

North Caldwell
Board of Education

Restart and Recovery Plan
to Reopen School

Fall 2020

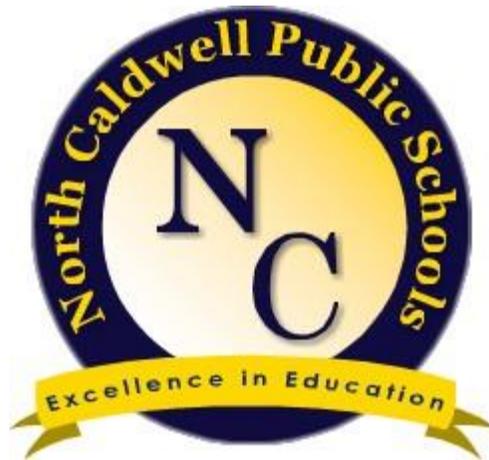


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Introduction

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

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

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

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

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.

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 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 will be followed.
 - (d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.
 - (e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and

individuals with disabilities or serious underlying medical conditions, which may include:

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

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

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

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

(rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

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

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

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

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

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

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

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

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

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

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

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

- (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:
 - (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
 - (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
 - (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
 - (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
 - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.

- (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (5) Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
 - (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
- (6) Exceptions to requirements for face coverings shall be as follows:
 - (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.
 - (c) The individual is in water.
 - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.

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

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

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
 - (e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
 - (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
- (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.
 - (3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

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

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

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

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

2. Academic, Social, and Behavioral Supports

In addition to taking the steps listed in the Health and Safety Guidelines section to protect students’ and educators’ physical health, leaders must

also consider the impact of social isolation on both educators and students. School officials are not mandated to develop protocols for these elements as these elements are not “anticipated minimum standards” in the NJDOE Guidance. However, the NJDOE recommends school officials consider the following elements while developing the Board’s Plan.

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

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

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

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

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

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

Programs that address social and emotional learning have been, and will continue to be, utilized to re-engage students, support adults, rebuild relationships, and create a foundation for academic learning.

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. Multi-Tiered Systems of Support are, and have always been utilized.

e. Quality Child Care

Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families who otherwise would not utilize child care will now require it. The school district is currently investigating options to provide child care on site via Tiny Treasures.

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

- a. A Restart Committee was established as collaboration is critical to the development of the Board’s Plan.
- b. The Restart Committee included school district and school-level administrators, members of the local Board of Education, the Presidents of the local education associations, a representative of the support staff bargaining unit 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.

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

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

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

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

[See Appendix M – Pandemic Response Team]

3. Scheduling

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

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

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

[See Appendix N – Scheduling of Students]

4. Staffing

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

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

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

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

[See Appendix O – Staffing]

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

- (11) Instruct and maintain good practice in digital citizenship for all students and staff.
- (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
- (15) Limiting on-line activities for pre-school students.

c. Mentor teachers should:

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

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

- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
- (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

e. Educational services staff members should:

- (1) Lead small group instruction in a virtual environment.
- (2) Facilitate the virtual component of synchronous online interactions.
- (3) Manage online platform for small groups of in-person students while teacher is remote.
- (4) Assist with the development and implementation of adjusted schedules.
- (5) Assist teachers with providing updates to students and families.

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

g. Substitutes

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

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

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

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

- (3) Survey assistant teachers to determine technology needs/access (Pre-school).
- (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

c. Student teachers should:

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

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

- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
- (2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
- (5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

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.

(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.

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

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

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

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
 - a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
 - b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
 - c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
 - (1) Procedures to address the return to school of medically fragile students and students with physical or health

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

- (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
- (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- (5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.
- (6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

2. Technology and Connectivity

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

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

3. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).
- b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.
- c. Virtual and Hybrid Learning Environment
 - (1) Curriculum
 - (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.

- (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
- (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

(2) Instruction

- (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
- (b) In crafting an instructional plan, the school district should consider the following:
 - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
 - (ii) Design for student engagement and foster student ownership of learning.
 - (iii) Develop students' meta-cognition.
 - (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.

- (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
- (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(3) Assessment

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

4. Professional Learning

- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
- b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.
- c. Professional learning opportunities should be:
 - (1) Presented prior to the beginning of the year;
 - (2) Presented throughout the school year;
 - (3) Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
 - (4) Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and
 - (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.
- d. Mentoring and Induction
 - (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
 - (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
 - (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
 - (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
 - (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

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.

Appendices

Restart and Recovery Plan to Reopen Schools

North Caldwell Board of Education



Appendix A

Critical Area of Operation #1 General Health and Safety Guidelines

The North Caldwell School District will comply with CDC and State and Local Guidelines to ensure the health and safety of all students and staff. Frequent communication will be maintained with local and state authorities to determine current mitigation levels in the community.

Procedures to reduce spread of the virus:

- Social distancing (6 feet) will be maintained within all classrooms
- Students will remain in cohort groups to minimize contact with others
- Face masks and face shields will be provided to all staff
 - Face masks will be worn at all times by faculty and staff. Face shields will be provided and can be worn with masks
 - Wrist bands will be worn by faculty and staff to alert others to their comfort levels:
 - Red: “Hi” I am keeping my distance please wear a mask and keep 6 feet of social distance”
 - Green: “Hi, I am fine with you coming closer to me than 6 feet as long as you are wearing a mask.”
- Face masks will be mandatory for students when:
 - Arriving and departing school
 - In school hallways
 - In bathrooms
 - When seated at their desks (masks breaks at desks can be given as per each teacher’s discretion taking age into consideration)
 - In classrooms when social distancing cannot be maintained
- All hygiene protocols advocated by CDC will be implemented
 - Students will be taught the five steps for washing hands correctly:
 - Wet hands with clean, running water, turn off tap and apply soap
 - Lather hands by rubbing them together with the soap. Lather the backs of hands, between fingers and under nails
 - Scrub hands for at least 20 seconds (Hum the Happy Birthday song)
 - Rinse hands well under clean, running water
 - Dry hands using a clean towel
 - Hand washing with soap and water and/or hand sanitizer will be required:
 - Upon arrival to classroom in morning
 - Before and after going outside

- After using the bathroom
- Before eating
- After blowing nose, coughing, or sneezing

- Coughs or Sneezes:
 - Covering coughs and sneezes with tissue or sleeve followed by immediate hand washing and/or disinfecting of hands
 - Student will wipe his/her desk with a disinfectant wipe after sneezing or blowing his/her nose
 - Students will be asked to have a small bottle of hand sanitizer that they will keep on their desks to use after they cough or sneeze
 - Students should keep tissues at their desk to minimize need to get up or use tissues from a common box
 - Common box tissues will be removed from all classrooms

- Disinfecting stations will be provided in all classrooms, at all entrances and exits to the school buildings, and at the entrances to all bathrooms
- Students will be taught the correct way to use hand sanitizers:
 - Apply gel to palm of one hand
 - Rub hands together
 - Rub gel over all surfaces of hands and fingers until hands are dry
- All classrooms will be provided with disinfecting material, extra masks and gloves
- School nurses will provide training to staff and student:
 - Proper use of face masks
 - Proper use and removal of gloves

Protocol for High Risk Staff Members:

- Contact superintendent to identify risk factor (s)
- Provide medical documentation of underlying condition
- Identify the accommodations and modifications you are requesting
- Jointly develop a plan that will minimize risks
- PPE and social distancing will be enforced within the school environment
- Reduce contact with other individuals

Protocol for High Risk Students:

- Parents will contact school principal to identify risk factor(s)
- Provide medical documentation of underlying condition
- Identify the accommodations and modifications you are requesting
- Jointly develop a plan with the school nurse that will minimize risks
- PPE and social distancing will be enforced within the school environment
- Reduce contact with others

Individuals with the following underlying medical conditions are at high risk for severe illness from COVID-19:

Chronic kidney disease
COPD
Immunocompromised
Obesity
Serious heart condition
Sickle cell disease
Type 2 diabetes mellitus

Individuals who might be at an increased risk:

Asthma
Cerebrovascular disease
Cystic fibrosis
Hypertension
Neurologic conditions
Liver disease
Pregnancy
Pulmonary fibrosis
Smoking
Type 1 diabetes mellitus

Other Considerations:

- All group events (assemblies, special performances etc.) will be cancelled
- Back to school night will be virtual
- Class trips will be cancelled
- Water refill station will only be used. Students will not be permitted to drink from water fountains
- Face shields and/or face hats with shields will be used for students who are unable to wear a mask due to documented medical condition

Appendix B

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

Classroom Ventilation:

- Windows will be open to ensure ventilation
- Univents will mix classroom air with fresh air
 - Ultra violet light will be installed in each univent and HVAC system
 - Mer-13 high density filters installed in univents

Social Distancing in Instructional and Non-Instructional Rooms

- CDC and State and Local Social Distancing requirements will be followed
 - Desks will be placed 6 feet apart in classroom settings
 - All desks will face in a forward direction
 - In small group instruction spaces if 6 foot separation cannot be maintained face masks and face shields will be worn by faculty and staff. Students will be required to wear face masks (unless documented health issue) and plexiglass shields will be placed on desks
 - Provide opportunity for mask breaks

Procedures for Hand Sanitizing/Washing

- Proper hand washing procedures will be reinforced
 - Students will be taught the five steps for washing hands correctly:
 - Wet hands with clean, running water, turn off tap and apply soap
 - Lather hands by rubbing them together with the soap. Lather the backs of hands, between fingers and under nails
 - Scrub hands for at least 20 seconds (Hum the Happy Birthday song)
 - Rinse hands well under clean, running water
 - Dry hands using a clean towel
 - Students will be shown CDC video demonstrating correct hand washing procedures
- Wash hands frequently with soap and water for 20 seconds
 - After using bathroom
 - Before eating
 - After blowing nose, coughing or sneezing
 - Before and after going outside
 - If water not available hand sanitizer that contains at least 60% alcohol can be used

- Cover mouth and nose with a tissue or sleeve when coughing or sneezing
 - Students will wash hands following a cough or sneeze
 - Hand sanitizer will be placed on desk and used after sneezing and coughing
 - Wipe down desk areas and/or materials/surfaces with sanitizer following a sneeze or cough
- Alcohol based (60% or greater) hand sanitizer may be used following hand washing

Proper hygiene procedures will be taught and reinforced at all times:

- Avoid touching eyes, nose and mouth
- Avoid close contact with people who are sick

Other:

- Use outdoor areas for instruction whenever possible
- Minimize use of shared objects. If objects are shared they must be cleaned and disinfected before being used again.
- All manufacturer's instructions for cleaning and disinfecting will be followed

Appendix C

Critical Area of Operation #3 Transportation

The North Caldwell School District contracts with outside providers for transportation

Student Transportation:

- Each bus company will be contacted to ensure all proper hygiene and disinfecting procedures are being followed
- Students will wear face masks on bus stops and at all times when being transported by the bus

Social Distancing on School Buses:

- Students will maintain social distancing on bus to maximum extent possible
- Students will be required to wear masks

Appendix D

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

Masks will be mandatory:

- During arrival and dismissal from school
- In hallways
- In bathrooms
- When seated at classroom desk
- Whenever social distancing cannot be maintained

Location of Student and Staff Screening:

- **Grandview:**
 - Exterior classroom doors as they enter the classroom
- **Gould:**
 - Daily temperature screenings completed by homeroom teacher prior to entering classroom.

Social Distancing in Entrances, Exits, and Common Areas

- **Grandview:**
 - Arrows will be placed on the floors in the hallways to direct traffic in one direction
 - Circles will be placed by classroom doors to maintain 6 feet of social distance
- **Gould:**
 - Arrows will be placed on the floors in the hallways to direct traffic in one direction only
 - Circles will be placed on floors to maintain 6 feet social distancing when lining up at classroom doors

Procedures for staggered arrival and dismissal:

- **Grandview:**
 - Staggered drop off:
 - 8:30 AM -Kindergarten and first grade and any siblings in 2nd or 3rd grade
 - 8:40 AM – Second and third grade drop off
 - AM Pre-K drop off at 8:50
 - PM Pre-K drop off at 12:40

- Staggered Pick up
 - 1:00 PM -Kindergarten and first grade and any siblings in 2nd or 3rd grade
 - 1:10 PM– Second and third grade
 - AM Pre-K pick-up at 11:30
 - PM Pre-K pick-up at 3:00

 - **Gould:**
 - **Mountain Arrival:**
 - Students will arrive and line up at the following points. All points will be clearly marked with homeroom name and will be marked to ensure social distancing.
 - **4th grade:**
 - 1. Mellinkoff - side entrance at corner of building
 - 2. Gray - opposite walkway via side entrance at corner of building
 - 3. Kappock - Courtyard - enter through rear cafeteria doors
 - 4. Ortiz - Courtyard - enter through rear cafeteria doors
 - 5. Rego - Courtyard - enter through rear cafeteria doors
 - **5th grade:**
 - 1. Gesario - blacktop closest to double doors
 - 2. Cappello - blacktop middle
 - 3. Vassallo - blacktop by playground fence
 - 4. Kahan - grass behind blacktop
 - 5. Dillenkoffer - grass behind blacktop

 - **Gould Arrival:**
 - **6th grade**
 - 1. DeRosa - sidewalk in front of Gould Building
 - 2. Nikow - archway
 - 3. Schlachter - archway
 - 4. Stomski - blacktop (boxball)
 - 5. Arena - blacktop (boxball)
-
- **Inclement Weather**
 - Students will arrive and line up at the following points. All points will be clearly marked with HR name and marked for social distancing “
 - **4th grade: (GYM)**

- Order of staggered classroom entrance
 - 1. Mellinkoff
 - 2. Gray
 - 3. Kappock
 - 4. Ortiz -
 - **5. Rego**
 - **5th grade (CAFETERIA)**
 - Order of staggered building entrance
 - 1. Gesario
 - 2. Cappello
 - 3. Vassallo
 - 4. Kahan
 - 5. Dillenkoffer
 - **6th grade**
 - **Gould Arrival**
 - Order of staggered building entrance
 - 1. DeRosa - Music Room
 - 2. Nikow - Library
 - 3. Schlachter -Library
 - 4. Stomski- Hallway
 - 5. Arena - Art Room

Gould Dismissal

- Bus students will be released at 1:00 PM
- Walkers will be released at 1:05 PM
- Students on car line will be dismissed at 1:10 and assemble at designated pickup points which will be assigned alphabetically. Masks will be required at all times

Hallways and Common Areas:

- Reduce the amount of students traveling in hallways
- Hallways will be marked for direction
- Reduce number of students using bathrooms at one time
- Teachers will contact school nurse prior to sending student to nursing office to limit contact between students when in the nurses office

Late Arrivals and Early Departures

Procedures for late arrivals:

Grandview and Gould:

- Parents will:
 - Remain outside of school and ring bell to alert school secretary
 - Markings will be placed on sidewalk in front of school entrance to maintain social distancing
 - Disinfectant will be placed on table outside of main entrance so parents can disinfect hands before and after using bell
 - Students will disinfect hands upon entering the school building
 - Secretary will sign student in to school

Procedures for early dismissal:

Grandview:

- Parent(s) will call main office to alert secretary
- Parents will park car
- Secretary will bring student to front door for pick-up
- Secretary will sign the student out

Gould:

- Parents will:
 - Call Secretary to let her know they are at school to pick up child
 - Pull up in front of school so secretary can see car on cameras
 - Secretary will release students
 - Secretary will sign student out for the day

Visitors:

- No visitors or parents will be allowed in the building
- All materials and supplies will be left in a drop box at the main entrance of each school.
- The drop boxes will be checked throughout the day.

Appendix E

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

Sick staff and students will be required to stay home when they are sick. Sick individuals should monitor their symptoms closely and call their doctor immediately if they are evidencing a fever, cough or any other symptom of COVID-19 that is not otherwise explained. Parents will be required to pick up student immediately following call from school nurse.

Two weeks prior to the start of school:

- All students and staff should engage in all social distancing protocols for 14 days prior to the start of school
- Student and staff who visit any of the restricted states or any international travel will be **required** to self-quarantine for 14 days prior to returning to school
-

Screening Procedures for Students and Staff:

- All students and staff will complete a health form prior to entering the school building daily
- Temperature checks will be taken by nurse/staff members using a noncontact thermometer daily before students enter their classroom.
 - Teachers will wear masks and face shields at entry points when taking temperatures
 - If temperature is higher than 100 it should be rechecked five (5) minutes later, and if still at 100, student should be escorted to the nurse's office to have temperature rechecked
 - Students with a temperature greater than 100 upon the nurse's check will have to be picked up and stay home for 48 hours and be symptom-free at the end of the 48 hour period
- Parents will fill out health forms daily via online program
 - Health forms will ask parent to indicate if their child has:
 - Fever or chills
 - Cough
 - Nasal congestion or runny nose
 - Sore throat

- Shortness of Breath or Difficulty Breathing
 - Diarrhea
 - Nausea or Vomiting
 - Fatigue
 - Headache
 - Muscle or Body Ache
 - New Loss of Taste or Smell
 - Temperature higher than 100
 - Any household member who has travelled to a restricted state and/or any international travel within the past 14 days
 - Any household member who has been in contact with someone who has tested positive for Covid-19 in the last 14 days
- Teachers will take their own temperatures in the morning and fill out health form daily via online program

Protocols for Symptomatic Students and Staff:

- Students or staff evidencing the following symptoms of COVID-19, **that are not otherwise explained by a doctor's note**, will be sent to nurse's office where they will be placed in isolation:
 - Fever above 100
 - Cough
 - Shortness of breath or difficulty breathing
 - Chills
 - Repeated shaking with chills
 - Muscle pain
 - Headache
 - Sore throat
 - New loss of taste or smell
 - Fatigue
 - Congestion or runny nose
 - Nausea of vomiting
 - Diarrhea
- Students and staff would be sent home for follow up with their physician and stay home for 48 hours and be symptom free at the end of the 48 hour period
- All CDC quarantine procedures/protocols will be followed

Quarantine (Self Isolation)

Who needs to be quarantined:

- Anyone who has traveled to or from an area on New Jersey's 14 day quarantine travel advisory restricted list (see <https://covid19.nj.gov/>)
- Anyone who has travel internationally

- If a household member of a student or staff has traveled to a location on the restricted list the student or staff must also be quarantined
- Anyone who has been in close contact with someone who has COVID-19
 - Close contact is defined as:
 - You were within 6 feet of someone who has COVID-19 for at least 15 minutes
 - Including all students and staff in classroom who have been in contact for majority of school day and if enrolled in afterschool care
 - You provided care at home to someone who is sick with COVID-19
 - You had direct physical contact with a person who has COVID-19
 - You shared eating or drinking utensils with a person who has COVID-19
 - A person with COVID-19 sneezed, coughed or somehow got respiratory droplets on you
 - Steps to take if you were in close contact with someone who has COVID-19:
 - Watch for fever, cough, shortness of breath or other symptoms of COVID-19
 - If possible, stay away from others especially people who are at higher risk for getting sick from COVID-19
 - Notify the school nurse immediately upon your knowledge of the contact and contact personal physician
 - If a person who was in contact with someone who had COVID-19 but did not exhibit any symptoms, will be allowed to return sooner than the 14 day quarantine period if they have two negative Covid-19 tests (nasal or saliva only) that are 7 days apart while quarantining during the days between the two tests

Quarantine Procedures:

CDC protocols will be followed and adhered to at all times.

- If an infected person has been in the building the following procedures will be followed regardless of community spread:
 - Dismiss students and most staff for 2-5 days. This initial short term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school and provides time for the local health officer to determine the appropriate next steps.
 - Local health officer will determine, on a case by case basis, the scope (single class, single school, school wide and/or district wide) and the duration of the closure
 - Disinfect classrooms and common areas thoroughly

- Close off all areas used by the individual with COVID-19
- Wait up to 24 hours before beginning cleaning and disinfecting to minimize potential for exposure to respiratory droplets
- Open outside doors and windows to increase air circulation
- Disinfect all areas used by the sick person (offices, bathrooms, common areas) focusing on frequently touched surfaces
- Surfaces should be washed with soap and water prior to disinfection

Communication with faculty, staff and parents:

- Confidentiality of student and/or staff members as required by ADA and FERPA must be maintained
- All students in classroom and, if indicated, aftercare programs will be notified if there was an infected person in their respective class/group immediately to minimize exposure

Reentry procedures following testing positive for COVID-19

- All individuals who test positive should quarantine for up to 14 days after onset of symptoms, or longer if his/her physician determines the person became severely ill or immunocompromised after the onset of symptoms.
- In addition to the required quarantine time at least 48 hours have passed since resolution of fever without the use of fever-reducing medications
- Other symptoms of COVID-19 must have resolved for 48 hours
- Quarantined staff or students evidencing symptoms will be required to consult with a physician to determine if the length of quarantine needs to be longer
- Prior to returning to school a doctor's note must be provided
- If a person tested positive for Covid-19, they will not be required to provide a negative test result if the above quarantine and physician requirements have been met

Protocols for Face Coverings:

- School nurses will teach students the correct way to put on and take off face masks
- Technology department will create a video demonstrating appropriate way to wear a face mask
- Face masks and/or face shields must be worn at all times by faculty and staff
- Face masks must be worn by students:
 - Arriving and departing school
 - In hallways
 - In bathrooms
 - In any common area of school building
 - At all times in the classroom (mask breaks will be given)

- Whenever social distancing cannot be maintained

Other Considerations:

- Wash or sanitize hands any time one is putting on or removing a facemask or if you touch your face or mask
- All masks must be clearly labeled and have a labeled bag to store it in during any mask or snack breaks
- No sharing of masks will be allowed
- A mask will not be worn if it gets wet
- Masks should be washed or replaced after one day of use or if it gets soiled

Appendix F

Critical Area of Operation #6 Contact Tracing

The school nurses have attended a program at John Hopkins University to review the procedures required for contact tracing.

School nurses in coordination with local health department will implement contact tracing procedures when a student or staff member has tested positive for COVID-19.

Parents will be asked to update all contacts and residence data in Parent Portal.

Appendix G

Critical Area of Operation #7 Facilities Cleaning Practices

All CDC cleaning and disinfecting procedures will be implemented.

Cleaning and disinfecting procedures:

- Disposable gloves will be worn at all times when cleaning and disinfecting
- Surfaces will be cleaned using a twostep process:
 - Surfaces will be cleaned first using soap and water and then disinfectant will be applied
 - Cleaning with soap and water reduces number of germs, dirt and impurities on the surface
 - Disinfecting kills germs on surfaces
- Schedules will include increased cleaning throughout the school day
 - More frequent cleaning of communal surfaces such as doorknobs, light switches, countertops, handles, desks, phones, toilets, faucets sinks etc.
- EPA approved disinfectant against COVID-19 will be used according to all safety information and application instructions
- Windows will remain open whenever possible to provide ventilation to increase air circulation
- All classrooms will be provided with disinfectant, hand sanitizers, and rubber gloves
- Soft surfaces, such as rugs, will be removed from classrooms

Cleaning and disinfecting building if someone is sick:

- Area used by the person who is sick will be closed off
- Windows and doors will be opened to increase air flow
- Wait 24 hours before cleaning or disinfecting
- Clean and disinfect all areas used by the person who is sick
- Once area is appropriately disinfected it can be reopened for use

Appendix H

Critical Area of Operation #8 Meals

No families on free and reduced lunch so no meals will be required to be distributed. Due to early dismissal schedule lunches will not be served in school. Snack breaks will be scheduled.

Other Considerations:

- No sharing of snacks will be allowed
- No drinking from water fountains
- Students should bring a refillable water bottle daily to refill at the water refilling station if needed

Appendix I

Critical Area of Operation #9 Recess/Physical Education

Physical Education:

- Will be held outside when weather permits
- Physical education will be held in classrooms during inclement weather
- Avoid activities that place students in close physical contact

Recess:

- Classrooms will have staggered recess periods
- Students will remain in their cohort groups
- Areas will be designated on the playground to ensure social distancing
- Playground equipment/supplies will be separated and cleaned after use
- Hand sanitizer will be used before going out for recess
- Hand washing will be required following recess

Appendix J

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

Extracurricular Activities:

- All extracurricular activities will be cancelled

Field Trips:

- All field trips will be cancelled

Use of School Facilities:

- School facilities will be open to Tiny Treasures who will follow all CDC guidelines for Child Care Facilities

Appendix K

Academic, Social, and Behavioral Supports

Academic Supports:

In-Person Instruction:

- Baseline assessments to determine mastery of previously taught concepts
- Teachers will differentiate instruction to address areas of deficits in small group and or 1:1 instructional paradigms
- Before and/or afterschool Title 1 tutoring will be provided for students at-risk for academic failure
- Consultation with Intervention and Referral Service to develop an individualized learning plan to address academic delays
- Consultation with Learning Disabilities Teacher Consultant to identify strategies/interventions to assist students with meeting grade-level standards

Hybrid Model (Alternating in-person and independent Learning):

- Teachers will meet in whole group and small group settings to check in with students on the days they are engaged in independent learning.
- Teachers will provide activities that will review, reinforce, and extend concepts during independent learning days
- Pre-recorded lesson will be provided to extend learning on independent learning days
- Specials will be provided on independent learning days

Remote Learning Model:

Delivery of Remote Learning:

- Grades Pre-K-2:
 - Pre-recorded lessons
 - Activity Packets
 - Whole group zoom lessons for social/emotional connection
 - Small group and 1:1 instruction
 - SEESAW will be used in Kindergarten to Grade 2 as the online platform
- Grades 3-6
 - Google Classroom, Google Meet and Zoom used to provide daily instruction and activities in all academic areas

- Attendance is taken daily via student attendance in live lessons and/or completion of daily activities/assignments
- Structure of remote learning will consist of whole group, prerecorded lessons, small group instruction and 1:1 instruction
- Specials (Art, Music, Technology, Physical Education, Spanish, Library):
 - Instruction provided via Zoom and/or Google Meet
- Special Education:
 - Differentiated instruction and activities/assignments provided through Zoom and/or Google Meet.
 - All programs and services delivered as per each student's IEP – Teletherapy will be provided and/or in person instruction in school (parents would arrange transportation to and from session)
 - Special education teachers and service providers monitor attendance to ensure that students are accessing instruction
 - Whole group, small group and Individual sessions will be provided
 - Case Managers contact parents to ensure implementation of all IEP programs and services on a biweekly basis
 - CST conduct virtual Annual Reviews through Zoom and/or telephone conferences.
 - Classification conferences and IEP program development held when sufficient functional and/or standardized data available.

Attendance:

- Teachers monitor daily attendance and student response to online activities to ensure all students are accessing instruction.
Teachers maintain a record of student participation.
- Parents are informed by emails and phone calls when students are not participating in instruction to ascertain the reasons why the student is not participating and to determine if any issues are occurring that need to be addressed.
- If no response or improvement in attendance the Principal reaches out to the parents.

Technology:

- Survey conducted to determine each families' access to technology (internet connection, computers etc.)
- Students have access to their 1:1 classroom computer if needed for home use
- Teachers provide student log on information to parents upon request
- Should a student have difficulty logging on to a website or opening a link they will be able to contact the following individuals:
 - Gould School: Lisa Linden (llinden@ncboe.org)
 - Grandview School: Sharon Pontrella (spontrella@ncboe.org)
 - Technology System Coordinator, Ian Adlon (iadlon@ncboe.org)

Special Education:

- IEPs will be systematically reviewed to ensure all programs and services are being delivered and/or if any additional modifications, accommodations are required
- Special Education students will be assessed to determine if any regression has occurred and what, if any, compensatory services are required
- Severely impaired classified students in Pre-K and Kindergarten will receive daily in-person instruction
- Case managers will “check in” with students to assess the social emotional impact of school closure and their comfort level returning to the school building
- CST evaluations will be scheduled beginning in August
- If indicated, continue virtual CST meetings
- School Psychologist and School Social Workers will “check in” to determine social/emotional adjustment to ongoing health emergency

Social/Emotional Supports:

Students

- The School Psychologist will consult with teachers and visit classrooms to look for signs of anxiety and stress
- Teachers will be provided with training to develop and enhance their ability to identify warning signs that would suggest that a student may have been traumatized and/or experience some degree of emotional distress as a result of the public health emergency. These signs may include:
 - Anxiety, fear and worry about safety of self and others (more clingy to parent or teacher)
 - Changes in behavior that may include;
 - Increased activity level
 - Decreased attention and/or concentration
 - Withdrawal from others
 - Angry outbursts and/or aggression
 - Increased somatic complaints (headaches, stomachaches, overreacting to minor bumps)
 - New fears
 - Absenteeism
- Teachers will incorporate mindfulness strategies into classroom settings
- Students who are evidencing signs of difficulty adjusting socially or emotionally will be referred to the School Psychologist or School Social Worker for counseling when indicated

- Students will be provided with techniques for dealing with overwhelming emotional reactions
- Parents will be contacted to provide assistance and support to identify resources that they can access to assist their child to recover from a traumatic event
- Links to information regarding COVID-19 and links to information to help parents navigate discussions with children regarding COVID-19 will be placed on district website

Behavioral Supports:

- The BCBA will be available to consult with classroom teachers to develop behavioral plans and/or strategies and techniques to modify behavior
- The BCBA and School Psychologists will be available to provide support and guidance to parents as needed

Appendix L

Restart Committee

- Dr. Linda Freda, District Superintendent
- Michael Halik, District Business Administrator
- Dr. Michael Stefanelli, Principal Grandview School
- Chris Checchetto, Principal Gould School
- Tom Falco, Director of Buildings and Grounds
- Ian Adlon, Computer System Technician
- June Troiano, Teachers Union Representative
- Jeff Pierro, Teachers Union representative
- Debbie Wefferling, Support Staff Union Representative
- Courtney Mellinkoff, Teacher
- Greg DeRosa, Teacher
- Toni Area, Teacher
- Michael Gesario, Teacher
- Lynn Sibia, Speech Therapist
- Pat Keenan, School Nurse
- Stacy Gold, NCPE President
- Mindy Opper, School Board Member
- Matthew Atlas, School Board Member
- Jennier Russo, Community representative
- Sapna Patel, Community Representative
- Dr. David Fost
- Dr. Deepali Shah

Appendix M

Pandemic Response Teams

- Dr. Linda Freda, Superintendent of Schools
- Dr. Michael Stefanelli, Principal, Grandview School
- Chris Checchetto, Principal, Gould School
- Michael Halik, Business Administrator
- Tom Falco, Director of Buildings and Grounds
- Mark Deuer, Chief of Police
- Pat Keenan, School Nurse
- Laura Decker, School Psychologist
- Tamara Silva, School Social Worker
- Cheryl Schechter, Teacher
- Greg DeRosa, Teacher
- Mindy Opper, Board of Education
- Matt Atlas, Board of Education
- Dr. David Fost MD School Physician
- William Wallace, Health Officer

Appendix N

Scheduling of Students

Academic:

Pre-K:

- Full day classified Pre-K students will attend school daily for a full day (dismissal at 3PM) as this will enable direct instruction and delivery of all related services.
- Half-day classified Pre-K students will attend school five days a week in their 3s or 4s program

K-3:

- All students in grades K-2 will attend school five days a week with an early dismissal at 1:00 PM
- Social distancing will be maintained in all classrooms (6 ft). Extra class sections will be added if required
- Specials will be delivered via virtual instruction during the afternoon
- All related services and IEP programs will be provided

Grades 4 & 5 :

- Classes will be split to ensure that social distancing is maintained in the classroom setting
- Students will attend school in an A-B pattern
 - A Cohort: Attend school on Monday, Wednesday and every other Friday.
 - B Cohort: Attend school on Tuesday, Thursday and every other Friday
 - Independent Learning when cohorts are not engaged in in-person instruction:
- All related services and IEP programs will be provided

Grade 6:

- All students will attend school five days a week with an early dismissal at 1:00 PM
- Social distancing will be maintained in all classrooms (6 ft). Extra class sections will be added if required
- All related services and IEP programs will be provided

Delivery of Remote Learning:

Delivery of Remote Learning:

- Grades Pre-K-2:
 - SEESAW will be used as the instructional platform
 - Parents and students will be provided with instruction on how to access and use the platform
 - Instruction materials and activities available weekly.
 - Zoom and/or Google Meet live sessions scheduled daily.
 - Teachers available via email and/or phone conferences daily.
 - Attendance taken daily via student participation in live lessons and/or completion of daily activities/assignments.
 - Whole group, small group and 1:1 instruction will be provided
 - Pre-recorded lessons of content material
 - Biweekly check in with parents
 - Specials provided remotely. Times arranged in coordination with classroom teachers
- Grades 3-6
 - Google Classroom, Google Meet and Zoom used to provide daily instruction and activities in all academic areas.
 - Attendance is taken daily via student attendance in live lessons and/or completion of daily activities/assignments.
 - Live Synchronous instruction
 - Whole group, small group and 1:1 instruction
 - Pre-recorded lessons of content material
- Specials (Art, Music, Technology, Physical Education, Spanish, Library):
 - Instruction provided via Zoom and/or Google Meet
- Related Services (Physical Therapy, Occupational Therapy, Behavioral Therapy, Speech Therapy):
 - Services provided via Teletherapy.
- Special Education:
 - Differentiated instruction and activities/assignments provided through Zoom and/or Google Meet.
 - All programs and services delivered as per each student's IEP
 - Special education teachers and service providers monitor attendance to ensure that students are accessing instruction

- Individual sessions and conferences are provided
- Case Managers contact parents to ensure implementation of all IEP programs and services on a biweekly basis
 - CST conduct virtual Annual Reviews through Zoom and/or telephone conferences.
 - Classification conferences and IEP program development held when sufficient functional and/or standardized data available.

Attendance:

- Teachers monitor daily attendance and student response to online activities to ensure all students are accessing instruction.
- Teachers maintain a record of student participation.
- Parents are informed by emails and phone calls when students are not participating in instruction to ascertain the reasons why the student is not participating and to determine if any issues are occurring that need to be addressed.
- If no response or improvement in attendance the Principal reaches out to the parents.

Technology:

- Parents will be provided with instruction on how to access learning sites and educational platforms
- Should a student have difficulty logging on to a website or opening a link they will be able to contact the following individuals:
 - Gould School: Lisa Linden (llinden@ncboe.org)
 - Grandview School: Sharon Pontrella (spontrella@ncboe.org)
 - Technology System Coordinator, Ian Adlon (iadlon@ncboe.org)

Appendix O

Staffing

School Staffing for both in-person and remote instruction will be determined based on Class sizes in each of the grade levels, as well as number of students who select remote learning option in each grade level.

In the split schedule, in-person option a 1:00 PM dismissal will be scheduled so that teachers will have time to check in with the cohort who are engaging in virtual instruction on the days they are not scheduled to be in-person.

To meet the increased demands of both in-person and virtual instruction additional staff may be required to be hired.

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

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://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtbgms.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/virtualproflearning.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