. The last provision in Policy Guide 1648.02 indicates this Policy Guide will also be included in the school district's Plan as "Appendix Q – Remote Learning Options for Families." Policy Guide 1648.02/Appendix Q provides the process for a student to transition into and out of full-time remote learning as required in the Remote Learning Guidance. This process will supplement the school district's locally developed protocols for in-person and/or hybrid instruction and virtual/remote learning in the school district's Plan "Appendix N – Scheduling of Students." Policy Guide 1648.02 has several options a school district must select regarding the written request from a parent to address a student transitioning between full-time remote and in-person services.

This Summary, Policy Guide 1648.02, and a supplemental Appendix page for Appendix Q are available for download under the "Policy Alerts" tab – "Other Downloads" section on our website, www.straussesmay.com. This Policy Guide is mandated and must be adopted by the Board and also included under Appendix Q in the school district's Plan.

Policy Guide 1648.02 is **MANDATED**

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CHART OF USEFUL LINKS

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

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	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/

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	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/
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

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	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/NJDOE/GMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
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
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related	IDEA	https://sites.ed.gov/idea/

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Services to Students with Disabilities		
	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/virtualprofessionallearning.shtml
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