

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Re-Open Our Schools



Old Tappan Public Schools
Board of Education

~

Fall 2020 and the Foreseeable Future
of the 2020-2021 School Year

RESTART & RECOVERY PLAN

TABLE OF CONTENTS

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

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

E. Remote Learning Options for Families	47
Appendices	54

RESTART & RECOVERY PLAN

Introduction

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

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

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

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

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

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

RESTART & RECOVERY PLAN

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

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

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

RESTART & RECOVERY PLAN

THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

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

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

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

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

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

RESTART & RECOVERY PLAN

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

Ten Critical Areas of Operation

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

RESTART & RECOVERY PLAN

- (e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
 - (i) Chronic lung disease or asthma (moderate to severe);
 - (ii) Serious heart conditions;
 - (iii) Immunocompromised;
 - (iv) Severe obesity (body mass index, or BMI, of 40 or higher);
 - (v) Diabetes;
 - (vi) Chronic kidney disease undergoing dialysis;
 - (vii) Liver disease;
 - (viii) Medically fragile students with Individualized Education Programs (IEPs);
 - (ix) Students with complex disabilities with IEPs; or
 - (x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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

- b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan
 - (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at

RESTART & RECOVERY PLAN

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

- (2) 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).

RESTART & RECOVERY PLAN

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

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

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

- (1) If the school district is providing transportation services on a school bus 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]

RESTART & RECOVERY PLAN

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.

RESTART & RECOVERY PLAN

- (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.

RESTART & RECOVERY PLAN

- (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.

RESTART & RECOVERY PLAN

- (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.

RESTART & RECOVERY PLAN

- (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;

RESTART & RECOVERY PLAN

- (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:

RESTART & RECOVERY PLAN

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

RESTART & RECOVERY PLAN

- (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

RESTART & RECOVERY PLAN

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

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

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

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

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

Our District has implemented OT Connections, which is designed to provide three pathways of support for families across all grades and throughout the summer months. Additionally, our counselors will be offering social-emotional strategies and lessons for all students, in-person or through e-Learning, that will be accessible for families, too.

b. Multi-Tiered Systems of Support (MTSS)

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

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

Our District maintains its I&RS Team (Intervention and Referral Services Team), in-person or during e-Learning. The District also maintains and delivers all support and related services, including gifted education. English language services maintained delivery and students will be rescreened upon return to determine gaps and exiting. Additionally, our Child Study Team will be conducting evaluations this summer to prepare students with necessary supports upon return in September.

RESTART & RECOVERY PLAN

c. Wraparound Supports

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

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

Through OT Connections, a twelve-month outreach program, support is being offered to all families who need help at home as well as with their children presenting school-based concerns. The social worker, psychologist, counselors, behavior, and nurses staff OT Connections.

d. Food Service and Distribution

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

☒ Not Being Utilized

☐ Being Developed by School Officials

☐ Currently Being Utilized

At this point, food service and distribution is not a need in our community. However, we do monitor this, and if it were to change, we would offer families the assistance they need. In the meantime, we collect donations for a Bergen County pantry.

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.

RESTART & RECOVERY PLAN

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

We provide an after-care program through the Wyckoff Y, which is a State-approved program. The Wyckoff Y has agreed to provide child care for families on days that we dismiss at 12:30 PM during Phase I of our Re-Opening Plan.

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

- a. A Restart Committee should be established as collaboration is critical to the development of the Board's Plan.
- b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.
- c. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the

RESTART & RECOVERY PLAN

district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.

- d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
- e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

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

RESTART & RECOVERY PLAN

- (4) School Counselor or mental health expert;
 - (5) Subject Area Chairperson/Director;
 - (6) School Nurse;
 - (7) Teachers representing each grade band served by the school district and school;
 - (8) School safety personnel;
 - (9) Members of the School Safety Team;
 - (10) Custodian; and
 - (11) Parents.
- g. The Pandemic Response Team is responsible for:
- (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
 - (2) Adjusting or amending school health and safety protocols as needed.
 - (3) Providing staff with needed support and training.
 - (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
 - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
 - (6) Providing necessary communications to the school community and to the school district.
 - (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

RESTART & RECOVERY PLAN

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.

RESTART & RECOVERY PLAN

- 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

RESTART & RECOVERY PLAN

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).

RESTART & RECOVERY PLAN

(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.

RESTART & RECOVERY PLAN

- (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.

RESTART & RECOVERY PLAN

- (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.

RESTART & RECOVERY PLAN

- (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.

RESTART & RECOVERY PLAN

- (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members should:
 - (1) Lead small group instruction in a virtual environment.
 - (2) Facilitate the virtual component of synchronous online interactions.
 - (3) Manage online platform for small groups of in-person students while teacher is remote.
 - (4) Assist with the development and implementation of adjusted schedules.
 - (5) Plan for the completion of course requests and scheduling (secondary school).
 - (6) Assist teachers with providing updates to students and families.
 - (7) Support embedding of SEL into lessons.
 - (8) Lead small group instruction to ensure social distancing.
 - (9) Consider student grouping to maintain single classroom cohorts.
 - (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- f. Support staff/paraprofessionals may:
 - (1) Lead small group instruction to ensure social distancing.
 - (2) Consider student grouping to maintain single classroom cohorts.
 - (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

RESTART & RECOVERY PLAN

- (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:

RESTART & RECOVERY PLAN

- (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.

RESTART & RECOVERY PLAN

- (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - (5) Implement modifications or accommodations for students with special needs.
 - (6) Facilitate one-to-one student support.
 - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.
 - (9) Develop online material or assignments.
 - (10) Pre-record direct-instruction videos.
 - (11) Facilitate student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
 - (2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
 - (3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.

RESTART & RECOVERY PLAN

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

[See Appendix O – Staffing]

7. Athletics

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

[See Appendix P – Athletics]

RESTART & RECOVERY PLAN

C. Policy and Funding

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

1. School Funding

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

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

- b. School District Budgets

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

- c. School Funding

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

RESTART & RECOVERY PLAN

(1) Purchasing

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

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

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

(3) Costs and Contracting

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

RESTART & RECOVERY PLAN

D. Continuity of Learning

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

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

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

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

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

RESTART & RECOVERY PLAN

- (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.

RESTART & RECOVERY PLAN

- 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

RESTART & RECOVERY PLAN

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.

RESTART & RECOVERY PLAN

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

(3) Assessment

- (a) For the purposed of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
- (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
- (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
- (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
- (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
 - (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.

RESTART & RECOVERY PLAN

4. Professional Learning

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

RESTART & RECOVERY PLAN

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

- e. Evaluation

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

- 5. Career and Technical Education (CTE)

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

- c. Guiding Principles

- (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
 - (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.
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RESTART & RECOVERY PLAN

d. Quality CTE Programs

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

e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

RESTART & RECOVERY PLAN

E. Remote Learning Options for Families

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

Requests for full-time remote learning may include any service or combination of services that would otherwise be delivered to students on an in-person schedule, which may be a hybrid schedule, such as instruction, behavioral and support services, special education, and related services. A parent may request some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the provisions in the school district’s Restart and Recovery Plan (Plan) and Policy 1648.

A parent may contact the Principal or designee of the building the student would attend with any questions on: a request to transition from in-person services to full-time remote learning; a request to transition from full-time remote learning to in-person services; the procedures of this Policy; and/or any other information regarding the school district’s Plan and Policy 1648.

To ensure clarity and consistency in implementation of full-time remote learning, the Board of Education adopts this Policy that addresses the following:

A. Unconditional Eligibility for Full-time Remote Learning

1. All students are eligible for full-time remote learning.
 - a. Eligibility for full-time remote learning cannot be conditioned on a parent demonstrating a risk of illness or other selective criteria.
 - b. Unconditional eligibility for full-time remote learning includes students with disabilities who attend in-district schools or receiving schools (county special services school districts, educational services commissions, jointure

RESTART & RECOVERY PLAN

commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).

B. Procedures for Submitting Full-time Remote Learning Requests

1. A parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at least 14 calendar days before the student is eligible to commence full-time remote learning in accordance with B.2. below.

2. The student may only begin full-time remote learning

[Choose one or more of the following:

___ at the beginning of the school year.

___ at the beginning of a marking period.

___ at the beginning of a mid-year semester.

☒ within 10 school days after receiving written approval of the Principal or designee.]

3. The written request for the student to receive full-time remote learning shall include:

- a. The student's name, school, and grade;
- b. The technology the student will be using to receive full-time remote learning, including the student's connectivity capabilities;
- c. A request for any service or combination of services that would otherwise be delivered to the student on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education, and related services;
- d. For students with disabilities, the school district staff will determine if an Individualized Education Plan (IEP) meeting or an amendment to a student's IEP is needed for full-time remote learning; and

RESTART & RECOVERY PLAN

e. Any additional information the Principal or designee requests to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.

(1) The documentation required by the school district to be provided in the parent's request for full-time remote learning shall not exclude any students from the school district's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning.

4. Upon receiving the written request, the Principal or designee may request additional information from the parent to assist the Principal or designee in providing the student the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.

5. The Principal or designee will review the written request and upon satisfaction of the procedures outlined in this Policy, the Principal or designee will provide written approval of the parent's request for full-time remote learning.

a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.

6. The Principal's written approval of the request shall be provided to the parent within 14 calendar days of receiving the parent's written request.

a. The written approval will include the date the remote learning program will commence for the student in accordance with B.2. above.

C. Scope and Expectations of Full-Time Remote Learning

1. The scope and expectations of the school district's full-time remote learning program will include, but not be limited to, the following:

RESTART & RECOVERY PLAN

- a. The length of the school day pursuant to N.J.A.C. 6A:32-8.3 and compliance with the Board's Attendance Policy and Regulation 5200; the provisions of the district's remote learning program outlined in the school district's Plan; and any other Board policies and regulations that govern the delivery of services to, and district expectations of, students participating in the remote learning program and their families;
- b. The technology and the connectivity options to be used and/or provided to the student during remote learning; and
- c. Any additional information the Principal or designee determines is needed to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs (i.e. students participating in a hybrid model).
 - (1) This includes, for example, access to standards-based instruction of the same quality and rigor as afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.
- d. The school district will endeavor to provide supports and resources to assist parents, particularly those of younger students, with meeting the expectations of the school district's remote learning option.

D. Procedures to Transition from Full-Time Remote Learning to In-Person Services

- 1. A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, by submitting a written request to the Principal of the building the student will attend. This request must be submitted at least 14 calendar days before the student is eligible for in-person services.

RESTART & RECOVERY PLAN

2. A student is only eligible to transition from full-time remote learning to in-person services commencing

[Choose one or more of the following:

- ☐ at the beginning of the school year.
- ☐ at the beginning of a marking period.
- ☐ at the beginning of a mid-year semester.
- ☒ within 10 school days after receiving written approval of the Principal or designee.]

3. The written request from the parent for the student to transition from full-time remote learning to in-person services shall include:

- a. The student's name, school, and grade;
- b. The in-person program may only commence for a student transitioning from full-time remote learning to in-person services in accordance with D.2. above; and
- c. Any additional information the Principal or designee determines would be important on the student's transition from full-time remote learning to in-person services.

4. A student previously approved for remote learning wanting to transition into the school district's in-person program must spend at least

[Choose one or more of the following:

- ☐ one marking period in remote learning before being eligible to transition into the school district's in-person program.
- ☐ one semester (1/2 school year) in remote learning before being eligible to transition into the school district's in-person program.
- ☒ 10 school days in remote learning before being eligible to transition into the school district's in-person program.]

RESTART & RECOVERY PLAN

- a. This will allow parents to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction for the student.
 - 5. The Principal or designee will review the request for compliance with this Policy, and upon satisfaction of the procedures in this Policy, will provide the parent of the student a written approval of the student entering the school district's in-person program.
 - a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.
 - 6. Upon approval of the student's transition from full-time remote learning to in-person services, the school district will provide specific student and academic services to better assist parents anticipate their student's learning needs and help educators maintain continuity of services.
 - 7. School districts that offer Pre-K will consult their Pre-K curriculum providers regarding appropriate measures to assess a Pre-K student's learning progress during the transition from full-time remote learning to in-person learning.
- E. Reporting
- 1. To evaluate full-time remote learning, and to continue providing meaningful guidance for school districts, it will be important for the New Jersey Department of Education (NJDOE) to understand the extent and nature of demand for full-time remote learning around the State.
 - a. The school district will be expected to report to the NJDOE data regarding participation in full-time remote learning. Data will include the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.
- F. Procedures for Communicating District Policy with Families
-

RESTART & RECOVERY PLAN

1. The school district will have clear and frequent communication with parents, in their home language, to help ensure this important flexibility is as readily accessible as possible. Communication must include, at a minimum, information regarding:
 - a. Summaries of, and opportunities to review, the school district's full-time remote learning Policy/Plan;
 - b. Procedures for submitting full-time remote learning requests in accordance with B. above;
 - c. Scope and expectations of full-time remote learning in accordance with C. above;
 - d. The transition from full-time remote learning to in-person services and vice-versa in accordance with B. and D. above; and
 - e. The school district's procedures for ongoing communication with families and for addressing families' questions or concerns.

G. Home or Out-of-School Instruction

1. No provision of this Policy supersedes the district's requirements to provide home or out-of-school instruction for the reasons outlined in N.J.S.A. 18A, N.J.A.C. 6A, or any applicable Board policy unless determined otherwise by the Superintendent or designee.

[See the District's Restart and Recovery Plan – Appendix Q for the protocols/procedures for “Remote Learning Options for Families” which is outlined in the school district's Restart and Recovery Plan.]

RESTART & RECOVERY PLAN

Appendices

Restart and Recovery Plan to Re-Open Our Schools



Old Tappan Public Schools - PK-8 Board of Education

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Fall 2020 and the Foreseeable Future of the 2020-2021 School Year

RESTART & RECOVERY PLAN

Appendix A

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

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

- All employees will be required to wear a mask while inside and outside of the building, where medically appropriate. Students will be required to wear a mask, where medically appropriate, when in common areas of the school, moving about the classroom, and when outside. Students will be required to wear their face coverings in the classrooms.
- Enhanced personal protective equipment (PPE) will be provided, such as desktop shields for all students, tabletop screens for high-traffic areas and close instruction, face shields as additional protection with masks, and hanging plastic barriers.
- Employees and students will be required to clean hands upon entry, before and after certain activities (e.g., eating, recess, coughing, sneezing, blowing nose), and before dismissal.
- Sanitizing Stations will be at entries, in restrooms, in faculty rooms, in lunchrooms, and provided in every classroom. The Sanitizing Stations will include hand sanitizer, wipes, and soap and paper towels where there are sinks.
- All air conditioning unit filters have been replaced. All classroom uninvents, which circulate fresh air into the classrooms, have been cleaned and filters replaced. All classrooms must leave windows open to allow for outside air to come inside, even if air conditioning units are turned on.
- The District purchased three-ply, washable masks for students (5 per student) and for faculty/staff (5 per adult). Substitutes will be provided with masks, as well.
- The District purchased face shields for every student and adult to wear in addition to masks. The District also purchased clear masks for staff members whose work requires their mouths to be seen by students for instruction (e.g., phonics instruction, speech instruction).
- An air purifier was purchased and placed in each of the school's nurse's offices.

RESTART & RECOVERY PLAN

- Visitors will be restricted to use outside bins for the pick-up and drop-off of items. When absolutely necessary, a visitor may be contained in the school's lobby "mantrap" to await a student for pick-up. While in the "mantrap," a face covering must be worn. Volunteer opportunities will be suspended temporarily.
- All employees will be required to take a health and safety return-to-work training session, as the material will pertain to communicable diseases and, specifically, the coronavirus. There will also be a training module made available for substitutes, which will include health and safety procedures, as well as daily routines/procedures that are new in the school.
 - a. Protocol for High-Risk Staff Members
The District will provide any employee, who is categorized as high-risk with accompanying medical documentation, with additional accommodations that are within reason for the Board. Accommodations plans will be developed as necessary for individual employees. Employees must contact the Superintendent and present information to the Superintendent.
 - b. Protocol for High-Risk Students
The District will provide any student, who is categorized as high-risk with accompanying medical documentation, with additional accommodations that are within reason for the District. Accommodations plans will be developed as necessary for individual students. E-Learning will be an option for those students who are unable to return to school due to documented illness or disability. Families must contact the school and present information to the school principal and/or nurse.

RESTART & RECOVERY PLAN

Appendix B

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

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

- a. Social Distancing in Instructional and Non-Instructional Rooms
 - All employees will be required to wear a mask while inside and outside of the building, where medically appropriate. Students will be required to wear a mask, where medically appropriate, when inside and outside of the building.
 - The District purchased three-ply, washable masks for students (5 per student) and for faculty/staff (5 per adult). Substitutes will be provided with masks as well.
 - The District purchased face shields for those who wish to wear them in addition to masks. The District purchased clear masks for staff members whose work requires their mouth to be seen by students.
 - Enhanced PPE will be provided, such as desktop shields for all students, tabletop screens for high-traffic areas and close instruction, hanging plastic barriers, and face shields to wear with masks.
 - Physical distancing will be maintained to the greatest extent possible. Furniture in classrooms will be arranged to maintain the greater-than-normal distances. Desks will be separated to create five-feet to six-feet separations. All desks will be facing the same direction. All desks will be equipped with desk shields.
 - Excess furniture will be removed from classrooms and stored in storage units on District grounds. Porous items, such as rugs and couches, will be removed from classrooms wherever possible. Furniture will be set-up to maintain distance, to the greatest extent possible, in the classrooms.
 - The District purchased desks to replace tables in certain spaces to ensure the separation of students.

RESTART & RECOVERY PLAN

- The District purchased tabletop barriers for high-traffic areas, such as offices, and for specialists who work with students that require close proximity for evaluation and one-on-one instruction.
 - The District is maximizing its outdoor space to be used by classes by placing open tents around the school grounds to be used as additional outdoor learning spaces, weather permitting.
- b. Procedures for Hand Sanitizing/Washing
- Employees and students will be required to clean hands upon entry, before and after certain activities (e.g., eating, recess, coughing, sneezing, blowing nose, physical education), and before dismissal.
 - Sanitizing Stations will be at entries, in lunchrooms, in restrooms, in faculty rooms, and provided in every classroom. The Sanitizing Stations will include hand sanitizer, wipes, and soap and paper towels where there are sinks.

RESTART & RECOVERY PLAN

Appendix C

Critical Area of Operation #3 – Transportation

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

- a. Student Transportation
 - The District contracts with an outside vendor for transportation. Very few students are eligible for District-paid bussing.
 - The District will abide by the transportation company's rules for health and safety requirements.
 - Students must wear masks at all times while on the bus. Drivers and aides must wear masks. Students, who are not siblings, will be seated every other seat. The bus windows will remain open to allow fresh air to circulate.
 - Students will embark on the bus at their regularly scheduled spots. While waiting for the bus with others, students must wear masks. When disembarking from the bus, students' temperatures will be taken on school grounds.
 - Busses will be cleaned and disinfected before and after each route.
- b. Social Distancing on School Buses
 - Students who choose to ride the bus to and from school will be socially distanced on the bus, seated in every other seat, unless they are siblings.
 - If students are unable to wear face coverings due to a medical condition and social distancing is not possible, an individual accommodation will need to be made.

RESTART & RECOVERY PLAN

Appendix D

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

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

- a. Location of Student and Staff Screening
 - As students are arriving in cars, their students' temperatures will be taken with infrared thermometers that have been purchased. Those taking students' temperatures will be issued proper PPE. This is a preferred method of temperature-checks since the student will still be with the adult and could be taken directly home if there is a fever.
 - Employees will have temperatures read at entries or in the nurses' offices.
 - Students' entry points will vary based on grade-level. The youngest students will enter directly into their classrooms. Certain grade levels will be assigned to the do same, while other grade-levels will be assigned other entry points. All locations for entry/arrival will be outlined by the school principals to families. All outside entry points will marked with outside social distancing markings and reminders.
 - Wherever possible, dismissal will take place through the classrooms' exterior doors. This will aid in slowing down the dismissal process and separating congestion from main doorways.
 - Families and employees will have to complete a [Health and Wellness Attestation Form](#). This form, which has been approved by our school physician, will be issued as part of our beginning of the year digital paperwork and then will be issued every two weeks that school is in session, at the suggestion of our school physician. It offers reminders to families and staff about the expectations for health and wellness in order to attend school. The District also will share the New Jersey Department of Health's daily screening tool for families to conduct an at-home monitoring of symptoms. These forms will be maintained through our online Genesis Parent Portal and Genesis School-Fi Employee Portal.

RESTART & RECOVERY PLAN

- b. Social Distancing in Entrances, Exits, and Common Areas
 - From the point of exiting the vehicle at drop-off to entering the vehicle at pick-up, face masks must be worn. When entering the building, exiting the building, and moving about the building in its common areas, face masks must be worn.
 - Multiple entry points will be used for arrival and dismissal to avoid unnecessary congestion. All inside and outside areas will be labeled and marked.
 - By using multiple exit doors, the schools' dismissal will be staggered by moments, which will aid in unnecessary congestion.
 - Developmentally-appropriate floor markings and adhesives will be used for schools' interiors and exteriors. Cones and flags will aid in the demarcation of sections and traffic flows.
 - Hallways, ramps, and stairs will be marked with one-way arrows and social distancing reminders. Restrooms will have a two-person maximum occupancy and will be marked as such. Restrooms will also be grade-level specific. Lockers are not permitted to be used in the middle school. Drop-off bins that will be placed outside will be marked by grade-level, should any materials be required to be dropped off by families.
 - Visually-heavy signs will be posted for reminders about hygiene, distancing, and face coverings in common areas.
 - Alternate methods for school assemblies or mass gatherings, such as Back-to-School Nights, will be utilized (e.g., video recordings, streaming, alternating groups).

RESTART & RECOVERY PLAN

Appendix E

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

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

- a. Screening Procedures for Students and Staff
 - Families and employees will sign an [Health and Wellness Attestation Form](#), approved by our school physician, with health procedures that must be followed. The form will be issued prior to the start of the year, as well as every two weeks that school is in session, at the suggestion of our school physician. The District also will share the New Jersey Department of Health's daily screening tool for families to conduct an at-home monitoring of symptoms. The form will include attestations to not giving a child fever-reducing medication before sending the child to school; to not sending the child to school if the child presents one or more of the listed symptoms; to notify the school nurse if the child presents one or more of the listed symptoms, to notify the school nurse and self-quarantine if there was travel to a location on the advisory list.
 - The [Health and Wellness Attestation Forms](#) will be maintained through our online Genesis Parent Portal and Genesis School-Fi Employee Portal.
 - All employees and students will receive a temperature check prior to engaging in in-person activities.
 - Logs of the Attestation Forms and the temperatures that are above 100 degrees Fahrenheit will be maintained for contact tracing.
- b. Protocols for Symptomatic Students and Staff
 - A separate space, outside of the nurse's office in each building, will be identified for isolation of students or employees presenting symptoms of COVID.
 - The New Jersey Department of Health developed [Public Health Recommendations for Local Health Departments for K-12 Schools](#) as

RESTART & RECOVERY PLAN

the guidelines to be followed for school districts if there are presumptive-positive cases or confirmed-positive cases in our schools.

- Symptomatic students and staff – Symptoms that present must be reported to the school, even if the child or staff member does not report to school. If the child is already in school and symptoms present themselves, the child will be sent to nurse for further examination and their [visit will be logged](#). Faculty and staff will learn about the symptoms through staff training.
- Isolation – Students and staff members will be isolated at school when they present with at least two of the following symptoms: fever, chills, rigors, muscle aches, headache, sore throat, nausea, vomiting, diarrhea, fatigue, congestion, or runny nose; or at least one of the following symptoms: cough, shortness of breath, difficulty breathing, new olfactory disorder, new taste disorder. Each school has an identified isolation room that is separate from the nurse’s office but accessible to the nurse.
- Monitoring of symptoms – The District will share the New Jersey Department of Health’s daily screening tool for families to conduct an at-home monitoring of symptoms. Families will be reminded about the importance of monitoring for symptoms and staying home when ill through the District’s messaging. Reminders will be shared regularly about this. The District will issue the Health and Wellness Attestation Form for completion every two weeks. This digital form will be maintained in our database.
- Re-admittance and contact tracing – If someone in school tests positive, families and/or staff should notify the District. The District will notify families/staff, as appropriate. The District must notify the local health department. The District will complete [all forms](#) required by the local health department that will aid in their contact tracing. Students and/or staff members will be re-admitted only after the set amount of exclusion time from the school setting, as determined by the [Exclusion Matrix](#) issued by the New Jersey Department of Health.

- c. Protocols for Face Coverings
 - All employees will be required to wear a mask while inside and outside of the building, where medically appropriate. Students will be required to wear a mask, where medically appropriate, when inside and outside. Students will be required to wear face masks in the classrooms.

RESTART & RECOVERY PLAN

- Although visitors will not be allowed into the buildings, on the rare occasion that a visitor does need to enter the building, he/she must wear a face covering, unless under the age of two years old. If the visitor refuses to wear a face covering, he/she may be denied entrance.

RESTART & RECOVERY PLAN

Appendix F

Critical Area of Operation #6 - Contact Tracing

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

- All employees and students will receive a temperature check prior to engaging in in-person activities.
- Families and employees will complete [Health and Wellness Attestation Forms](#), approved by our school physician. The District also will share the New Jersey Department of Health's daily screening tool for families to conduct an at-home monitoring of symptoms. These forms will be maintained through our online Genesis Parent Portal and Genesis School-Fi Employee Portal.
- Logs of the Attestation Forms and the temperatures that are above 100 degrees Fahrenheit will be maintained for contact tracing.
- All students will be in class cohorts for the day. This will aid in contact tracing should it be necessary.
- If it is possible to place twins and multiples in the same cohort, we will do so, which will aid in contact tracing.
- If extra-curricular activities and athletics begin, accurate daily attendance sheets will be kept to aid in contact tracing.
- The New Jersey Department of Health developed [Public Health Recommendations for Local Health Departments for K-12 Schools](#). These protocols address the guidelines for schools and local health departments regarding the handling of presumptive-positive or confirmed-positive cases.

RESTART & RECOVERY PLAN

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

- Enhanced cleaning and disinfecting of frequently touched surfaces will be implemented for each custodial shift. The custodians will complete [shift checklists](#), which will serve as reminders of what to clean and will serve as accountability checks for frequently touched areas of the school such as: desks and chairs, lunch tables, door handles and push plates, railings, restrooms, light switches, handles, buttons, shared telephones, shared desktops, shared computers, toys, shared play equipment. Water fountains will not be in use; instead, students will be directed to bring water bottles from home.
- There will be an increased frequency of restroom cleaning to include before students arrive, morning session and afternoon session. Increased frequency of restroom cleanings will be tracked, and [logs will be maintained](#) and posted in the restrooms for monitoring.
- Deep cleaning will be done on the weekends, eliminating the buildings' usage by outside groups, such as recreation and scouts.
- Filtration and ventilation maintenance will be conducted regularly by maintenance personnel and reviewed. Most recently, the logs have been reviewed by the State during QSAC Monitoring. Logs continue to be maintained. All air-conditioning unit filters and univent filters have been replaced according to the manufacturer's specifications, at minimum, plus all have been done this summer. The nurses' air purifiers will be added to the log sheets.
- Windows in rooms should remain open to allow for additional fresh air to be circulated, in addition to the fresh-air components of the uninvent system and the HVAC system. Staff members who are typically in spaces without windows will be given an option to relocate.
- The District has purchased supplies to maintain custodial supply inventory-minimums that will last months. These include cleansers, sanitizers, paper products, disinfectant sprays, wipes, and electrostatic sprayers.

RESTART & RECOVERY PLAN

- The District has purchased the supplies to create Sanitizing Stations, which will be located at entries, in lunchrooms, in restrooms, in faculty rooms, and provided in every classroom.

Old Tappan Public Schools Facility Cleaning Protocols for Return to School with COVID-19

Location	Schedule	Task	Previous Procedure(s)	Procedure(s) Modified for COVID-19
Classrooms – Afternoon	Daily	Dusting	Microfiber cloth used daily or until appears dirty	No longer dusting or using reusable cloth (per CDC)
		Clean desks, chairs, computers, phones	Microfiber to clean with Simple Green disinfectant	Paper towel to clean with disinfectant (Nutra-Max / Maquat 32-NHQ) EPA approved for COVID-19
		Clean toys (when present)	Wipe down toys that are out in the open with microfiber cloth to clean with Simple Green disinfectant	Paper towel to clean with disinfectant (Nutra-Max / Maquat 32-NHQ) EPA approved for COVID-19
		Check univent filters	Change when necessary (visual determination)	Change when necessary (visual determination)
		Dry mop and then wet mop	Mop to clean with Clorox Bleach. Water used until appears dirty.	Mop to clean with Clorox Bleach. Clean water after each classroom.
		Garbage / recycling	Empty garbage and recycling	No change
		Whiteboards/chalkboards	Cleaned with sponge and special cleaner for whiteboards	No change

RESTART & RECOVERY PLAN

		n/a	Check level of hand sanitizer in each classroom and refill as needed	Hand sanitizer should be 70%+ alcohol (does not require EPA #)
	Daily - after above cleaning is complete			Spray touchpoints with disinfectant (Nutra-Max / Maquat 32-NHQ) EPA approved for COVID-19. The solution remains on the surfaces to complete the disinfection process.
Bathrooms - Afternoon	Daily	Sinks / faucets / flushing handles / urinal / seats	Microfiber to clean with Clorox Bleach disinfectant	Paper towel to clean with disinfectant (Nutra-Max / Maquat 32-NHQ) EPA approved for COVID-19
		Dry mop and then wet mop	Mop to clean with Clorox Bleach. Water used until appears dirty.	Mop to clean with Clorox Bleach. Clean water after each bathroom.
		Garbage / recycling	Empty garbage and recycling	No change
		Toilet water	Clean with brush and Clorox Bleach.	No change.
	Daily - after above cleaning is complete			Spray touchpoints with disinfectant (Nutra-Max / Maquat 32-NHQ) EPA approved for COVID-19. The solution remains on the surfaces to complete the disinfection process.
Hallways - Afternoon	Daily	Window sills	Microfiber to clean with Simple Green disinfectant	Paper towel to clean with disinfectant (Nutra-Max / Maquat 32-NHQ) EPA approved for COVID-19
		Water fountain /	Paper towel (per unit) used	Paper towel to clean

RESTART & RECOVERY PLAN

		hydration Stations	to clean with stainless steel cleaner.	with disinfectant (Nutra-Max / Maquat 32-NHQ) EPA approved for COVID-19
		Floors: Dry mop and then wet mop	Mop to clean with Clorox Bleach. Water used until appears dirty.	No change
		Railings, knobs, handles	Microfiber to clean with Simple Green disinfectant	Paper towel to clean with disinfectant (Nutra-Max / Maquat 32-NHQ) EPA approved for COVID-19
	As needed (visual inspection)	Lockers	Microfiber to clean with Simple Green disinfectant	Paper towel to clean with disinfectant (Nutra-Max / Maquat 32-NHQ) EPA approved for COVID-19
	Daily - after above cleaning is complete			Spray touchpoints with disinfectant (Nutra-Max / Maquat 32-NHQ) EPA approved for COVID-19. The solution remains on the surfaces to complete the disinfection process
			Check level of hand sanitizer in hand sanitizer station and refill as needed.	Hand sanitizer should be 70%+ alcohol (does not require EPA #)
Offices - Afternoon	Daily	Dusting	Microfiber cloth used one day or until appears dirty	No longer dusting or using reusable cloth (per CDC)
		Clean desks, chairs, computers, phones	Microfiber to clean with Simple Green disinfectant	Paper towel to clean with disinfectant (Nutra-Max / Maquat 32-NHQ) EPA approved for COVID-19

RESTART & RECOVERY PLAN

	Daily/monthly	Check univents/ filters	change when necessary (visual determination) Office filters changed monthly - non-univent	No change
		Dry mop and then wet mop or vacuum	Mop to clean with Clorox Bleach. Water used until appears dirty..	No change
		Garbage / recycling	Empty garbage and recycling	No change
		Bathrooms: sinks / faucets / flushing handles	Microfiber to clean with Clorox Bleach disinfectant	Paper towel to clean with disinfectant (Nutra-Max / Maquat 32-NHQ) EPA approved for COVID- 19
		Toilet water	Clean with brush and Clorox Bleach.	No change
		Window sills	Microfiber to clean with Simple Green disinfectant	Paper towel to clean with disinfectant (Nutra-Max / Maquat 32-NHQ) EPA approved for COVID- 19
		Handles, knobs	Microfiber to clean with Simple Green disinfectant	Paper towel to clean with disinfectant (Nutra-Max / Maquat 32-NHQ) EPA approved for COVID- 19
	Daily - after above cleaning is complete			Spray touchpoints with disinfectant Nutra-Max / Maquat 32-NHQ - EPA approved for COVID-19. The solution remains on the surfaces to complete the disinfection process.
Classrooms -	Daily - upon		Walk around building and	No change

RESTART & RECOVERY PLAN

Morning	arrival before students and staff enter		check for any issues that may have arisen overnight.	
	Daily after arrival of staff and students - once classes have begun	handles , knobs, railings	Microfiber to clean with Simple Green disinfectant	Paper towel to clean with disinfectant (Nutra-Max / Maquat 32-NHQ) EPA approved for COVID-19
Bathrooms - Morning	Daily after arrival of staff and students	Check hourly	Microfiber to clean with Clorox Bleach disinfectant	Paper towel to clean with disinfectant (Nutra-Max / Maquat 32-NHQ) EPA approved for COVID-19
District-Wide	Weekends and As Needed	Disinfecting / Deep Cleaning	None	Use Electrostatic sprayers (i.e., Clorox 360 and/or Victory Sprayers) with disinfectants EPA approve for COVID-19 (Clorox and/or Nutra-Max / Maquat 32-NHQ)

RESTART & RECOVERY PLAN

Old Tappan Public School District Custodial Expectations and Accountability Checklist

Custodian's Name:				
Week of:	/ / 20__	through	/ / 20__	
Shift (Circle):	Morning	Flex/Mid-Day	Night	Weekend

Check (✓) Tasks when completed in each of your Sections every day.

SECTION: CLASSROOMS							
TASK	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Clean all visible surfaces, including toys							
Clean all cobwebs from corners, top and bottom							
Restack any dropped materials on tables/desks							
Empty garbages and replace the liners							
Sweep and mop the floors							
Clean and sanitize the telephones							
Wipe and clean the windows and doors							
Clean and sanitize the door handles							
Clean and sanitize the light switches							
Clean and sanitize all desks and chairs							
Vacuum the rugs							
Arrange the furniture							
Clean and sanitize the sinks, faucets, and counters							
Refill the paper products and soaps/sanitizers							
Clean and sanitize the light switches							
Other:							

SECTION: HALLWAYS							
TASK	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Remove cobwebs from ceiling and walls							
Wipe and clean walls (and lockers - middle school only)							
Wipe and clean wall décor and wall fixtures							
Clean and sanitize the vending machines							
Clean and sanitize the handrails							
Clean the glass doors and sanitize their door handles							
Clean and sanitize light and switch plates and door handles							
Clean and sanitize the water fountain stations							
N/A							

RESTART & RECOVERY PLAN

Empty the garbages and replace the liners							
Sweep, mop, and clean the floors							
Vacuum the mats							
Other:							

SECTION: RESTROOMS – Also, complete the LOGS in the restrooms.							
Task	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Clean and sanitize the sinks and faucets							
Clean and sanitize the toilet bowls - insides, undersides, rims, handles							
Clean and sanitize the urinals and handles							
Clean and sanitize stall doors and door knobs							
Refill soap dispensers and sanitizers							
Refill paper products							
Clean and sanitize the walls and mirrors							
Mop and clean the floors							
Empty garbages and replace liners							
Other:							

SECTION: OFFICES							
TASK	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Clean all visible surfaces							
Clean all cobwebs from corners, top and bottom							
Restack any dropped materials on desks							
Empty garbages and replace the liners							
Empty the paper shredders							
Clean and sanitize the telephones							
Clean and sanitize the copiers							
Wipe and clean the windows and doors							
Clean and sanitize the door handles							
Clean and sanitize the light switches							
Clean and sanitize all desks							
Clean and sanitize the counters and cabinets							
Clean and sanitize the light switches							
Sweep and mop the floor; vacuum rugs							
Refill the paper products and sanitizer and water, if applicable							
Other:							

SECTION: GYMS							
TASK	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Clean and sanitize gym equipment							
Clean the bleachers and under them; and push them in							

RESTART & RECOVERY PLAN

Wipe and clean the windows, doors, and sanitize door handles							
Wipe and sanitize the light fixtures and switch plates							
Wipe and clean the surfaces of the walls							
Sweep, mop, and clean the floors							
Other:							

SECTION: LUNCHROOMS							
TASK	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Clean all visible surfaces							
Clean and sanitize all lunch tables and benches							
Clean and sanitize any folding tables							
Empty garbages and replace the liners							
Sweep and mop the floors							
Clean and sanitize the telephone on the wall							
Wipe and clean the door windows							
Clean and sanitize the door handles							
Clean and sanitize the light switches							
Refill the sanitizers							
Clean and sanitize the sink and counters in the kitchen							
Other:							

At the end of your week, this Custodial Checklist must be submitted to the Board of Education Office for review.

Reviewed by:	
Date:	

RESTART & RECOVERY PLAN

Restroom Maintenance Log

Building:
Week:

Room:

Reviewed By:

Day	Time	Cleaned by		Toilet Paper		Seat Covers		Paper Towels		Soap/ Sanitizer Dispensers		Trash		Toilets Cleaned	Urinals Cleaned	Sinks Cleaned	Floors Swept	Floors Mopped	Mirrors Cleaned	Initials
		Checked	Filled	Checked	Filled	Checked	Filled	Checked	Filled	Checked	Filled	Checked	Emptied							
Monday	AM																			
	Noon																			
	PM																			
Tuesday	AM																			
	Noon																			
	PM																			
Wednesday	AM																			
	Noon																			
	PM																			
Thursday	AM																			
	Noon																			
	PM																			
Friday	AM																			
	Noon																			
	PM																			
Saturday	AM																			
	Noon																			
	PM																			
Sunday	AM																			
	Noon																			
	PM																			

RESTART & RECOVERY PLAN

Appendix H

Critical Area of Operation #8 – Meals

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

- The District does not have a food-service cafeteria.
- Families provide lunches for their students, either by sending the children with lunches or by ordering lunches from District-approved vendors. The vendors pre-package and label the lunches that are delivered.
- If families drop off lunches for students, they will be dropped off in outside bins.
- Lunch and recess will be spread out across double the time of the day it typically takes, in order to separate the grade levels appropriately and allow enough time for cleaning.
- Each school has two gymnasiums. Both spaces would be used for lunch, and lunch would be served across a staggered schedule, with only one grade level eating in one of the lunchrooms at a time. With two lunchrooms set-up, the tables will be thoroughly cleaned when the grade levels switch from lunch to recess.
- Students would eat in assigned spots that are spread six feet apart on the benches and marked.
- While one grade level is eating, another grade level would be at recess. While at recess each cohort/class will have an assigned play area with designated play equipment.
- While the alternating group is at recess, the tables would be cleaned for one of the next two grade levels that would still be in class.
- The younger students will eat in classrooms.
- When possible, student groups could eat outside.
- All students would clean their hands before eating and clean their hands before returning to the classroom after recess.

RESTART & RECOVERY PLAN

Appendix I

Critical Area of Operation #9 – Recess/Physical Education

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

a. Recess

- While one grade level is eating, another grade level will be at recess. All other grade levels will be in class. Lunch and recess will be spread out across double the time of the day in order to separate the groups.
- While grade levels are outside, cohorts/classes will be playing in assigned play areas.
- The assigned play areas will be marked off with cones and will be spread around the grounds. The outdoor tents will be used as assigned play areas.
- Each cohort/class will use designated play equipment, an outdoor recess bucket. If there is shared, stationary equipment, the equipment will have to be disinfected between use. The custodians will clean the equipment before the next class is scheduled to use it. If they are unable to clean it, then only one class will be permitted to use the stationary equipment a day. The play equipment that is in the portable recess bucket will be cleaned daily as part of the cleaning procedures. Although the play items will only be used by the one cohort, they must be cleaned before the next day. The students' hands must be cleaned when they are finished with recess.
- When indoor recess is necessary, classes/cohorts will return to their assigned tables or to their assigned classrooms. They will use their indoor recess buckets with designated play materials. Hands must be cleaned when indoor is complete.
- Students will clean hands after returning from recess.

b. Physical Education

RESTART & RECOVERY PLAN

- Physical education classes should be taught outside as much as possible. When in physical education, students should be remaining with their cohort/class group.
- If possible, equipment should be set aside for this particular cohort. In an elementary or middle school, this might be outdoor recess equipment that is also used for that cohort that is bucketed and left in the classroom. These buckets of equipment will be cleaned as part of the evening procedures for individual rooms.
- Physical education teachers should be considering ways of teaching the standards that will allow the children to engage in physical movement while also maintaining distance -- considering games with distance and/or individual fitness work.
- Physical education teachers have to consider teaching the standards in ways that will limit the use of shared equipment/materials. If equipment does need to be shared, it should be sanitized before using it with another group, which means that equipment might not be able to be re-used that same day. Teachers will use their preparation time to sanitize the shared equipment. For larger items, the custodians will assist. After physical education class, all students should wash their hands.
- Outdoor spaces will be used as often as possible. The District will be putting up tents on the school grounds to increase the number of outdoor spaces for classes to use.
- Equipment will be designated by grade-level and cohort wherever possible. If the equipment is shared, it will be sanitized using cleaning products and sanitizing wipes, and students will clean their hands upon returning to the classroom.
- Students will clean hands after returning from physical education class.
- There will be no hallway locker-use or locker room-use in the middle school.

RESTART & RECOVERY PLAN

Appendix J

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

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

- Field Trips
 - Field trips will be suspended until further notice.
- Extra-Curricular Activities
 - Our Re-Opening Plan has two phases – Phase I to bring all students and staff back five days a week and dismiss at 12:30 PM. Phase II to keep all students and staff in school five days a week for full days. Our hope is to move into Phase II by early fall.
 - After entering Phase II of our re-opening, which would include a full-day schedule, we will consider which extra-curricular activities are able to run safely.
 - Recognizing that maintaining cohort groups would be impossible for extra-curricular activities, accurate attendance would have to be kept at each extra-curricular activity. The attendance would be maintained by the school office and school nurse for contact-tracing purposes.
 - During extra-curricular activities, all requirements of social distancing and face coverings would need to be maintained, if medically appropriate.
 - If an extra-curricular group is competing with an outside group, outsiders would have to be issued written guidance for adherence to school guidelines and agreement for compliance.
 - If our school would have to travel on a bus to another location, rules for physical distancing would have to be maintained. Because we do not own District busses, we would have to comply with the vendor's directives, which would have to ensure physical distancing and face coverings, as appropriate.

RESTART & RECOVERY PLAN

- Use of Facilities Outside of School Hours
 - Outside groups are temporarily suspended from using the facilities. This will allow our custodial crews ample time to focus on cleaning spaces used by our students and staff. It will also allow the weekends to be used for deep cleaning and disinfecting in preparation for a Monday return.

RESTART & RECOVERY PLAN

Appendix K

Academic, Social, and Behavioral Supports

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

- a. Social Emotional Learning
 - The District has offered a three-pronged pathway throughout the closure and during the summer months -- [OT Connections: Want to Talk? Want to Read? Want to Check In?](#) This three-pronged approach allows families -- adults and children -- the opportunity to connect with our trained wellness professionals during the closure, during the summer, and leading up to our schools' re-opening. The guidance counselors, psychologist, social worker, and nurses host sessions for the community to talk about topics that are of interest and importance to them. They could be at-home topics of need or school-based topics of need.
 - Upon return to school, the school counselors will be meeting with all students, prioritizing those students and grade levels new to school buildings. Counselors will be providing wellness supports and lessons for all students and making those lessons and strategies available and accessible for students and families online.
 - The Character Education Committee will continue its work with a reunification theme.
 - Throughout the closure and during the summer months, we have held school-based and District meetings with all faculty and staff. During the summer the meetings were offered at multiple times and anyone who was able to join did so. We reconnected and talked through ideas and concerns we shared.
- b. Multi-Tiered Systems of Support
 - Throughout the closure and moving into our new year, the principals and grade-level teams have identified and have met with families of students in need of support. The needs vary from academic in nature to social-emotional, to a combination. The I&RS Committee continued to function during our closure.

RESTART & RECOVERY PLAN

- Our LEAP teacher, who delivers gifted education, continued to provide services. Additionally, a system is in place to assess students for services upon return in September.
 - Our ELL teacher, who delivers English language education to English language learners, continued to provide services and support. She will be administering the WIDA assessment to those who might be eligible for exiting the program upon return to school.
 - Our Child Study Team is beginning evaluations this summer for students recommended for services so that programs could be in place before the start of the year.
 - Our kindergarten team is screening students this summer in order to learn more about our incoming student population.
- c. Wraparound Supports
- The District has offered a three-pronged pathway throughout the closure and during the summer months -- [OT Connections: Want to Talk? Want to Read? Want to Check In?](#) This three-pronged approach allows families -- adults and children -- the opportunity to connect with our trained wellness professionals during the closure, during the summer, and leading up to our schools' re-opening. The guidance counselors, psychologist, social worker, and nurses host sessions for the community to talk about topics that are of interest and importance to them. They could be at-home topics of need or school-based topics of need.
 - Additionally, the District is offering a Summer Skill-Booster Program to all students. The program is a no-fee program and allows students the opportunity to get help reviewing the skills from the spring. Counselors are encouraging participation, where appropriate, as well as participation in OT Connections.
- d. Food Service Distribution
- District-approved lunch vendors will be permitted to drop-off pre-packaged, labeled lunches, which have been purchased by families, keeping a previous practice available to our families as we do not have a food-service cafeteria.
- e. Quality Child Care
- The Wyckoff Y's After-Care Program will run for parents to pay for childcare services after the school day in the school facility, even with 12:30 PM dismissal days (Phase I of our Re-Opening Plan).

RESTART & RECOVERY PLAN

Appendix L

Restart Committee

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

- The District's leadership team served as the core of the Re-Opening Committee/Pandemic Response Team. This team included the superintendent, the elementary school principal, the middle school principal, the student manager, the supervisor of curriculum and educational technology, the supervisor of pupil support services, and the business administrator.
- The leadership team conducted a family survey - Your Voice Matters: Family Survey - which solicited the feedback and input of the community. The results were reviewed, presented to the Board of Education, and used in the development of the Re-Opening Plan.
- The superintendent collaborated with a Board of Education Committee on re-opening the schools.
- The superintendent collaborated with the Northern Valley Superintendents' Group (Northern Valley Education Consortium – NVEC).
- The principals collaborated with the Northern Valley Principals' Group (Northern Valley Principals' Association – NVPA).
- The Supervisor of Instruction for Curriculum and Educational Technology collaborated with the Northern Valley Curriculum Coordinators' group (Northern Valley Curriculum Coordinators' Association - NVCC).
- The leadership team continued to collaborate with the Old Tappan Education Association as the Re-Opening Plan was being designed and finalized.
- The leadership team met with all faculty and staff to review the Plan's overview, the Plan's components, and the Plan's details.
- Families received an update of progress.
- Once approved, the plan will be shared with the families.

RESTART & RECOVERY PLAN

- Families will continue to receive timely updates on progress and /or changes.

Committee Member	Role within the School Community	Committee Member	Role within the School Community
Danielle Da Giau	Superintendent	Guillermo Arboleda	Building Manager
Kathleen Boyce	School Principal, T. Baldwin Demarest Elementary School	William Oliver	Maintenance Person
Justin O'Neill	School Principal, Charles DeWolf Middle School	Nick Rosolanko	OTEA President/Teacher
Sabatino Lauriello	Student Manager, Charles DeWolf Middle School	OTEA Executive Committee, OTEA Sub-Committee	Teachers
Laura Sullivan (District); Kathleen O'Flynn (Northern Valley Curriculum Center)	Supervisor of Curriculum and Instruction and Technology	Melissa Del Rosso	Board Member/Parent
Abbe Lewites (District)	Supervisor of Pupil Support Services	Kristen Santoro	Board Member
Douglas Barrett	Business Administrator	Tatyana Budanskaya	IT Coordinator
Representative(s), Darlene Mandeville, Gina Behr	Northwest Bergen Regional Health Commission	Dr. Nancy Rothenberg	School Physician
Your Voice Matters Survey Feedback	Parents and Students, Gr. 2-8	Janice Lehmann Denise McCarthy	School Nurses

RESTART & RECOVERY PLAN

Appendix M

Pandemic Response Teams

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

- The District's leadership team will serve as the core of the Pandemic Response Team, as this is the Crisis Response Team. This team included the superintendent, the elementary school principal, the middle school principal, the student manager, the supervisor of curriculum and educational technology, the supervisor of pupil support services, and the business administrator.
- The Crisis Response Team works closely with the local police department, local health department, and first-responding agencies.
- The superintendent and the school nurses have working relationships with the school physician.
- The superintendent collaborates with a Board of Education and disseminates all information.
- The superintendent collaborates with the Northern Valley Superintendents' Group (Northern Valley Education Consortium – NVEC).
- The principals collaborates with the Northern Valley Principals' Group (Northern Valley Principals' Association – NVPA).
- The Supervisor of Instruction for Curriculum and Educational Technology collaborated with the Northern Valley Curriculum Coordinators' group (Northern Valley Curriculum Coordinators' Association - NVCC)
- The superintendent and principals will continue to work with the Old Tappan Education Association, as changes in procedures, especially during a crisis, may be necessary.
- In addition to receiving regularly scheduled information, families will receive timely updates if changes to procedures are necessary and/or notification of a situation is required.

RESTART & RECOVERY PLAN

Crisis Response Committee Member	Position	Crisis Response Committee Member	Position
Danielle Da Giau	Superintendent	Douglas Barrett	Business Administrator
Kathleen Boyce	School Principal, T. Baldwin Demarest Elementary School	Laura Sullivan	Supervisor of Curriculum and Instruction and Technology
Justin O'Neill/TBA	School Principal, Charles DeWolf Middle School	Abbe Lewites	Supervisor of Pupil Support Services
Sabatino Lauriello	Student Manager/Teacher 5-8, Charles DeWolf Middle School	Janice Lehmann Denise McCarthy	School Nurses, K-4, 5-8
Nick Rosolanko	Teacher, Elementary and Middle School	Jill Joroff	School Psychologist
Jennifer Polizotto	Social Worker	Jenni Richardson Kristen Dockendorf	Guidance Counselors, K-4, 5-8
Willie Arboleda	Maintenance/Custodian	Melissa Del Rosso	Board Member/Parent

RESTART & RECOVERY PLAN

Appendix N

Scheduling of Students

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

a. School Day – [2020-2021 School Year Calendar](#)

- Instructional Models

- Phase I - September until Date to be Determined (likely early October)

- In-Person Instruction: 5 Days a Week - 12:30 PM Dismissal for All Students

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 AM - 12:30 PM	8:30 AM - 12:30 PM	8:30 AM - 12:30 PM	8:30 AM - 12:30 PM	8:30 AM - 12:30 PM
12:30 PM - 1:15 PM - Dismissal, At-Home Lunch/Recess (Playtime)				
1:15 PM - 2:55 PM - At-Home Work, Self-Paced Enrichment Options, Pre-Scheduled Teacher-Help Sessions				

- e-Learning: 5 Days a Week - for Students Unable to Return (due to illness, disability, quarantine, or parental choice)

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 AM - 12:30 PM - Self-Paced Asynchronous Instruction (plus, digital connections with classes, as appropriate)				
12:30 PM - 1:15 PM - At-Home Lunch/Recess (Playtime)				
1:15 PM - 2:55 PM - Teacher-Led Synchronous Instruction				

RESTART & RECOVERY PLAN

- Phase II - Date to be Determined (likely to begin early October)
 - In-Person Instruction: 5 Days a Week - Full Day for All Students

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 AM – 2:55 PM	8:30 AM – 2:55 PM	8:30 AM – 2:55 PM	8:30 AM – 2:55 PM	8:30 AM – 2:55 PM

- e-Learning: 5 Days a Week - for Students Unable to Return (due to illness, disability, quarantine, or parental choice)

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 AM – 12:30 PM and 1:15 PM – 2:55 PM		Self-Paced Asynchronous Instruction (plus, digital connections with classes, as appropriate) and Teacher-Led Synchronous Instruction at Varying Times [schedule will vary based on grade-level and teacher availability]		

b. Educational Program

- Return-to-School Intention and Instructional Model Choice
 - Families were given [an overview of the instructional models](#) during Phase I of re-opening and Phase II of re-opening. As part of this [presentation](#), families were given the opportunity to select their return-to-school intention for each child. The Return-to-School Intention Survey was sent out on Tuesday, 7/21/20, and it has a deadline of Friday, 8/7/20.
 - Following the survey submissions, those families who are unable to have their children return are encouraged to contact the schools' main offices by Friday, 8/21/20 to engage in a deeper conversation in order to arrange for documentation to be dropped off, if appropriate, for technology set-up, and for any additional scheduling that may be necessary.
 - If families choose not to respond to the survey, their children will be assumed returning to school for in-person instruction.
 - Families who make their selection are welcome to change their minds; however, we are encouraging families to give this decision a great deal of

RESTART & RECOVERY PLAN

thought before responding. If families need to change their minds, they should call the school's main office to make those arrangements.

- Access to Technology
 - Loaner devices have been available to elementary-school families and additional devices have been ordered for the 2020-2021 school year.
 - All middle-school students have District-issued Chromebooks. Middle-school students have been permitted to keep their 1-1 devices for the summer and will be taking them home nightly so that in the event we shut school, they are prepared for e-Learning. Students in grade 5 will receive their devices in the beginning of September.
 - The Supervisor of Instruction and Educational Technology has and will continue to create videos to assist families navigate the e-Learning environment.
 - In the event we return to e-Learning, the Supervisor of Instruction and Educational Technology will provide virtual parent support sessions and guidance.
 - The Supervisor of Instruction and Educational Technology will work with students to help them navigate e-Learning when we return to school. This will help for a smoother transition to e-Learning, if we return to it.
 - Families have been surveyed regarding their Internet connectivity.
 - Additional Chromebooks have been purchased for students, which would take older devices out of classrooms and allowing them to serve as loaners. We will continue the same process as we did in the spring when schools closed, which ensures all students will have a device, if needed.
 - Before school begins, parents complete a Network and Internet Computing Responsibility form, Parent/Guardian Chromebook Agreement form, Google Services Parent Consent Agreement form, and Universal Website and App Permission form.
 - In September, middle-school students will complete a Student Chromebook Agreement form.
- Attendance
 - Students engaged in e-Learning are held to the same attendance requirements as those who attend in-person instruction.

RESTART & RECOVERY PLAN

- If a child is too ill or unable to attend the e-Learning sessions, a parent/guardian must contact the attendance line for the school to report the child's absence and explain the reason for the absence.
- All attendance will be tracked in our student management system, Genesis.
- Transitioning Back into School
 - Students who are in e-Learning and want to return to school will have the opportunity to do so.
 - Families must contact the school first to provide medical documentation that clears the child to return, if appropriate.
 - Families must engage in a conversation with the school – principal or counselor – to discuss a plan for re-entry.
 - This plan will include the re-entry date, informing the classroom teacher(s) of the return, informing the office staff of the return, informing the nurse of the return, and speaking with the child about the re-entry to discuss expectations and feelings about returning to school.
- Professional Development
 - The Supervisor of Instruction and Educational Technology has been and will continue to create videos that support teachers in the classroom (i.e., how teachers will connect to their laptops to the presentation board as they will be changing classes and not staying in one classroom, how to create and share with students a screencast video).
 - Summer professional development in the District has been ongoing with a strong focus on teaching methodologies for the upcoming school year. Summer professional development is also offered through our Northern Valley Curriculum Center. Strategies include tools for diagnosing and filling learning gaps as well as strategies to use if we return to e-Learning.
 - On-going professional development will continue during the 2020-2021 school year. These sessions will be in-person and/or virtual, based on whether the school is physically open.
- Feedback Loops
 - The District issues Your Voice Matters surveys to students, faculty, and families. These surveys are analyzed, and highlight data is shared with the families. Full data reports are shared with the Board of Education, the faculty members, and are posted on the website for deeper review by

RESTART & RECOVERY PLAN

community members. This mechanism, while typically annual, is a helpful tool in keeping the broader lines of communication open.

- The school principals and the superintendent are always available to hear suggestions and ideas or to help manage an issue. Families, however, are aware of the proper chain of command when managing day-to-day issues with their children.
- Access to Supports
 - Students will have access to support personnel and support services during the Phase I instructional models and the Phase II instructional models. All services will be delivered. All special education supports will be delivered in the classrooms or virtually. Related services will be provided. All spaces used for specialized instruction and related service delivery will be disinfected before the next students arrive for their sessions. Faculty members will wear enhanced, District-provided PPE for the delivery of intense services. English language services will be provided, as well. Gifted education services will be provided. Both of these services will be provided in-person and virtually, if necessary.
 - If students are participating in the fully remote, e-Learning instructional model, they will have access to the supports and services necessary, as stipulated in their IEPs or 504 Plans. Those students receiving English language support would receive support. Those students receiving gifted education would receive gifted services.
- Class Schedules
 - Elementary-school schedules have been created to limit the amount of movement throughout the building. Specials teachers (i.e. art, music, physical education, reading intervention, etc.) will push into students' classrooms rather than students traveling to those teachers' classrooms.
 - Certain cycle classes will not be running this school year, such as STEM, since we will be using those teachers, who were grade-level teachers previously to teacher grade-level sections, which will reduce the number of students in each cohort.
 - The delivery of special area instruction will have to be rethought. Art instructors will have to find ways of delivering instruction in the classrooms without sharing supplies and if they are shared, they must be sanitized before moving into the next space. General music will have to find ways of teaching without singing. Music appreciation or the use of hand-held percussion instruments that could be sanitized might be used instead. Instrumental music will have to be taught in very creative ways if

RESTART & RECOVERY PLAN

done in-person. Full bands or sections of bands will not be performing nor will chorus, except if doing so virtually.

- These elementary students will also stay together for recess and play in the same areas each day.
- Middle-school schedules have been created to also limit the amount of movement throughout the building. Students will report to their classrooms in the morning and stay there. Subject-area teachers and specials teachers will report to these classrooms. With a few minor exceptions for students on track to take high-school geometry in grade eight, students will remain with the same students all day long.
- If/When we enter Phase II of re-opening, these students will be staying in these groups for eating lunch.
- Curriculum, Instruction, and Assessment
 - Expectations for re-opening meetings have been conducted by the Superintendent with the faculty and Board of Education. After our Re-Opening Plan is approved, a similar [presentation will be conducted with the families](#).
 - Plans are in place for safe re-opening in person for four-hour sessions, which will hope to expand to full-day sessions. The plan also includes the expectations and schedules for e-Learning.
 - The process for borrowing a loaner device will be shared with school families if a student is not returning to school or if the school needs to close for a public health-related school closure. A Chromebook will be available for the families within a 24-hour period on school days.
 - Teachers will vertically share pedagogical strategies that were successful for individual students. Additionally, teachers will inform the teachers in the next grade of areas that students may have gaps as a result of months of e-Learning.
 - The English Language Learners teacher will follow the NJDOE guidance for identifying new ESL students.
 - As we have only one English Language Learner teacher in the District, this teacher will share e-Learning experiences and gaps of her current and former students with current teachers.

RESTART & RECOVERY PLAN

- Middle-School students completed the WIDA Access test. This data will be used to inform exiting the program and current levels to share with classroom teachers.
- The principals and teachers worked with the Supervisor of the Instruction and Educational Technology to determine an appropriate assessment tool to be used to assess students, whether in-person or virtually, in addition to teacher-created materials. The diagnostic component of IXL will be used to help identify learning gaps in Math and ELA in all grades.
- The PAR (Predictive Assessment of Reading) will be conducted for all students in Grades K and 1.
- Using these diagnostic tools, additional support will be offered to students, as necessary.
- With the help of the Northern Valley Curriculum Center, each grade-level and subject area's essential standards and power standards have been identified. These will help teachers as they identify opportunities for re-teaching and the necessity for forward curricular movement.
- [Summer professional development](#) has been ongoing within the District, with a strong focus on teaching methodologies for the upcoming school year. [Summer professional development](#) is also offered through the Northern Valley Curriculum Center. Strategies include tools for diagnosing and filling learning gaps as well as strategies to use if we return to e-Learning.
- Online platforms are available for teachers to use throughout the summer. Directions and credentials have been shared appropriately.
- Special Area Subjects
 - Fine Arts: When teaching fine art at the elementary and middle levels, there will have to be a new focus on limiting the number and frequency of shared materials. Approaches to units of study should be considered that involve limited use of materials that students keep in their own portfolios. Much could be done with pencil, pen, or other more common media to which all students would be able to have access. There should be consideration of incorporating units of study, such as photography or digital art, which would allow students to use their own devices to produce. If schools and/or students do not have access to these tools for production, then an art history approach should be considered, which would expose students to art periods and movements; however, they would be encouraged to try the techniques unique to those movements at

RESTART & RECOVERY PLAN

home after possibly seeing the teacher conduct a skill/technique demonstration.

- Performing Arts:
 - General Music - When considering general music at all levels, there needs to be careful consideration of eliminating singing in classes to avoid the spray in classrooms. However, even with this elimination, instruction on general music theory could still ensue. Students are able to learn about music composition, rhythm, and types of instruments. There could be a significant shift to music appreciation with an emphasis on musical periods, composers, and masterpieces. Students could learn to interpret pieces of music, and this interpretation could come in the form of drawing, writing, or even performance. If possible, students may use percussion instruments in general music class, which could even be homemade and only used by an individual student. However, if shared, the instruments should be disinfected between use, and students should wash their hands.
 - Chorus - When considering chorus, there needs to be a different approach because singing in a group cannot be permitted to avoid the spray in a classroom. When meeting together, chorus groups would have to study scores, listen to recordings, and plan for their individual work, which would have to be done at home. The choral director would have to accept the virtual submissions of the students' singing in order to provide feedback and to build a combined choral arrangement.
 - Instrumental Music - The instrumental music teacher/band director must rethink instruction. If meeting together as groups or sectionals, the director would have to study scores with the student-musicians and listen to recordings. Student performance would have to be scheduled one-on-one or in a way that would allow the director to hear the student while not standing in front of the student(s). The spray from playing all instruments, except percussion, must be avoided. The director might have to consider virtual instruction in order to teach skills, much like the choral director. In order to build a combined sound within a band section or of band sections, technology should continue to be used.
- Physical Education: Physical education classes should be taught outside as much as possible. When in physical education, students should be remaining with their cohort/class group. If possible, equipment should be set aside for this particular cohort. In an elementary or middle school, this

RESTART & RECOVERY PLAN

might be outdoor recess equipment that is also used for that cohort that is bucketed and left in the classroom. Physical education teachers should be considering ways of teaching the standards that will allow the children to engage in physical movement while also maintaining distance -- considering games with distance and/or individual fitness work. Physical education teachers have to consider teaching the standards in ways that will limit the use of shared equipment/materials. If equipment does need to be shared, it should be sanitized before using it with another group. Shared equipment might not be able to be used within the same day. Teachers and custodians need the time to clean the materials between use. After physical education class, all students should wash their hands.

- Library/Media Studies: Librarians may want to consider circulating resources in the way that public libraries are doing so. Students use the online database to find what is available. Requests are submitted. The resources are culled. Then, the resources are delivered to the student for use. When the resources are returned, they are kept out of circulation for a certain time before being re-shelved. The school would have to maintain assistance in the library in order for a system like this to be feasible.
- Special Education and Related Services
 - All staff who have contact with the medically fragile student or the student in question, along with the principal, nurse and guidance counselor, will be informed of the fragile student's condition. In collaboration with the student's family, individual plans will be updated and/or developed that meet the child's needs with all necessary and required modifications and accommodations.
 - Once the re-opening plan is approved, families with students with significant medical risk factors will be contacted to review the plans in place and discuss whether the need for additional precautions are necessary prior to school re-opening.
 - Throughout the period of school closure and remote learning, all students with IEPs, 504 plans and I&RS plans progress were monitored on a regular basis by the case managers, guidance counselors, and supervisor of pupil support services to determine if the students were progressing toward their goals. If needed, plans were adjusted to meet students' specific needs. Upon re-opening the school, students will be assessed by the classroom teacher, using diagnostic tools, to determine if regression has occurred and if necessary remediation services will be needed.
 - All services were provided during remote learning and documented. Students did not miss out on any services. Upon the return to school, the

RESTART & RECOVERY PLAN

IEP team will monitor and assess the need for compensatory and/or additional services for students on a case-by-case basis. The Team will collaborate with the classroom teacher, service providers, and parents/guardians to make the determination. If additional or compensatory services are required, additional support will be provided to ensure recoupment of skills.

- Our IEP team is in the process of re-scheduling overdue and/or incomplete evaluations in the order in which they were either missed or cancelled due to the school closure. Timelines will be adhered to as best as possible. New referrals missed during the school closure will take precedence over re-evaluations.
- Accommodations (students and staff)
 - The District is willing to provide any employee or student with additional reasonable accommodations, accompanied by medical documentation and recommendations. Plans will be developed, as necessary, for individual employees and students.
- Contingency Planning for a School Closure and e-Learning
 - If school were to close again, due to a public health-related emergency, each school would follow an e-Learning schedule.

➤ Sample Elementary School e-Learning Schedule:

A Day 8:45 - 11:45 AM 12:45 – 2:55 PM	Reading	Writing	Social Studies	1 Special Area
B Day 8:45 - 11:45 AM 12:45 – 2:55 PM	Math	Science	Health	1 Special Area
Special Area Rotation for This Grade-Level				
Monday	Tuesday	Wednesday	Thursday	Friday
Music	Art	Physical Ed.	Library	Spanish

- Instruction for academic and special areas will be a combination of synchronous (Google Meet) and asynchronous (pre-recorded videos, posted work assignments, etc.).

RESTART & RECOVERY PLAN

- Students will meet live with their classroom teacher via Google Meet for whole-class instruction, with assignments to complete prior to and/or following their meeting(s). There will also be times scheduled for scheduled for small-group instruction and individualized instruction.
- Students will meet live with a special area teacher every day, with assignments to complete prior to and/or following each meeting.
- A schedule, like the one above, will be issued and followed for each grade level.

➤ Sample Middle School e-Learning Plan

Monday - Friday			
Start Time	Stop Time	Activity	Subject
8:30 AM	9:05 AM	Period 1	Mathematics
9:05 AM	9:11 AM	Break	
9:11 AM	9:46 AM	Period 2	Special Area
9:46 AM	9:52 AM	Break	
9:52 AM	10:27 AM	Period 3	Science
10:27 AM	10:33 AM	Break	
10:33 AM	11:08 AM	Period 4	Social Studies
11:08 AM	11:14 AM	Break	
11:14 AM	11:49 AM	Period 5	Language Arts
11:49 AM	11:55 AM	Break	
11:55 AM	12:30 PM	Period 6	Spanish

- During these times, teachers and students will be interacting using virtual sessions. Participation is mandatory for all. Students will spend afternoons studying and completing homework. There will be sessions that are independent in nature, which will be determined by the teacher.

○ Attendance during a School Closure and e-Learning

RESTART & RECOVERY PLAN

- Faculty attendance will be monitored and kept based on the posting of the online learning that will be monitored by the Principals, Supervisors, and Superintendent. Faculty will also continue to use our attendance recording system, Aesop/Frontline. If a teacher is ill and is unable to post e-Learning Activities, the lessons will be sent to our Supervisor of Instruction for posting.
 - Students' attendance will be maintained through our regular attendance procedures and according to policy. Each day, parents/guardians will be asked to use our regular attendance line to report their child(ren)'s absence if the child(ren) is/are too ill to engage in the e-Learning Activities. Follow-up communication with families will be conducted by the nurses, secretaries, and principals. All attendance will be marked in our Student Management System, Genesis.
 - Students' attendance and engagement will continue to be tracked, as though school were in session. If students are not present, principals will follow up with families and create action plans, when necessary to ensure attendance and to ensure promotion requirements. If students are not participating or submitting work, teachers will alert the principals. Subsequently, the principals will contact the families and create action plans to address and remedy the situations.
- Technology Access during a School Closure and e-Learning
 - All middle school students in Grades 5-8 are issued a District device at the start of the school year.
 - At the start of the school closure, we offered a District device to any elementary school family who felt they needed a device for their PK-4 child. The Superintendent's notification message included instructions for those families who wanted the device and/or did not have technology access.
 - For families who need computers, the Board of Education Office will be open from 8:00 AM – 12:00 PM for families to come and sign out loaner Chromebooks.
 - The Technology Coordinator will have a fleet of available Chromebooks ready for sign out and distribution.
 - The Superintendent or her designee will be present during the named hours for technology sign-out. The Supervisor of Instruction for Technology and the Technology Coordinator will be available by means possible to assist the Superintendent with answering technical questions for families.
 - When the family signs out the Chromebook, the adult will be given instructions for its use. The adult will also be given instructions regarding a return. Based on the duration of the closure, a return

RESTART & RECOVERY PLAN

- date will be determined. Using the sign-out log's collected contact information, follow-up for returns will be conducted, as necessary.
- It is important to note that all middle school students are issued District-provided Chromebooks. If the middle school Chromebooks are in need of repair, the Technology Coordinator either provide over-the-phone help or arranges an appointment for repair drop-off and loaner pick-up.
 - Technology support continues to be available for all families as if school were open. Our Technology Coordinator either provides over-the-phone help or arranges an appointment for repair drop-off and loaner pick-up. This way, no child is without a device at any time.
- Support Services during a School Closure and e-Learning
 - Special education, ESL, and related services will continue to be delivered.
 - If necessary, teachers will post modified assignments/assessments and/or additional information, as per the students' IEPs, to students' Google Classroom accounts, in separate e-mails to parents/guardians, or through separate activities on their webpages. Special education teachers who support mainstream classes and/or provide small-group instruction are responsible for this work. Special education teachers who participate in the mainstream class activities will follow up with the identified students to provide the appropriate scaffolded support using the platform available (i.e., Google Hangout).
 - E-Learning meets and/or exceeds the required instruction outlined in a student's IEP. Our program structure is an in-class/out-of-class resource support program, whereby a General Education and Special Education teacher support the class. When whole class instruction occurs through online platforms, both teachers are present. Following whole-group instruction, the Special Education teacher provides small-group and/or individualized instruction to special education students to ensure needs are being met and learning is taking place.
 - Teachers must be vigilant not to post students' names on webpages for public viewing.
 - All service providers must maintain a log related services delivered. All sessions that are typically delivered in a small-group format are delivered individually as well as through online group activities. Related Services are provided as per the IEP. A minimum of one (1) individual session is provided through online platforms to all students, whether the IEP calls for individual or small-group settings. Additional services are provided through

RESTART & RECOVERY PLAN

previously recorded activities with the provider. Almost all speech services are provided on an individual basis. All IEP academic and related services are documented through individual e-mails to student and/or parent/guardian, on Google Classroom, through weekly schedules with Google Hangout codes and through required service logs.

- Progress tracking and the required modifications and accommodations are supported through individual Google Classroom accounts. Case managers meet with teachers and related service providers for weekly progress updates. In the event students are not making progress during e-Learning, the case managers schedule meetings with the parents/guardians and students to assess the needs and to determine if or what additional assistance is needed.
- If related services are unable to be delivered through e-Learning Activities, a log of undelivered services must be kept so that make-up sessions are delivered upon return to school.
- Case managers will follow up with families, via telephone and e-mail, to ascertain the services delivered and to offer support.
- Child Study Team Meetings, including IEP and re-evaluation meetings, will be held via video conferencing.
- Initial Evaluation meetings are held through Google Hangouts with the Child Study Team, parent/guardian and student. If the request comes through Early Intervention or from a parent/guardian of a preschool-age student, we hold the meeting and if the District is provided with enough information to make a determination virtually, an IEP is created. Otherwise, the parties are told that evaluations will begin once in-person testing can take place. For our K-8 population, we hold the meeting and coordinate with our I&RS committee to develop strategies and interventions to assist the student through e-Learning, until in-person evaluations can be provided.
- ESL instruction will continue to be delivered by the ESL teacher using synchronous and asynchronous instruction and using access to the digital tools available as if we were in school. The District currently does not have any bilingual programs. Support to access the mainstream curriculum will also be provided to students at all grade levels. Translation of essential documents will continue to be provided as though school were in session.
- Connecting with ELLs: Old Tappan has one ESL teacher who works in both of our schools. Our primary ESL population's native language is Korean and our ESL teacher speaks Korean. This allows our ESL teacher to speak to most of our students and families in their native language, as needed. Many ESL

RESTART & RECOVERY PLAN

parents/guardians communicate with our ESL teacher by sending her e-mails in Korean. Our ESL teacher replies to these emails with an e-mail or phone call in Korean. The complexity of the content determines the communication method. To translate documents from within our District, the District uses Google translate and help from the Korean-Parent association. Further, in our Northern Valley Consortium, the ESL teachers work closely and share translated documents when needed. Lastly, we use the NJDOE Title III & Bilingual/ESL Education page to translate documents.

- ELL Instruction: In general, the ESL teacher provides daily instruction and assignments for ESL students based on when they are scheduled to have services, which could be done both face-to-face or through e-Learning. The teacher assesses learning through the work the students produce. The ESL teacher also uses the WIDA Model to assess ELLs.
 - For the elementary school students, ESL classes are being delivered on the days they would typically have them if we were in school.
 - For the middle-school students, ESL classes are being delivered through live sessions twice a week, with additional individual sessions offered each week as needed. Additionally, students are completing daily ESL assignments provided through Google Classroom.
 - Further, general education teachers let the ESL teacher know when the ESL students are struggling in their classes so that the ESL teacher can assist the students with the general education classroom expectations and assignments. The ESL teacher has been added to the general education teachers' Google classrooms so that she can monitor and assist the ESL students with their general education assignments.
- Preparation for a School Closure and e-Learning
 - During the summer months, teachers were offered paid-opportunities to take workshops to plan for continued virtual instruction. Teachers also were offered opportunities to take workshops through the regional Northern Valley Curriculum Center.
 - Teachers also were offered the paid-opportunity to work individually, in partnerships, or in teams to plan projects for the upcoming school year or to engage in initiatives for the upcoming school year.

RESTART & RECOVERY PLAN

Appendix O

Staffing

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

- Evaluations
 - The District will follow the guidance and directives issued by the NJ Department of Education regarding the observation and evaluation of teachers and administrators during the 2020-2021 school year.
 - All evaluation data for non-tenured, provisionally certified faculty members are logged into the PLRMS (Provisional Licensure Registration Management System).
 - All evaluation data for all certified faculty members are logged into the DOE's Homeroom management system at year's end.
- Mentoring
 - Multiple teachers have fulfilled the current requirements for being mentors.
 - Through our regional shared Curriculum Center, our new teachers attend a three-year academy where they receive coaching from teachers outside our District.
 - Our District provides a four-year in-house coaching program for all new teachers. This program will continue this school year, with an added emphasis on diagnosing and filling learning gaps due to months of e-Learning, as well as strategies to most effectively teach students in the event we return to e-Learning.
- Student Teachers
 - Our District does not anticipate accepting student teacher for the 2020-2021 school year.
- Substitute Teachers
 - Substitute teachers will be provided with personal protective equipment from the District.

RESTART & RECOVERY PLAN

- Substitute teachers will receive a training about changed procedures in our schools.
- Substitutes' assignments between schools will be minimized.
- Roles and Responsibilities
 - Teachers may be assigned different teaching roles for the 2020-2021 school year in order to reduce class sizes and increase social distancing in class sizes. Any changes in assignments will remain consistent with the teachers' certifications.
 - Aides will be assigned to locations to provide support and supervision. The responsibilities of the aides will remain consistent with those outlined in our District Aide Handbook.
- Learning Management Systems (LMS)
 - Students and teachers will primarily be using Google Classroom as their LMS.
 - When we return in September, students in younger grades will receive small-group instruction from the school librarian and Supervisor of Instruction and Educational Technology as to how to log into their Google accounts and use Google Classroom. This will help to make a smoother transition in the event we return to e-Learning.
 - Students and teachers, especially in the early-elementary grades, will also be using SeeSaw.
 - Professional development for teachers around how to most effectively use the LMS both for in-person and e-Learning instruction have been ongoing and will continue both throughout the summer and into the fall.
- Educator Roles Related to Technology Needs
 - The Supervisor of Instruction and Educational Technology has been assigned as the technology point person.
 - The Supervisor of Instruction and Educational Technology has been and will continue to create videos that support teachers in the classroom (e.g., how teachers will connect to their laptops to the presentation board as they will be changing classes and not staying in one classroom, how to create and share with students a screencast video).

RESTART & RECOVERY PLAN

- The Supervisor of Instruction and Educational Technology has and will continue to create videos to assist families navigate the e-Learning environment.
- Summer professional development has been ongoing within our District, with a strong focus on teaching methodologies for the upcoming school year. Summer professional development is also offered through the Northern Valley Curriculum Center. Strategies include tools for diagnosing and filling learning gaps as well as strategies to use if we return to e-Learning.
- On-going professional development will continue during the 2020-2021 school year. These sessions will be in-person and/or virtual, based on whether the school is physically open.
- Families have been surveyed regarding their ability to connect to the Internet.
- Loaner devices have been available to elementary-school families and additional devices have been ordered for the 2020-2021 school year.
- Middle-school students have been permitted to keep their 1:1 devices for the summer and will be taking them home nightly so that in the event we shut school, they are prepared for e-Learning.
- In the event we return to e-Learning, the Supervisor of Instruction and Educational Technology will provide virtual parent support sessions and guidance.
- Online platforms are available for teachers to use throughout the summer. Directions and credentials have been shared appropriately.
- The Supervisor of Instruction and Educational Technology will work with students to help them navigate e-Learning when we return to school. This will help for a smoother transition to e-Learning, if we return to it.

RESTART & RECOVERY PLAN

Appendix P

Athletics

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

- Our Re-Opening Plan has two phases – Phase I to bring all students and staff back five days a week and dismiss at 12:30 PM. Phase II to keep all students and staff in school five days a week for full days.
- After entering Phase II of our re-opening, which would include a full-day schedule, we will consider which athletics are able to run safely based on the local and NJSIAA guidelines for athletics that will be in place at that time.
- Recognizing that maintaining cohort groups would be impossible for extra-curricular/athletic activities, accurate attendance would have to be kept at each practice and/or session. The attendance would be maintained by the school nurse, with the support of the main office, for contact-tracing purposes.
- During every session, the athletic guidance, based on the NJSIAA guidance, that is in effect at that time must be followed.
- Travel to another school would be dependent on school bus utilization. Because we do not have District-owned busses, we would have to rely on a bussing vendor. We would have to comply with the bus company's rules for physical distancing and face coverings. The company's rules would have to be aligned with the guidelines for schools at that time.
- If an outside group is competing with our students, outsiders would have to be issued written guidance for adherence to guidelines and compliance.

RESTART & RECOVERY PLAN

Appendix Q

Remote Learning Options for Families

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

All families are given a choice of instructional models for their children. Regardless of the phase of re-opening that we are in, families will have the option of selecting a fully remote, e-Learning model for their children.

- a. School Day
 - Instructional Models
 - Phase I - September until Date to be Determined (likely early October)
 - e-Learning: 5 Days a Week - for Students Unable to Return (due to illness, disability, quarantine, or parental choice)

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 AM - 12:30 PM - Self-Paced Asynchronous Instruction (plus, digital connections with classes, as appropriate)				
12:30 PM - 1:15 PM - At-Home Lunch/Recess (Playtime)				
1:15 PM - 2:55 PM - Teacher-Led Synchronous Instruction				

- Phase II - Date to be Determined (likely to begin early October)
 - e-Learning: 5 Days a Week - for Students Unable to Return (due to illness, disability, quarantine, or parental choice)

RESTART & RECOVERY PLAN

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 AM – 12:30 PM and 1:15 PM – 2:55 PM		Self-Paced Asynchronous Instruction (plus, digital connections with classes, as appropriate) and Teacher-Led Synchronous Instruction at Varying Times [schedule will vary based on grade-level and teacher availability]		

b. Educational Program Highlights

- All subjects will be taught through a fully remote, e-Learning model.
- Students will engage in synchronous and asynchronous instruction.
- When appropriate, students will be able to connect digitally with classes.
- Social-emotional learning lessons will be delivered and/or accessible for students.
- There will be assessments of prior year's learning and new content will be delivered.
- The guidance counselor or another point-person in the school will monitor the child when not in school.

c. Return-to-School Intention and Instructional Model Choice

- Families were given [an overview of the instructional models](#) during Phase I of re-opening and Phase II of re-opening. As part of this [presentation](#), families were given the opportunity to select their return-to-school intention for each child. The Return-to-School Intention Survey was sent out on Tuesday, 7/21/20, and it has a deadline of Friday, 8/7/20.
- Following the survey submissions, those families who are unable to have their children return are encouraged to contact the schools' main offices by Friday, 8/21/20 to engage in a deeper conversation in order to arrange for documentation to be dropped off, if appropriate, for technology set-up, and for any additional scheduling that may be necessary.
- Families who make their selection are welcome to change their minds; however, we are encouraging families to give this decision a great deal of thought before responding. If families need to change their minds, they should call the school's main office to make those arrangements.

RESTART & RECOVERY PLAN

- If families move into the District after 8/7/20 and the survey has closed, they will be given the opportunity to make their instructional model selection when going through the registration process.
 - If families would like to change their instructional model and the school year is underway, we ask that families contact the school, preferably in writing, which will be followed by a conversation with the principal. The request will be discussed and accommodations for the change will be made, as appropriate. We understand that changes will be necessary in and out of the models and we know that the best timing of these changes may be different for each student. We will work within a 10-school day window.
- d. Transitioning Back into School
- Students who are in e-Learning and want to return to school will have the opportunity to do so.
 - If the student was participating in e-Learning for medical reason, families must provide medical documentation that clears the child to return, if appropriate.
 - After submitting the request for returning to school in writing, the family must engage in a conversation with the school principal to discuss a plan for re-entry.
 - This plan will include the re-entry date, informing the classroom teacher(s) of the return, informing the office staff of the return, informing the nurse of the return, and speaking with the child about the re-entry to discuss expectations and feelings about returning to school.
- e. Access to Technology
- Loaner devices will be available to elementary-school families in need.
 - All middle-school students have District-issued Chromebooks. Students in grade 5 will receive their devices in the beginning of September.
 - The Supervisor of Instruction and Educational Technology has and will continue to create videos to assist families navigate the e-Learning environment.
 - Families will continue to have access to technology help by contacting the school.
 - Families have been surveyed regarding their Internet connectivity.

RESTART & RECOVERY PLAN

f. Attendance

- Students engaged in e-Learning are held to the same attendance requirements as those who attend in-person instruction.
- If a child is too ill or unable to attend the e-Learning sessions, a parent/guardian must contact the attendance line for the school to report the child's absence and explain the reason for the absence.
- All attendance will be tracked in our Student Management System, Genesis.

g. Access to Supports

- Students will have access to support personnel and support services during All services will be delivered. All special education supports will be delivered virtually. Related services will be provided.
- If students are participating in the fully remote, e-Learning instructional model, they will have access to the supports and services necessary, as stipulated in their IEPs or 504 Plans. Those students receiving English language support would receive support. Those students receiving gifted education would receive gifted services.

RESTART & RECOVERY PLAN

CHART OF USEFUL LINKS

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

RESTART & RECOVERY PLAN

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/

RESTART & RECOVERY PLAN

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/evaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm

RESTART & RECOVERY PLAN

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/bsa/
	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

RESTART & RECOVERY PLAN

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