

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

Watchung Borough School District

Board of Education

Fall 2020

RESTART & RECOVERY PLAN

TABLE OF CONTENTS

	Page #
Introduction	4
A. Conditions for Learning	6
1. Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning	6
a. Critical Area of Operation #1 General Health and Safety Guidelines	7
b. Critical Area of Operation #2 Classrooms, Testing, and Therapy Rooms	8
c. Critical Area of Operation #3 Transportation	10
d. Critical Area of Operation #4 Student Flow, Entry, Exit, and Common Areas	11
e. Critical Area of Operation #5 Screening, PPE, and Response to Students and Staff Presenting Symptoms	11
f. Critical Area of Operation #6 Contact Tracing	14
g. Critical Area of Operation #7 Facilities Cleaning Practices	14
h. Critical Area of Operation #8 Meals	16
i. Critical Area of Operation #9 Recess/Physical Education	16
j. Critical Area of Operation #10 Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours	18
2. Academic, Social, and Behavioral Supports	18

RESTART & RECOVERY PLAN

	Page #
a. Social Emotional Learning (SEL) and School Climate and Culture	19
b. Multi-Tiered Systems of Supports (MTSS)	19
c. Wraparound Supports	19
d. Food Service and Distribution	20
e. Quality Child Care	20
B. Leadership and Planning	21
1. Establishing a Restart Committee	21
2. Pandemic Response Teams	22
3. Scheduling	23
4. Staffing	25
5. In-Person and Hybrid Learning Environments: Roles and Responsibilities	27
6. Educator Roles Related to School Technology Needs	32
7. Athletics	35
C. Policy and Funding	36
1. School Funding	36
D. Continuity of Learning	38
1. Ensuring Delivery of Special Education and Related Services to Students with Disabilities	38
2. Technology and Connectivity	39
3. Curriculum, Instruction, and Assessments	40
4. Professional Learning	43
5. Career and Technical Education (CTE)	44
Appendices	46

RESTART & RECOVERY PLAN

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.

RESTART & RECOVERY PLAN

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.

RESTART & RECOVERY PLAN

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.

RESTART & RECOVERY PLAN

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.

RESTART & RECOVERY PLAN

- (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

RESTART & RECOVERY PLAN

least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

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

RESTART & RECOVERY PLAN

- (b) At entrances and exits of buildings.
- (c) Near lunchrooms and toilets.
- (d) Children ages five and younger should be supervised when using hand sanitizer.
- (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

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

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

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

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

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

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

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

RESTART & RECOVERY PLAN

(3) For exceptions to face covering requirements, see Critical Area of Operation #5.

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

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

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

(1) The Board’s Plan should establish the process and location for student and staff health screenings.

(2) Even when physical distancing (six feet apart) can 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.

RESTART & RECOVERY PLAN

- (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
 - (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:
- (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
 - (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials. Notification to staff and parents and any additional actions will be made on an individual basis under the direction of local and county health official, 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

RESTART & RECOVERY PLAN

remain in isolation with continued supervision and care until picked up by an authorized adult.

- (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
 - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (5) Students are **required** to wear face coverings, unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children of individuals with disabilities.
- (a) Accommodation for students who are unable to wear a face covering should be addressed according

RESTART & RECOVERY PLAN

to that student's need and in accordance with all applicable laws and regulations.

- (6) Exceptions to requirements for face coverings shall be as follows:
 - (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.
 - (c) The individual is in water.
 - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
 - (e) The student is under the age of two, due to the risk of suffocation.
 - (f) During the period that a student is eating or drinking.
 - (g) Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistance (e.g. face coverings should not be worn by Pre-K students during nap time).
 - (h) The student is engaged in high intensity aerobic or anaerobic activities.
 - (i) Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location **and** able to maintain a physical distance of six (6) feet apart.
 - (j) When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.
- (7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be

RESTART & RECOVERY PLAN

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

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

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

- (1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
- (2) The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
 - (a) A schedule for increased routine cleaning and disinfection.
 - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily

RESTART & RECOVERY PLAN

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

- (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
- (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 - (i) Classroom desks and chairs;
 - (ii) Lunchroom tables and chairs;
 - (iii) Door handles and push plates;
 - (iv) Handrails;
 - (v) Kitchens and bathrooms;
 - (vi) Light switches;
 - (vii) Handles on equipment (e.g. athletic equipment);
 - (viii) Buttons on vending machines and elevators;
 - (ix) Shared telephones;
 - (x) Shared desktops;
 - (xi) Shared computer keyboards and mice;
 - (xii) Drinking fountains; and
 - (xiii) School bus seats and windows.

RESTART & RECOVERY PLAN

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

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

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

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

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

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

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

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

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

RESTART & RECOVERY PLAN

- (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]

RESTART & RECOVERY PLAN

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

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

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

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

2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

RESTART & RECOVERY PLAN

SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. The strategy is being developed by school officials.

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. The strategy is being developed by school officials.

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. The strategy is being developed by school officials.

d. Food Service and Distribution

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

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. The strategy is being developed by school officials.

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

B. Leadership and Planning

The Leadership and Planning Section of the Board's Plan references guidance, requirements, and considerations for the school district regarding district and

RESTART & RECOVERY PLAN

school-wide logistical and operational issues with which administrators will contend in planning to reopen schools.

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

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

1. Establishing a Restart Committee

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

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

RESTART & RECOVERY PLAN

- a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
- b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
- c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
- d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
- e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
- f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
 - (1) School Principal or Lead Person;
 - (2) Teachers;
 - (3) Child Study Team member;
 - (4) School Counselor or mental health expert;
 - (5) Subject Area Chairperson/Director;
 - (6) School Nurse;
 - (7) Teachers representing each grade band served by the school district and school;
 - (8) School safety personnel;
 - (9) Members of the School Safety Team;
 - (10) Custodian; and
 - (11) Parents.
- g. The Pandemic Response Team is responsible for:

RESTART & RECOVERY PLAN

- (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
 - (2) Adjusting or amending school health and safety protocols as needed.
 - (3) Providing staff with needed support and training.
 - (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
 - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
 - (6) Providing necessary communications to the school community and to the school district.
 - (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3. Scheduling

- a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
- b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.

RESTART & RECOVERY PLAN

- (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
 - (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
- c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
- (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
 - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:
- (1) Provide teachers common planning time.
 - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.

RESTART & RECOVERY PLAN

- (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
 - (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
 - (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
 - (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board’s Plan.

[See Appendix N – Scheduling of Students]

4. Staffing

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

RESTART & RECOVERY PLAN

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

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

RESTART & RECOVERY PLAN

[See Appendix O – Staffing]

5. In-Person and Hybrid Learning Environments: Roles and Responsibilities
 - a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.
 - b. Instructional staff should:
 - (1) Reinforce social distancing protocol with students and co-teacher or support staff.
 - (2) Limit group interactions to maintain safety.
 - (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
 - (4) Become familiar with district online protocols and platforms.
 - (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
 - (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
 - (7) Provide regular feedback to students and families on expectations and progress.
 - (8) Set clear expectations for remote and in-person students.
 - (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
 - (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).

RESTART & RECOVERY PLAN

- (11) Instruct and maintain good practice in digital citizenship for all students and staff.
 - (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
 - (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
 - (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
 - (15) Limiting on-line activities for pre-school students.
- c. Mentor teachers should:
- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (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.

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

- (9) Facilitate the virtual component of synchronous online interactions.
- (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

RESTART & RECOVERY PLAN

- b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:
 - (1) Train student teachers to use technology platforms.
 - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
 - (3) Survey assistant teachers to determine technology needs/access (Pre-school).
 - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

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

RESTART & RECOVERY PLAN

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

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

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

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

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

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

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

[See Appendix O – Staffing]

7. Athletics

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

[See Appendix P – Athletics]

RESTART & RECOVERY PLAN

C. Policy and Funding

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

1. School Funding

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

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

- b. School District Budgets

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.

RESTART & RECOVERY PLAN

(1) Purchasing

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

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

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

(3) Costs and Contracting

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

D. Continuity of Learning

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

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

RESTART & RECOVERY PLAN

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

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

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
 - a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
 - b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
 - c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
 - (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
 - (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
 - (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

RESTART & RECOVERY PLAN

- (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- (5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.
- (6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

2. Technology and Connectivity

- a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.
- b. Districts should:
 - (1) Conduct a needs assessment.
 - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
 - (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
 - (4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.

RESTART & RECOVERY PLAN

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

3. Curriculum, Instruction, and Assessment

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

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

c. Virtual and Hybrid Learning Environment

(1) Curriculum

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

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

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

(2) Instruction

- (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders,

RESTART & RECOVERY PLAN

teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.

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

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

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

(iii) Develop students' meta-cognition.

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

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

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

(3) Assessment

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

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

RESTART & RECOVERY PLAN

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

4. Professional Learning

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

RESTART & RECOVERY PLAN

- (4) Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and
 - (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.
- d. Mentoring and Induction
- (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
 - (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
 - (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
 - (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
 - (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.
- e. Evaluation
- (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
 - (2) School districts should develop observation schedules with a hybrid model in mind.
 - (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
 - (4) School districts should consider the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.
 - (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

RESTART & RECOVERY PLAN

5. Career and Technical Education (CTE)
 - a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
 - b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
 - c. Guiding Principles
 - (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
 - (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.
 - d. Quality CTE Programs
 - (1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLS, CTE Core Content Standards, industry certifications, college credit agreements, etc.
 - (2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.
 - e. Work-Based Learning

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

RESTART & RECOVERY PLAN

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

E. Full-Time Remote Learning Options

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

Appendices

Watchung Borough School District

Board of Education

Fall 2020

Appendix A

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

Appendix A includes 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

Reasonable accommodations will be provided for individuals who are in a high-risk category, including older adults, individuals with disabilities, and those who have serious underlying medical conditions, as documented by a physician. The district requires staff to complete a medical authorization process to determine eligibility for reasonable accommodations, in accordance with federal and state laws. Medical information will remain confidential in accordance with all applicable laws. Reasonable accommodations will be

The district will follow all state and federal laws allowing qualifying leaves of absence.

b. Protocol for High Risk Students

The district will provide reasonable accommodations for students with disabilities and students who have serious underlying medical conditions. If a parent makes a request for accommodations based on a serious underlying medical condition, the district will require families to provide medical documentation. Medical information will remain confidential in accordance with all applicable laws.

It is anticipated that additional or revised considerations may need to be included in this appendix throughout the duration of the pandemic.

Appendix B

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

Appendix B includes 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**

There will be no more than 50% capacity in the buildings. The desks will be arranged so they all face the same direction, to the extent practicable. This will allow for at least six feet of social distancing when students are at their desks. The students will be required to wear face coverings even when socially distanced from others, unless it will inhibit the child's health. Students who cannot wear face coverings for medical reasons will be accommodated on an individual basis, pursuant to all applicable laws. A doctor's note will be required.

- Media Centers have arranged furniture and marked the floor to designate permissible seating and workstations at 6 feet apart.
- Gymnasiums will be gridded with floor tape designating 6-foot personal activity areas.
- Professional spaces, such as office areas, have furniture arrangement to allow for 6 feet of social distance. Main offices will have plexiglass barriers.
- Shared materials will be very limited and teachers will be equipped with cleaning supplies to clean between usage, if necessary.
- In grades 2-8, Chromebooks will be provided for a 1:1 environment, eliminating the need for shared technology. The sharing of manipulatives and other objects should not take place among students. If necessary, any objects will be sanitized in between use.

Staff and visitors will be required to wear face coverings, unless it will inhibit the individual's health. Visitors will be limited. Meetings that would involve visitors (such as IEP and 504 meetings) will continue to be held as virtual meetings to reduce the rate of outside visitors and to maintain social distancing protocols.

The Child Study Team and Related Service testing/assessment will resume on a case-by-case basis, with individual students and staff working one-on-one. All social distancing protocols will be observed.

With the overall objective of maximizing fresh outdoor air flow, ventilation systems, air conditioning, and accompanying filters will be maintained according to the manufacturer's specifications. Students will be taken outside when weather and conditions permit. When feasible, windows will be opened to generate more fresh air flow.

Procedures for Hand Sanitizing/Washing

- Hand sanitizer stations are set up at every building entrance, in every classroom/instructional space, and outside every bathroom. A combination of touch free dispensers and manual pump bottles will be supplied and maintained by the schools. Requests for students to bring their own hand sanitizer as a school supply will further be made.
- At the start of each period (in elementary schools, by the hour) there will be designated and mandatory hygiene protocols requiring hand washing/sanitizing.
- Students and staff will be encouraged to use hand sanitizer upon arriving to and leaving each instructional space.
- Students and staff will be encouraged to wash hands upon entering and exiting bathrooms and the nurse's office.
- Signage will be displayed throughout the school prompting and reminding staff and students to wash hands and use hand sanitizer.
- Staff will instruct students on proper hand washing etiquette.
- Soap used will be anti-bacterial, and hand sanitizers will contain 60% ethanol.

It is anticipated that additional or revised considerations may need to be included in this appendix throughout the duration of the pandemic.

Appendix C

Critical Area of Operation #3 – Transportation

Appendix C includes 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

The district will encourage alternative ways of getting to school whenever safely possible: walk, bike, parent drop-off.

In addition to operating two district buses, the district has coordinated transportation services through Watchung Hills Regional High School and through education services commissions and jointures. The district's transportation department will maintain ongoing communication with Watchung Hills Regional High School and the other coordinators to ensure that cleaning and disinfecting is conducted twice per day and that appropriate training takes place for bus drivers, pursuant to the current guidance from the county and/or state. The district will disinfect its buses, properly train its drivers, and ensure drivers have proper safety equipment.

If a student is observed at a bus stop or attempting to board a school bus without a mask, the student will be told he or she must have a mask. In the absence of parental/guardian supervision, the driver will provide the student with a mask. No child with symptoms should be sent on a bus. Bus drivers will be provided with a phone number to report symptomatic children discovered on the route, as recommended by the county health department.

b. Social Distancing on School Buses

Buses will operate with social distancing to the greatest extent feasible. All students and bus drivers will wear face coverings. Family members may sit together. Any student who cannot wear a face covering for medical reasons will be addressed on an individual basis.

c. Safety Actions and Protocols

All safety actions and protocols for school staff and students when in the school building also apply to transportation, to the greatest extent possible.

- Only individuals who have completed the daily questionnaire should board the bus.
- Only individuals who are well and not exhibiting any symptoms should board the bus.
- Everyone boarding the bus must be wearing a face covering.

- Hand sanitizer will be available on the bus. Everyone boarding the bus must use hand sanitizer.
- Students will board the bus and be seated from the back to the front in accordance with their assigned seats. When exiting the bus, students will be dismissed from the front of the bus first.

It is anticipated that additional or revised considerations may need to be included in this appendix throughout the duration of the pandemic.

Appendix D

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

Appendix D includes 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

Each day parents will be required to complete a short health screening checklist through the District's Student Information System (SIS) Genesis for each of their children. Staff will be doing the same. In addition, students will be visually screened upon arrival and before entering the school building. Accommodations will be provided for students with disabilities, on an as-needed basis.

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

There will be a staggered release from buses and masks will be required on school buses and upon arrival. Students will report directly to their homeroom classroom.

Pathways leading to entrances and exits to the building will be marked at six foot intervals. Multiple, monitored points of entry and exit for arrival and dismissal will be used. Hallways are marked with floor tape and signage to control directional flow. Accommodations for students with disabilities and young children will be provided.

Staggered release and eliminating locker usage will further minimize risk during passing times.

Student movement will be limited, and cohorts will be kept together as much as possible. If students must travel to another class, students will maintain social distancing protocols.

No parents or visitors are allowed in the school without an appointment and a mask, unless it will inhibit the individual's health. Parents and visitors must also comply with the health assessment screening procedures prior to entering the building.

Students departing school via parent pick up will be released earlier than students riding buses home.

It is anticipated that additional or revised considerations may need to be included in this appendix throughout the duration of the pandemic.

Appendix E

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

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

a. Screening Procedures for Students and Staff

Students: At the beginning of the school year, parents will be provided with information on symptoms of COVID-19, how to prevent its spread, and the signs to look for during a visual screening. Parents will be required to sign a pledge regarding daily temperature checks, health questionnaires, visual screenings, and exposure history.

Parents of students who will participate in-person at any time will be required to submit a daily questionnaire based on CDC screening guidelines through Genesis, the district student information system, for each child prior to the start of school each day. This means that parents that choose a hybrid model of instruction will complete the form every school day whether their child is in-person or virtual that day. Parents are required to keep their child home if they are sick. No students with symptoms should be sent to school on a school bus.

District staff will review the responses to the health questionnaire each day. In addition, staff will visually screen students prior to entry to a school building, and throughout the day, for symptoms of COVID-19. Staff will be provided with information on symptoms of COVID-19, how to prevent its spread, and the signs to look for during a visual screening. Any student identified to have COVID-19 compatible symptoms based on the responses to the health questionnaire, pre-entry screening, or throughout the day will be directed to the isolation area for evaluation by the school nurse.

Staff: At the start of the school year, all staff will be provided with information on symptoms of COVID-19 and how to prevent its spread.

Staff will also be required to submit a daily questionnaire based on CDC screening guidelines through Genesis prior to arriving at school each day. Staff are required to stay home if they are sick. A list of symptoms will be shared with the staff to review. Any staff member who has any symptoms will be denied access to the building and will be advised to consult with their primary care professional.

Visitors: Visitors to the buildings will be required to complete a health questionnaire prior to entering. In addition, a list of symptoms will be posted for visitors to review. If a visitor has any of the listed symptoms, access to the building will be denied.

b. Protocols for Symptomatic Students and Staff

Results of the parent and staff questionnaires will be reviewed each day.

Results of the visual screenings and any health-related concerns will be reported directly to the school nurse at each school.

The nurse will document any symptoms or signs of COVID-19. An ill individual will be isolated in a supervised location within the school's health office or isolation room. The isolation area may be separated by a curtain or screen. The affected person should remain masked as much as possible. The nurse will remain masked. There will be ongoing supervision and care of the individual. The isolation area must be disinfected after each use. The nurse will communicate directly with the school physician and the child's parents who will be asked to pick up the child.

Students and staff who appear to have symptoms consistent with COVID-19 or who have been exposed to the COVID-19 will be sent home or denied entry and referred to a healthcare provider for evaluation on whether testing is needed. If an individual does not have a medical evaluation or a test, the individual is required to remain quarantined, and excluded from school, for a minimum of 14 days. If the school becomes aware that an individual has tested positive for COVID-19, the local health officials will be notified. The staff and families will be notified, but confidentiality will be maintained. The local health department, with the school's cooperation, will conduct contact tracing. A student or a staff member who has tested positive for COVID-19 will remain isolated and will be excluded from school until such time that a minimum of 10 days since symptoms first appeared have passed, the individual has had no fever for at least 24 hours (one full day without the use of medicine that reduces fever), and the individual's symptoms have improved (e.g., cough, shortness of breath). Readmittance to school will be based on the guidance of the local health official and school physician, and the district may require a doctor's note with a clear return-to-school date. Notification to staff and parents and any additional actions will be made on an individual basis under the direction of the local health officials.

See Table 1 below: Steps to Take in Response to Confirmed or Suspected COVID-19 Cases and Close Contacts based on NJDH Guidance as of 7/22/2020, and Table 2: Steps to Take in Response to Negative Test Results.

Pursuant to the guidance in the table, the district will report an entire cohort to the local health official for purposes of contact tracing. The cohort may learn remotely until the

local health official determines whether further action is required, and based on the recommendation of the local health official, the entire school may move to remote learning until further notice. If multiple cohorts in a school have an individual who tests positive, the district may move to a full-time remote program for the entire school, after consulting with the local health official and the school physician.

c. Protocols for Face Coverings

All staff, students, and visitors will wear face coverings while on the school bus, in common areas, and in the classroom. Visitors to the building will be limited, but visitors who refuse to wear face coverings for non-medical reasons will be denied entry to the school.

Exceptions for face coverings outlined in the state's supplemental guidance will be followed and addressed according to individual need, pursuant to board policy, and all applicable laws and regulations. Accommodations for students with disabilities and young children will be provided. If students are not able to wear a mask, they must provide a doctor's note that will be reviewed by the school nurse and school physician.

Staff and families will be expected to provide their own face coverings, but the schools will have disposable masks available in the event that face coverings are lost or forgotten.

An adequate amount of PPE shall be available and accessible for use on an as-needed, individual basis.

It is anticipated that additional or revised considerations may need to be included in this appendix throughout the duration of the pandemic.

Table 1: Steps to Take in Response to Confirmed or Suspected COVID-19 Cases and Close Contacts

based on NJDH Guidance as of 7/22/2020

Scenario	Immediate Actions	Communication
Scenario 1: A student or staff member either exhibits symptoms COVID-19 symptoms, answers “yes” to a health screening question, or has a temperature of 100.4 or above	<ul style="list-style-type: none"> • Student/staff sent home • Student/staff instructed to get tested • Class/cohort is evaluated for exposure and possible quarantine. 	No action is needed
Scenario 2: A family member or someone in close contact with a student or staff member (outside of school community) tests positive for COVID-19	<ul style="list-style-type: none"> • Student/staff sent home • Student/staff may be recommended to get tested • Student/staff instructed to quarantine, even if they test negative for a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) COVID-19 positive household member completes their isolation • If student/staff test positive, see Scenario 3 (below) • School Administration notified 	<i>For the involved Student Family or Staff Member:</i> Template letter: Household member or Close Contact with COVID-19 Case
Scenario 3: A student or staff member tests positive for COVID-19	<ul style="list-style-type: none"> • Student/staff sent home if not already quarantined • Student/staff instructed to isolate for 10 days after symptom onset and 24 hours after resolution of symptoms, (if never symptomatic, isolate for 14 days after test date) • School-based close contacts identified and quarantine for 14 days • In stable elementary classroom cohorts: entire cohort • In other setting: use seating chart, consult with teacher/staff • School administration notified • Health Department notified 	<p><i>For Positive Case Student Family/Staff:</i> Template Letter: COVID-19 Case</p> <p><i>For Student Families and Staff Members Identified as Close Contacts:</i> Template Letter: Household Member or Close Contact with COVID-19 Case</p> <p><i>For All Other Student Families and Staff Members:</i> Template Letter: COVID-19 Case in Our Community</p>

Table 2. Steps to Take in Response to Negative Test Result

Scenario	Immediate Actions	Communication
A student or staff member tests negative for COVID-19 after Scenario 1 (asymptomatic)	Student/staff may return to school 24 hours after resolution of fever and improvement in other symptoms	Student family/staff to bring evidence of negative COVID-19 test or medical note if testing is not performed
A student or staff member tests negative after Scenario 2 (close contact)	Student/staff must remain in quarantine for a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation	No action is needed
A student or staff member tests negative after routine surveillance testing (no symptoms and no close contact to a confirmed COVID-19 case)	Can return to school/work immediately	No action needed

Considerations for Closure

NJDOH is working on metrics to monitor transmission levels by region

For a negative test result, the district reserves its right to require a doctor’s note with a clear return-to-school date.

Appendix F

Critical Area of Operation #6 - Contact Tracing

Appendix F includes 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.

The district will cooperate fully and maintain active ongoing communication with the local and county health officials to ensure appropriate contact tracing. The school nurses will be the primary point of contact, but other appropriate staff, including administrators, counselors, and school safety specialists may assist in this process.

The school nurses will inform the local health official of students and employees who are suspected or confirmed to have COVID-19. Reporting will include information regarding the cohort, suspected close contacts, dates of suspected symptom development, the status of mask wearing, and the length of interactions. The local health official will conduct the contact tracing to ensure that those individuals affected are notified and appropriate quarantine procedures are followed.

To aid in contact tracing, the district will put procedures in place for students to remain in separate cohorts to the greatest extent possible. The district also will put procedures in place to record daily student attendance and staff presence in each classroom.

In consultation with the local health official and the school physician, the district will take the appropriate action to ensure quarantine procedures and provide the required notices, as outlined in Tables 1 and 2 in Appendix E.

It is anticipated that additional or revised considerations may need to be included in this appendix throughout the duration of the pandemic

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

Appendix G includes 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 district will follow all existing requirements for cleaning. Plans will be contained in a written procedure manual and updated according to new directives from state, county, and local health officials, as they arise.

The following personnel shift changes will be made to allow for extra disinfection during the school day and also allow for ample disinfection time after school hours:

- Move one night shift custodian to day shift;
- Provide additional custodial support to perform extra disinfection after school hours (utilizing additional funding from CARES Act ESSER grant);
- Use our bus driver/grounds employee to disinfect the two district buses after each run, and to provide disinfection of the playground equipment.

The following chemicals will be used to disinfect:

- Critical Care as a spray and wipe disinfectant to be used on all flat surfaces;
- Renegade 3X as a spray and wipe disinfectant to be used on all flat surfaces;
- BruTab (used in electrostatic sprayer) to be used on any item that has hard to reach spots, such as sink hardware.

The following areas/items and any related items will be cleaned at a minimum of once a day using either a cleaner followed by a disinfectant, or with an electrostatic sprayer. The electrostatic sprayer will be used on surfaces that have areas that may be missed with a wipe on chemical, such as sink hardware. All other surfaces will be cleaned using a wipe on chemical.

- Classroom desks, chairs, and all tabletops;
- Lunchroom tables and chairs;
- Door handles, panic bars, and area around each item;
- Handrails;
- Kitchens and bathrooms;
- Light switches;
- Handles on equipment (e.g. athletic equipment);

- Buttons on vending machines and elevators;
- Shared telephones;
- Shared desktops;
- Shared computer keyboards and mice;
- Drinking fountains;
- School bus seats and windows.

All bathrooms will be cleaned periodically during the day as occupancy allows using the following method with EPA approved chemicals:

- Starting with the most used bathrooms first;
- Custodian will assess the space and clean where necessary;
- All touch surfaces will be disinfected using an electrostatic sprayer;
- The bathroom will remain closed only long enough for chemical to work properly;
- Bathroom will be reopened, and the process will repeat.

It is anticipated that additional or revised considerations may need to be included in this appendix throughout the duration of the pandemic.

Appendix H

Critical Area of Operation #8 – Meals

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

Phase 1: Four-Hour Day Model

As our district is operating on an early dismissal schedule, only students eligible for free and reduced lunch will be provided with a daily grab-and-go lunch before dismissal, if requested. Adults who deliver grab-and-go lunches will follow strict hand washing protocols. The school nurse will contact eligible families. All snacks will be brought by students from home and eaten in a space where social distancing can be achieved. All snacks are to be nut-free. Accommodations for students with severe allergies will be made on a case-by-case basis by the school nurse and school administration.

Phase 2 : Full-Day Model

In a full-day hybrid model, to keep groups together as much as possible and avoid contact with other groups of students and large-group settings, Bayberry students will eat their snacks in the classrooms. To assist with supervision, students will eat their lunch in the all-purpose room by grade level and seated by cohort. Cafeteria tables and seats will be marked to keep students socially distanced six feet apart. Cleaning and disinfecting of will take place between lunch sessions, which will be staggered. Students will be assigned seating during lunch to assist with contact tracing as required by the health department. Outdoor adjacent spaces will also be used for seating, if possible. Families are strongly encouraged to send their own peanut-free lunches, but the district will work with the PTO to set up a grab-and-go style service that will be delivered to students at their tables in the All Purpose Room. Adults who deliver grab-and-go lunches will follow strict hand washing protocols.

In a full-day hybrid model, the middle school will schedule students by grade level/cohort to either the gymnasium and all-purpose room for lunches. Students will be seated at individual desks that are distanced six feet apart. Students will be assigned seats during lunch to assist with contact tracing as required by the health department. Families are strongly encouraged to send their own lunches, but the district will work with the PTO to set up a grab-and-go style service that will be delivered to the cafeteria or all purpose room. Adults who deliver grab-and-go lunches will follow strict hand washing protocols.

Handwashing protocols will be facilitated by staff. Individuals must sanitize or wash their hands before and after eating.

Students will wear face coverings when moving around the cafeteria/lunchroom or using the bathroom. Masks may be removed while eating or drinking.

It is anticipated that additional or revised considerations may need to be included in this appendix throughout the duration of the pandemic.

Appendix I

Critical Area of Operation #9 – Recess/Physical Education

Appendix I includes 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.

Physical Education

- Gymnasiums will have marked floor space to designate student spacing at 6 feet apart
- At this time, physical education activities will not require/allow the use of gym lockers or changing of clothes.
- Students will need to wear sneakers and comfortable clothes each day that they have physical education class.
- Students will not share PE equipment and contact activities will not take place.
- Students will engage in class instruction in a socially distant manner (ie. whole class instruction from the teacher).
- When possible, to facilitate safety protocols, students may be scheduled for their health education requirement in place of physical education.
- If two or more groups are taken outside for physical activity, there will be at least six feet of open space between the two groups to maintain cohort isolation.
- Cones, flags, tape, or other signs will be used to create boundaries between cohorts.
- If two or more cohorts are meeting in the gym, specific zones will be identified for each group that are designated with tape and signs at 6 feet apart.
- When individual equipment is utilized, the established disinfecting protocol will be implemented immediately after use.

Recess

- Recess will be staggered, when practicable. If recess cannot be staggered, classes of students will remain separate from other classes and groups.
- Cones, flags, or tape will be used to create boundaries.
- All students will wash their hands after outdoor recess or playtime.
- Use of the Bayberry playground will be staggered and disinfected daily. Groups will be kept apart. Basketball area and softball field will be used through a rotation with the playground. Areas will be marked and zoned to keep groups apart and ensure social distancing.
- At Valley View, the blacktop and grass fields will be marked and zoned and social distancing.

It is anticipated that additional or revised considerations may need to be included in this appendix throughout the duration of the pandemic.

Appendix J

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

Appendix J includes 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.

The district will not be taking students on physical field trips during the pandemic. Extracurricular activities will be limited to ones that can be accomplished remotely or with social distancing of six feet apart in place and no sharing of equipment. If any shared equipment is required, strict hygiene and disinfecting procedures will be followed.

The Board of Education will limit the use of the school facilities by external community organizations. If an organization is permitted to use the facilities, it will be required to provide a certificate of insurance and follow district guidance on health and safety protocols.

It is anticipated that additional or revised considerations may need to be included in this appendix throughout the duration of the pandemic.

Appendix K

Academic, Social, and Behavioral Supports

Appendix K includes 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.

The district will incorporate trauma-informed practices into all schools and classrooms which include practices to support mindfulness, self-regulation strategies, and social-emotional wellness. The district recognizes that students and faculty must feel safe in order for academic engagement to take place. The district will also implement the Second Step, an SEL curriculum, in grades pre-K through 8.

- Bayberry Elementary School
 - The school will implement a plan to provide training and support for staff on trauma-informed practices. This will include supporting mindfulness and self-regulation as well as promoting social-emotional wellness. Staff will also participate in Crisis Prevention Institute Verbal Intervention Training, which includes Communication Skills, Safety Interventions, and Disengagement Skills.
 - The elementary school administrator/counselor/CST will meet regularly to discuss students of concern and how to best meet their needs, both academically and social-emotionally.
 - Additional evidence-based tools will be provided for the school counselors to support social and emotional learning.

- Valley View Middle School
 - The middle school trauma-informed teams will implement a plan to provide training and support for staff on trauma-informed practices. This will include supporting mindfulness and self-regulation as well as promoting social-emotional wellness. Staff will also participate in Crisis Prevention Institute Verbal Intervention Training, which includes Communication Skills, Safety Interventions, and Disengagement Skills.
 - The middle school administrator/counselor/CST will meet weekly to discuss students of concern and how to best meet their needs both academically and social-emotionally.
 - Additional evidence-based tools will be provided for the school counselors to support social and emotional learning.

- Parents and students will be provided with resources in the community on our district website and as situations arise.

Multi-tiered system of supports

The district applies a multi-tiered system of supports to support academic achievement in the classroom. This includes differentiation of instructional strategies and resources inside the classroom, academic support services for students demonstrating difficulty reaching grade-level norms, and I&RS and 504 plans to provide teachers with specific accommodations to apply to classroom instruction. The I&RS Committees in both buildings meet on a regular basis to review students who may be in need of academic interventions. Universal Design for Learning philosophies guide our intervention practices.

When necessary, students are referred to the CST for evaluations and additional interventions.

Moreover, during hybrid and remote learning models, additional, adaptive student learning platforms and accessibility features will be utilized to close the learning gaps in ELA and mathematics.

It is anticipated that additional or revised considerations may need to be included in this appendix throughout the duration of the pandemic.

Appendix L

Restart Committee

Appendix L includes 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.

- a. The district established a Restart Committee of 31 stakeholders, which includes board of education members, district and school administrators, faculty and staff, association leadership, parents, medical experts and public health officials, parents, and community members. The committee meets regularly to share input and oversee the work of the subcommittees.
- b. The Restart Committee reflects the diversity of the school community, including those that represent students with disabilities and diverse racial, ethnic, and socioeconomic demographics.
- c. The Restart Committee works closely with the School Pandemic Response Teams, the local health officials, and others in the local and county government.
- d. The district also established four subcommittees, which are addressing school-specific needs and developmentally appropriate instructional strategies and health and safety protocols. The subcommittees include the following:
 - Medical response
 - Instructional resources
 - Social and emotional learning
 - Special programs (special services, ESL, basic skills)

It is anticipated that additional or revised considerations may need to be included in this appendix throughout the duration of the pandemic.

Appendix M

Pandemic Response Teams

Appendix M includes 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.

The Pandemic Response Team is established in each school to implement COVID-19 decision-making.

The team consists of the principal, teachers, CST member, school counselor, school nurse, school safety personnel, members of school safety team, custodian, and parents. It is designed to be a cross section of the school and district groups to reflect the make-up of the school community.

The principal is the liaison to the district administration.

Responsibilities:

- Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
- Providing needed support and training.
- Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
- Providing necessary communications to the school community and to the school district.
- Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- The Pandemic Response Team will meet regularly and provide the community with timely updates and any changes to protocols.

It is anticipated that additional or revised considerations may need to be included in this appendix throughout the duration of the pandemic.

Appendix N

Scheduling of Students

Appendix N includes 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

The district has established a calendar and schedule for a minimum of 180 days of school, which includes in-person instruction in some capacity, pursuant to Executive Order 175 and in accordance with N.J.S.A. 18A:7F-9.

District Overview - School Day

The School Day and Educational Program is designed to assist students with a smooth transition into the new school environment. It will be instituted through a phased-in process. The program will follow the progression outlined below based on changing guidelines from local and state officials.

Phase One: Hybrid model (early dismissal schedule) (anticipated 2-4 weeks, but will depend on the course of the pandemic and feedback on the implementation of the blended learning model.)

Phase Two: Hybrid model (full-day schedule) (will depend on the course of the pandemic)

Phase Three: Traditional in-person instruction schedule for all students

Full-time remote learning (opt-in basis and if required by the course of the pandemic)

While functioning in a partial-capacity hybrid model, up to 50% of the student population will physically attend school on a two-day-on, two-day-off schedule to accommodate the A/B schedule of grades K-8.

- The district will utilize Google Classroom to communicate all learning assignments to be completed.
- In-person teaching will be used to deepen understanding and personalize learning levels.
- Following the in-person four-hour instructional day (during Phase One), students will continue independent learning in which they will complete learning activities assigned by their teacher or spend time on adaptive learning platforms.

- Regular attendance will be taken for students who are assigned to that cohort day. Students in cohort(s) attending school virtually are considered in attendance if they have not been reported sick by a parent/guardian and are participating in the online-learning.
- Students not participating are referred to the guidance counselor in each school where a protocol is followed to contact the family.
- Attendance is tracked and counted as normal. Any attendance issues are reviewed by an attendance committee.
- Attendance may affect promotion to the next grade; however, each student's case will be reviewed on an individual basis.
- Additional accommodations will be considered on an individual basis for special populations, including students who are eligible for special education and related services, students who have a 504 plan, students who receive English as a Second Language instruction, and students who receive basic skills instruction.
- If the course of the pandemic requires, the district is prepared to move to a fully virtual program for all students.

The Preschool at Bayberry will operate on a five-day schedule, with Monday, Tuesday, Thursday, and Friday being in-person and Wednesday being used for remote learning.

- The Preschool at Bayberry will utilize the Creative Curriculum for Preschool for in-person and virtual instruction.
- In-person instruction will be used to engage students in developmentally appropriate learning activities.
- The preschool teachers will use Google Classroom to communicate all learning activities for virtual instruction.
- Small group and individual virtual instruction as well as enrichment activities will be scheduled.

Additional in-person instructional time will be considered for our newest learners in the kindergarten program, if possible, based on enrollment.

District Overview - Educational Program

- During the hybrid model of instruction, students will be separated into A and B cohorts, so that no more than 50% of the students receive in-person instruction on Monday, Tuesday, Thursday, and Friday. Wednesday is reserved for remote learning and professional collaboration. The district's educational program is presented remotely for students in cohorts not physically present, in the form of a daily schedule. All key instructional lessons are available asynchronously. Teachers are utilizing recorded teacher lessons, commercially produced materials, and digital learning platforms aligned with the skills and content of the district curriculum.

- The district is applying a blended learning model across all grade levels and subject areas.
 - New content is presented through recorded sessions of live instruction, prerecorded teacher presentations, or high-quality commercially produced resources.
 - Synchronous (in-person or virtual) time is leveraged to support students deeper understanding of the content and to personalize instruction based on learning needs. A portion of every lesson will be synchronous.
- Teachers are encouraged to design lessons with the UDL “access for all” approach to instruction, allowing students to access content through multiple means.
- Live Google Meet/Zoom sessions are used for synchronous instruction, to remediate, to teach small groups, and to foster a SEL connection.
- Grading will follow standard grading policies in place across the district.

Contingency plan: Full-time remote program (opt-in basis and if required by the course of the pandemic)

A student participating in the board’s full-time remote learning option will be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs (e.g. students participating in a hybrid model).

If parents/guardians select a full-time remote program, the student will stay in this program for an entire marking period or trimester. Parents will be allowed to modify their selection at the end of a marking period or trimester and as outlined in Policy 1648.02. All students are eligible for full time remote learning. Procedures for submitting full time remote learning requests:

- Requests must be submitted at least three weeks prior to the first day of school.
- Questions and concerns should be directed to the school principals.
- Documentation that is necessary to accompany the request: an agreement to be signed through the SIS by parent and student including the procedure to transition into a hybrid or in-person model.
- For students with disabilities, districts will review existing IEPs to see if changes need to be made.

The district will report to the NJDOE data regarding participation in full-time remote learning. The district will continue to update families regularly through email about the available scheduling options for students.

The district will provide chromebooks to students in grades 2-8 and educationally appropriate devices for students in grades K-1. The district will assist any family that

does not have sufficient wifi access. Surveys have been sent to families to identify any family in need of assistance. See Appendix Q.

Bayberry Elementary School

The School Day and Educational Program is designed to assist students with a smooth transition into the new school environment. It will be instituted through a phased-in process. The program will follow the progression outlined below based on changing guidelines from local and state officials.

Regardless of the mode of instruction, the elementary school will follow the same schedule. Students will be grouped in homerooms. A period for implementation of the district SEL program, *Second Step*, will be built into the schedule on a weekly basis for the entire school year. The first week of school will include lessons regarding SEL, the use of technology, and digital citizenship for all students. These resources will also be provided to parents.

**Bayberry Phase One: Early Dismissal Schedule - Hybrid Model
SAMPLE SCHEDULE**

Homeroom	8:40 - 8:55	Subject	# of Minutes Per Day
Period 1	9:00 - 9:20	Language Arts	60
Period 2	9:23 - 9:43		
Period 3	9:46 - 10:06		
Period 4	10:09 - 10:29	Math	40
Period 5	10:32 - 10:52		
Period 6	10:55 - 11:15	Snack/Break	20
Period 7	11:18 - 11:38	Social Studies/Science 160 Minutes per week	Min 20 Max 40
Period 8	11:41 - 12:01		
Period 9	12:04 - 12:24	Specials 140 Minutes per week	Min 20 Max 40
Homeroom	12:27 - 1:00	Dismissal	

Remote	1:30 - 3:25	<i>Office Hours/Remote Instruction, Meetings, Prep & PD</i>	
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**Wednesday - All Remote
SAMPLE SCHEDULE**

Movement Breaks and offline activities will be built into the schedule to accommodate the developmental needs of the learners.

Virtual Morning Meeting/SEL	8:40 - 8:55	Subject	# of Minutes Per Day
Period 1	9:00 - 9:20	Language Arts	60
Period 2	9:23 - 9:43		
Period 3	9:46 - 10:06		
Period 4	10:09 - 10:29	Math	40
Period 5	10:32 - 10:52		
Period 6	10:55 - 11:15	Snack Break	20
Period 7	11:18 - 11:38	Social Studies/Science 160 Minutes per week	Min 20 Max 40
Period 8	11:41 - 12:01		
Period 9	12:04 - 12:24	Specials 140 Minutes per week	Min 20 Max 40
Lunch	12:27 - 1:00	Student & Teacher Lunch	
	1:00 - 3:25	<i>Office Hours/Remote Instruction, Meetings, Prep & PD</i>	

During Phase One, students will attend in-person school for a four-hour day. Students will follow an early dismissal schedule. Lunch will not be part of the schedule.

In the Early Dismissal Hybrid model, all classes will be divided into two groups based on the first letter of the student's last name. This delineation will help families maintain a consistent schedule. The student group at home will follow along with the in-person

instruction through synchronous and asynchronous means. Any student choosing to participate only remotely will also be included in these mixed classes. Students will attend their classes on Monday, Tuesday (Cohort A in-person; Cohort B remotely) and Thursday and Friday (Cohort B in-person; Cohort A remotely). Students will remain in one assigned classroom for all core classes, including a majority of related-arts classes such as Spanish, STEM, and music. The related arts teachers will push into the classrooms. Wednesdays will be a remote learning day.

Additional accommodations, including additional in-person instructional time, will be considered on an individual basis for students who participate in special programs or services, such as special education, basic skills, ESL, or 504.

Student cubbies will not be utilized. Students will keep their materials at their seat in the classroom. Each chair will have a storage pocket to store student materials. School supplies/materials required will be limited to include a writing utensil, hand sanitizer, lunch, the district issued chromebook (if applicable) and specific teacher requirements for notebook, folder or binder.

All classes will utilize Google Classroom as their Learning Management System to manage student assignments, workflow and communication. Students in grades 2-4 will take their chromebooks to and from school. Go Guardian will be utilized to monitor on-task behavior and safe computer use. Students in grades K - 1 will utilize a home device or will be provided with a district device. All students will receive direct instruction on how to navigate Google Classroom and utilize the Google tools for organization and communication (Google Calendar and Gmail). Daily guided practice in using these tools will be ongoing to prepare students to be independent during virtual days. Developmentally appropriate lessons on how to be a successful online learner will be embedded in all areas of instruction. Genesis will be utilized as the student information system and electronic gradebook.

Lessons will be structured to include a mini-lesson, a student work time for guided practice and/or individual practice, a synthesis discussion and “share” time. Teachers will plan for asynchronous and synchronous learning activities within one lesson.

Phase Two: Bayberry Student Schedule and Instruction - Full-Day Hybrid Model

In the hybrid model, all classes will be divided into two groups based on the first letter of the student's last name. This delineation will help families maintain a consistent schedule. The student group at home will follow along with the in-person instruction through synchronous and asynchronous means. Any student choosing to participate only remotely will also be included in these mixed classes. Students will attend their classes on Monday, Tuesday (Cohort A in-person; Cohort B remotely) and Thursday and Friday (Cohort B in-person; Cohort A remotely). Students will remain in one assigned classroom for all core classes including a majority of related-arts classes such as Spanish, STEM, and music. The related arts teachers will push into the classrooms. Wednesdays will be a remote learning day.

Additional accommodations, including additional in-person instructional time, will be considered on an individual basis for students who participate in special programs or services, such as special education, basic skills, ESL, or 504.

Student cubbies will not be utilized. Students will keep their materials at their seat in the classroom. Each chair will have a storage pocket to store student materials. School supplies/materials required will be limited to include a writing utensil, hand sanitizer, lunch, the district issued chromebook (if applicable) and specific teacher requirements for notebook, folder or binder.

All classes will utilize Google Classroom as their Learning Management System to manage student assignments, workflow and communication. Students in grades 2-4 will take their chromebooks to and from school. Go Guardian will be utilized to monitor on-task behavior and safe computer use. Students in grades K and 1 will utilize a home device or will be provided with a district device. All students will receive direct instruction on how to navigate Google Classroom and utilize the Google tools for organization and communication (Google Calendar and Gmail). Daily guided practice in using these tools will be ongoing to prepare students to be independent during Distance Learning days. Developmentally appropriate lessons on how to be a successful online learner will be embedded in all areas of instruction. Genesis will be utilized as the student information system and electronic gradebook.

Lessons will be structured to include mini-lesson (I Do), a student work time for guided practice (We Do) and/or individual practice (You Do), a synthesis discussion and “share”

time. Teachers will plan for asynchronous and synchronous learning activities within one lesson.

Phase Three: Bayberry Student Schedule and Instruction - Full In-Person Model

For a full return to school, students would follow their schedule Monday - Friday. Enrichment and remediation opportunities would be available before and after school.

Bayberry Student Schedule and Instruction - Full-time Remote Model (opt-in basis and if required by the course of the pandemic)

In an all-remote model, students will follow their class schedule using the same blended learning instructional strategies and resources with students who are participating in the hybrid model.

Bayberry would run a **full-day schedule** of **synchronous** instruction during which teachers would be available through Google Classroom, Go-Guardian, Zoom, and/or Meet to students and parents during scheduled class periods.

- Pre-K-4 teachers would be expected to host a daily synchronous check at the beginning of the school day and then schedule small group instruction, reteaching, comprehension checks with all students on a teacher-created schedule.
 - Students should have multiple live interactions per day with their classroom teacher. (This does not have to adhere to a specific amount of time as the time duration should be appropriate to each activity. For example, a reteaching group might take significantly longer than a small group comprehension check.)

Teachers would continue to share new content through teacher-created video lessons or from high-quality video sources and leverage the flipped classroom model. Teachers would continue to create multiple-day learning plans equal to a regular learning week. Teachers will establish learning goals for all digital learning platforms available to their content area and regularly check students progress. (Raz-Kids, Newslela, Khan, Accelerated Reader, BrainPoP, etc.)

Bayberry Full-Day Remote Schedule
SAMPLE SCHEDULE

Times and breaks may be adjusted to accommodate the developmental needs of the learners.

8:40 - 8:50	Homeroom	Subject	# of Minutes Per Day
Period 1 8:50- 9:30		Language Arts	80
9:30-9:40	Break		
Period 2 9:40 - 10:20			
10:20-10:40	Break	Math	40
Period 3 10:40 - 11:20			
Period 4 11:20 - 11:40	Teacher Lunch		
Period 5 11:40 - 12:20		Free Play	30
Period 6 12:25 - 1:05		Social Studies/Science	40
1:05-1:15	Break		
Period 7 1:15 - 1:50		Specials	35
1:50-2:00	Break		
Period 8 2:00 - 2:40		<i>Small group work, Office Hours, student conferencing.</i>	40
Period 9 2:45 - 3:20		<i>Collaborative planning, Prep & PD</i>	35

Valley View Middle School

The School Day and Educational Program are designed to assist students with a smooth transition into the new school environment. It will be instituted through a phased-in process. The program will follow the progression outlined below based on changing guidelines from local and state officials.

Valley View Phase One: Early Dismissal Schedule - Hybrid Model

Students will attend school for a four-hour day. Lunch will not be part of the schedule. Parents may choose to have their child(ren) stay home for virtual instruction. Additional accommodations, including additional in-person instructional time, will be considered on an individual basis for students who participate in special programs or services, such as special education, basic skills, ESL, or 504.

Students will follow their class schedule and “attend” each class as scheduled. Students will be scheduled in homeroom groups for their classes, with the exception of world language. One instructional period for implementation of the district SEL program, *Second Step*, will be built into the schedule on a weekly basis for the entire school year. The first week of school will include lessons regarding SEL, the use of technology, and digital citizenship for all students. These resources will also be provided to parents.

All classes will utilize Google Classroom and Google education tools for instruction and communication with students. GoGuardian will continue to be used to monitor on-task and safe computer use. The program also provides students and teachers with an additional secure means of synchronous communication in a chat and/or video. Genesis will be utilized as the student information system and electronic gradebook. Grading will follow standard grading policies.

In the hybrid model, all classes will be divided into two groups based on the first letter of the student's last name. This delineation will help families maintain a consistent schedule. The student group at home will follow along with the in-person instruction through synchronous and asynchronous means. Any student choosing to participate only virtually will also be included in these mixed classes. Lessons will be structured to include a mini-lesson, group practice and/or individual practice, and a synthesis discussion. Students will follow the 8-period traditional schedule over two days Monday, Tuesday (Cohort A in-person; Cohort B remotely) and Thursday and Friday (Cohort B in-person; Cohort A remotely). Students will remain with the same cohort of students throughout the day. Students will remain in one assigned classroom for all core academic classes

including math, science, language arts, and social studies; the teachers will rotate. Students will move as a class to related arts classes such as health/physical education, world language, art, STEM, and music. Wednesdays will be run as a remote learning day.

Student lockers will not be utilized. Students will keep their materials at their seat in the classroom. Materials will be limited to one 5-subject spiral notebook, a writing utensil, hand sanitizer, and the district-issued chromebook.

**Valley View - Hybrid 4-Hour Daily Schedule
(Monday, Tuesday and Thursday, Friday)**

8:15 - 8:20	Homeroom/Arrival
8:22 - 9:13	Period 1 or 6
9:15 - 10:06	Period 2 or 7
10:08 - 10:59	Period 3 or 8
11:01 - 11:52	Period 4 or 9
11:54 - 12:24	Period 5 or SEL
12:25 - 12:30	Dismissal
<i>1:00 - 2:55</i>	<i>Office Hours /Remote Instruction, Meetings, Prep & PD</i>

(Wednesdays - Virtual Learning Day)

8:15 - 8:17	Homeroom
8:19 - 8:45	Period 1
8:47 - 9:13	Period 2
9:15 - 9:41	Period 3
9:43 - 10:09	Period 4
10:10 - 10:36	Period 5
10:38 - 11:04	Period 6
11:06 - 11:32	Period 7
11:34 - 12:00	Period 8
12:02 - 12:30	Period 9
<i>1:00 - 2:55</i>	<i>Office Hours/Remote Instruction, Meetings, Prep and PD</i>

Phase Two: Valley View Student Schedule and Instruction - Full-Day Hybrid Model

Regardless of the mode of instruction, the middle school will follow a traditional 9-period full-day schedule. Each instructional period will be 40 minutes long. Lunch and recess will be at least 30 minutes each; 5th grade will have extended time based on state guidelines. Students will follow their class schedule and “attend” each class as scheduled. Students will be scheduled in homeroom groups for their classes, with the exception of world language. One instructional period for implementation of the district SEL program, *Second Step*, will be built into the schedule on a weekly basis for the entire school year. The first week of school will include lessons regarding SEL, the use of technology, and digital citizenship for all students. These resources will also be provided to parents.

All classes will utilize Google Classroom and Google education tools for instruction and communication with students. GoGuardian will continue to be used to monitor on-task and safe computer use. The program also provides students and teachers with an additional secure means of synchronous communication in a chat and/or video. Genesis will be utilized as the student information system and electronic gradebook. Grading will follow standard grading policies.

In the hybrid model, all classes will be divided into two groups based on the first letter of the student's last name. This delineation will help families maintain a consistent schedule. The student group at home will follow along with the in-person instruction through synchronous and asynchronous means. Any student choosing to participate only virtually will also be included in these mixed classes. Lessons will be structured to include a mini-lesson, group practice and/or individual practice, and a synthesis discussion. Students will follow the 9-period day traditional schedule on Monday, Tuesday (Cohort A in-person; Cohort B remotely) and Thursday and Friday (Cohort B in-person; Cohort A remotely). Students will remain with the same cohort of students throughout the day. Students will remain in one assigned classroom for all core academic classes including math, science, language arts, and social studies; the teachers will rotate. Students will move as a class to related arts classes such as health/physical education, world language, art, STEM, and music. Wednesdays will be run as a remote learning day.

Additional accommodations, including additional in-person instructional time, will be considered on an individual basis for students who participate in special programs or services, such as special education, basic skills, ESL, or 504.

Student lockers will not be utilized. Students will keep their materials at their seat in the classroom. Materials will be limited to one 5-subject spiral notebook, a writing utensil, hand sanitizer, lunch, and the district issued chromebook.

Phase Three: Valley View Student Schedule and Instruction - Full In-Person Model

For a full return to school, students would follow the schedule Monday - Friday. Enrichment and remediation opportunities would be available before and after school.

Valley View Student Schedule and Instruction - Full-time Remote Model (opt-in basis and if required by the course of the pandemic):

In a full-time remote model, students will follow the 9-period day traditional schedule. Students will follow their class schedule using the same blended learning instructional strategies and resources with students who are participating in the hybrid model.

Valley View will run a **full-day schedule** of **synchronous** instruction during which teachers would be available through Google Classroom, Go-Guardian, Zoom, and/or Meet to students and parents during scheduled class periods.

- Grades 5-8 teachers would be expected to teach their schedule during which they would utilize **video platforms** to meet as a class, host small group instruction, reteaching, comprehension checks with all students on a teacher-created schedule.
 - In addition to whole class experiences, teachers should regularly utilize Zoom/Meet to interact with students multiple times each week. These interactions might include whole class experiences, small group discussions, break-out groups, reteaching, and conferences.

Teachers would continue to share new content through teacher-created video lessons or form high-quality video sources and leverage the flipped classroom model. Teachers would continue to create multiple-day learning plans equal to a regular learning week. Teachers will establish learning goals for all digital learning platforms available to their content area and regularly check students progress. (Raz-Kids, Newslela, Khan, Accelerated Reader, BrainPoP, etc.

Valley View - Full Day Schedule

8:15 - 8:17	Homeroom
8:19 - 8:59	Period 1
9:01 - 9:41	Period 2
9:43 - 10:23	Period 3
10:25 - 11:05	Period 4
11:06 - 11:36	Lunch/ ABC
11:37 - 12:07	ABC/ Lunch
12:09 - 12:49	Period 6
12:51 - 1:31	Period 7
1:33 - 2:13	Period 8
2:15 - 2:55	Period 9

It is anticipated that additional or revised considerations may need to be included in this appendix throughout the duration of the pandemic.

Appendix O

Staffing

Appendix O includes 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.

The district is committed to student learning and engagement. The district will ensure that staffing is tailored to the needs of students, during all phases of the return to in-person instruction.

Staff will be trained and oriented for the new model of instruction, including all health and safety protocols for in-person instruction, online platforms, and the expectations for remote and all-virtual instruction. Two additional staff in-service days will be provided before school opens for in-person instruction.

The district will continue to follow its professional development and mentoring plans, making needed adjustments based on the evolving circumstances that affect the instructional model. Teacher evaluation will continue as a means to support teacher practice in the classroom pursuant to state guidance.

The district will develop a contingency plan to secure additional substitutes and student teachers, to the extent possible on an ongoing, as-needed basis.

Staff will continue to be supported by the administration with respect to instructional needs and social and emotional health.

It is anticipated that additional or revised considerations may need to be included in this appendix throughout the duration of the pandemic.

Appendix P

Athletics

Appendix P includes 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.

The district will follow all guidance and health protocols issued by the NJSIAA for its athletics programs. Valley View Middle School has winter and spring interscholastic teams.

Bayberry Elementary School does not have an interscholastic or intramural sports program.

It is anticipated that additional or revised considerations may need to be included in this appendix throughout the duration of the pandemic.

Appendix Q

Remote Learning Options for Families

Appendix Q includes the locally developed protocols and Policy Guide 1648.02 addressing the anticipated minimum standards as required by the NJDOE Guidance titled “Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021.”

A student participating in the board’s full-time remote learning option will be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs (e.g., students participating in a hybrid model).

If parents/guardians select a full-time remote program, the student will stay in this program for an entire marking period or trimester. Parents will be allowed to modify their selection at the end of a marking period or trimester and as outlined in Policy 1648.02. All students are eligible for full time remote learning. Procedures for submitting full time remote learning requests:

- Requests must be submitted at least three weeks prior to the first day of school.
- Questions and concerns should be directed to the school principals.
- Documentation that is necessary to accompany the request: an agreement to be signed through the SIS by parent and student including the procedure to transition into a hybrid or in-person model.
- For students with disabilities, districts will review existing IEPs to see if changes need to be made.

The district will report to the NJDOE data regarding participation in full-time remote learning. The district will continue to update families regularly through email about the available scheduling options for students.

The district will provide chromebooks to students in grades 2-8 and educationally appropriate devices for students in grades K-1. For families that do not currently have district-issued devices, devices will be distributed to students during the opening week of school, or as soon as possible thereafter. The district will assist any family that does not have sufficient wifi access. Surveys have been sent to families to identify any family in need of assistance. Ongoing communication with families through technology personnel and principals will ensure continued access to remote instruction as families’ circumstances evolve.

See Policy 1648.02. Class sizes may exceed the ranges listed as guidance in Policy 2312, if necessary under the circumstances.

It is anticipated that additional or revised considerations may need to be included in this appendix throughout the duration of the pandemic.

CHART OF USEFUL LINKS

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

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

	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/
Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/eevaluation.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://d31hzhlk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	Title	Link
Elementary and Secondary	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml

School Emergency Relief Fund		
	NJDOE EWEG	https://njdoe.mtwtgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Section	Title	Link
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bs/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf

Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualprofllearning.shtml
Section	Title	Link
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html