

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

Wallington Board of Education

Fall 2020

*The district reopening plan is document subject to ongoing revision. As such, the document is subject to change as directed by the NJ Department of Education or as dictated by changing circumstances of the COVID-19 response.

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Introduction

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

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

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

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

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

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

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

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

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

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THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

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

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

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

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

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

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

Ten Critical Areas of Operation

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

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

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

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

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- (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
- (2) Even if social distancing is possible and being practiced, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
 - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (3) Whether or not social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place in a classroom setting, face coverings are required while students are seated at desks, and are required to be worn when moving about the classroom.
- (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (5) Use of shared objects should be limited when possible or cleaned between use.
- (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:

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- (a) In each classroom (for staff and older children who can safely use hand sanitizer).
- (b) At entrances and exits of buildings.
- (c) Near lunchrooms and toilets.
- (d) Children ages five and younger should be supervised when using hand sanitizer.
- (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

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

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

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

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

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

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

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- (2) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
- (3) Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route.

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

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

- (1) The Board's Plan should establish the process and location for student and staff health screenings.
- (2) Even when physical distancing (six feet apart) can be maintained for individuals in line waiting to enter or exit a building, face coverings shall be worn while in the line.
- (3) Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

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

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

- (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:

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- (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
 - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
 - (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:
- (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
 - (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
 - (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:

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- (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
 - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
 - (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
 - (5) Students are required to wear face coverings, 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.

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

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

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

- f. Critical Area of Operation #6 – Contact Tracing

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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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

b. Multi-Tiered Systems of Support (MTSS)

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

c. Wraparound Supports

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

e. Quality Child Care

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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

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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 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]

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

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

[See Appendix M – Pandemic Response Team]

3. Scheduling

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

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

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

[See Appendix N – Scheduling of Students]

4. Staffing

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

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

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

[See Appendix O – Staffing]

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

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- (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
 - (11) Instruct and maintain good practice in digital citizenship for all students and staff.
 - (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
 - (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
 - (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
 - (15) Limiting on-line activities for pre-school students.
- c. Mentor teachers should:
- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
 - (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
 - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
 - (5) Continue to maintain logs of mentoring contact.
 - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
 - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

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

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

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

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

g. Substitutes

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

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

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

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

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

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

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

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

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

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

[See Appendix O – Staffing]

7. Athletics

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

[See Appendix P – Athletics]

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C. Policy and Funding

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

1. School Funding

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

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

- b. School District Budgets

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

- c. School Funding

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

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(1) Purchasing

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

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

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

(3) Costs and Contracting

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

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D. Continuity of Learning

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

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

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

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

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

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

2. Technology and Connectivity

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

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

3. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).
- b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.
- c. Virtual and Hybrid Learning Environment

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(1) Curriculum

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

(2) Instruction

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

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- (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
 - (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
 - (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.
- (3) Assessment
- (a) For the purposed of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
 - (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
 - (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
 - (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
 - (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.

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- (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

4. Professional Learning

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

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- (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
- (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.
- e. Evaluation
 - (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
 - (2) School districts should develop observation schedules with a hybrid model in mind.
 - (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
 - (4) School districts should consider the School Improvement Panel's (SciP) role in informing professional learning, mentoring, and other evaluation-related activities.
 - (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.
- 5. Career and Technical Education (CTE)
 - a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
 - b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
 - c. Guiding Principles
 - (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.

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(2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.

d. Quality CTE Programs

(1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSL, CTE Core Content Standards, industry certifications, college credit agreements, etc.

(2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.

e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

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E. Full-Time Remote Learning Options

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

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Appendices

Restart and Recovery Plan to Reopen Schools

**Wallington
Board of Education**

Fall 2020

RESTART & RECOVERY PLAN

Appendix A

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

a. Protocol for High Risk Staff Members

The Board of Education recognizes that there may be staff members could be categorized as at a higher risk for contracting COVID 19 than others, according to CDC guidelines. Those staff members who may be at a higher risk include: Adults aged 65 and older, individuals with disabilities, and/or adults with serious underlying medical conditions, which may include:

- Chronic lung disease or asthma
- Serious heart conditions
- Immunocompromised
- Severe obesity
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease

Reasonable workplace accommodations should be made for staff members who are categorized as high risk, including but not limited to:

- Additional and/or enhanced Personal Protective Equipment (PPE)
 - Gowns, masks, gloves, or other gear beyond what the district is required to supply.
- Additional or enhanced barrier protective measures
 - Plexiglas partitions or face shields
 - Increased social distancing for those in high risk categories.
- Temporary modifications of work schedule when possible
- Minimizing contact time with other staff or students via virtual only or blended instruction when possible.

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b. Protocol for High Risk Students

The Board of Education recognizes that there may be students who could be categorized as at a higher risk for contracting COVID 19 than others, according to CDC guidelines. Those students who may be at a higher risk include: Individuals with disabilities, and/or students with serious underlying medical conditions, which may include:

- Chronic lung disease or asthma
- Serious heart conditions
- Immunocompromised
- Severe obesity
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease

Reasonable school accommodations should be made for students who are categorized as high risk, including but not limited to:

- Medical 504 plans and accompanying accommodations
- Additional and/or enhanced Personal Protective Equipment (PPE)
 - Gowns, masks, gloves, or other gear beyond what the district is required to provide.
- Additional or enhanced barrier protective measures
 - Plexiglas partitions or face shields
 - Increased social distancing for those in high risk categories.
- Temporary modifications of daily school schedule when possible
- Minimizing contact time with other students or staff via virtual or blended instruction when possible.

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Appendix B

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

a. Social Distancing in Instructional and Non-Instructional Rooms

1. The Wallington Public Schools shall allow for social distancing within the classroom to the maximum extent practicable. In instances where social distancing is not possible to maintain, additional modifications will be considered, including:
 - Utilizing physical barriers between desks and work stations
 - Facing all desks in one direction
 - Requiring students to sit only on one side of a table or work station
 - Requiring additional or enhanced PPE for students
2. Sharing of objects and materials shall be minimized or eliminated when possible. Any shared objects shall be cleaned after a student has used it and prior to the object being shared with another student.
 - Paper hall passes will be utilized for students who need to leave the room.
 - Students will use their own pencil sharpeners, or only electronic sharpeners.
 - Disinfectant sprays/wipes will be provided to staff for intermittent cleaning of shared objects when necessary.
3. Indoor facilities shall have adequate ventilation including operational heating and ventilation systems where appropriate.
 - Heating and ventilation systems will be inspected for proper function prior to use. Records will be maintained in the Board Office.
 - Fresh air components shall be provided for recirculated air for all mechanical ventilation systems.
 - In areas or schools where mechanical circulation of air is not provided, windows will be opened to allow for access to fresh air.
 - Air filters for ventilation units shall be changed regularly and according to manufacturer recommendations. Specifications shall be kept on file in the Board Office.
 - Where applicable for use, filters will have a minimum MERV rating of 8.
 - A log of filter changes and inspections of HVAC systems will be kept on file in the Board of Education Office for staff and public review.
 - Outdoor facilities shall be allowable when seasonably appropriate and secure.

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- All heating and ventilation systems will be maintained as needed. Records shall be maintained in the Board of Education Office.

b. Procedures for Hand Sanitizing/Washing

1. Access to hand sanitizer shall be provided for student and staff:
 - a. Each district classroom shall have readily available alcohol based hand sanitizer for students and staff use.
 - b. Hand sanitizer shall be made available for students, staff, and visitors within close proximity of the designated entrances/exits to the school.
 - c. Hand sanitizer shall be made available for students and staff within close proximity of lavatories and designated eating areas (lunch rooms).
 - d. Classrooms or non-instructional areas that have access to hand washing stations shall be supplied with adequate soap in addition to the hand sanitizer already located there.
2. Students will be required to wash hands and/or use hand sanitizer at regular intervals, but especially before/after using the lavatory, meals, and/or blowing their nose, coughing, or sneezing. Faculty and school nurses will review and reinforce proper procedures for hand washing with students as needed.
3. Students will be encouraged to bring their own hand sanitizer to school each day for their own personal use. Students aged 5 and under shall be supervised directly when using hand sanitizer.
4. Custodial staff will monitor the use of hand sanitizer at stations and ensure that stations are refilled as needed.

C. Other Non-Instructional Rooms

The Wallington Public Schools shall allow for social distancing within any other instructional or non-instructional rooms to the maximum extent practicable. These rooms include, but are not limited to: Meeting rooms, counselor offices, conference rooms, administrator offices, break rooms, board offices, and custodial areas. In instances where social distancing is not possible to maintain, additional modifications will be considered, including:

- Utilizing physical barriers between desks and work stations
- Facing all of those using the room in one direction
- Requiring students/staff to sit only on one side of a table or work station
- Requiring additional or enhanced PPE for students and staff

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Appendix C

Critical Area of Operation #3 – Transportation

Student Transportation

The Wallington Public School District does not bus students to/from schools on a daily basis. In addition, the Wallington Public School District does not provide courtesy busing to any students. The Wallington Public School District only utilizes buses for the following student activities:

- In-district special events and assemblies
- Extra-curricular program and athletics travel
- Academic field trips and excursions

Social Distancing on School Buses

Students will maintain social distancing on all school buses whenever possible, including:

- Modified seating arrangements
 - Seating students one per row and skipping a row between students. If students are of the same family, they may be seated in the same row.
 - Seating students one per row without skipping a row between students, but staggering seating areas (“zig-zag”)

In situations where modified seating or social distancing is not possible:

- Face coverings will be required for students and staff
 - Face coverings will be worn prior to entering the bus, and while the bus is transporting the students.
 - Specific windows will be opened to allow for air flow and cross ventilation of the bus while occupied.
 - Barrier protections between seats or rows may be added where appropriate and safe.
 - Students unable to wear face coverings due to disability or medical issues will be able to modify the requirement as per the student 504 plan, IEP, and/or medical recommendation.

General Guidelines:

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1. Buses will be filled from rear to front to limit physical interaction or proximity with other students.
2. Windows will be open on buses prior to the trip and during the trip (when seasonally appropriate – regardless of the physical distance between students)
3. Buses will be cleaned in accordance with locally approved standards in between uses.
4. Students and staff will occupy the same seats travelling to and from a destination.
5. A record of any cleaning/disinfection shall be made available upon request from the South Bergen Jointure Commission.

Note: During phase one there will be no scheduled field trips or excursions for academic or extra-curricular events (with the exception of athletics). The NJSIAA has additional guidelines for the use of buses for the transportation of athletes.

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Appendix D

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

Student and Staff Screening

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

Social Distancing in Entrances, Exits, and Common Areas

Every effort will be employed to maintain social distancing at entrances/exits and common areas. Students and staff will be required to wear face coverings and appropriate PPE at entrances, exits, and common areas. Cones, tape, signs, and other appropriate markings shall encourage social distancing at entrances, exits, and common areas.

To minimize physical interaction:

- Multiple entrances and exits will be used for students
- Arrival and dismissal times will be staggered when necessary and to avoid overcrowding at specific times.
- Assemblies for students will be suspended during phase 1 and 2
- Library usage will be minimized for checking out materials, utilizing computers, or accessing reference materials.
- Students will be grouped in cohorts by school day in phase 1 and 2
- “One way routes” will be set up in buildings/hallways where it is practical and safe (locations will depend on each building’s layout).
- Markings in classrooms will be placed prior to the start of school by the custodial staff.
- Locker usage will be suspended in all schools
- Screening of students will take place at different locations in at the school entrances/exits.
- Appropriate signage will be posted to ensure social distancing and to reinforce other rules.

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Appendix E

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

Student and Staff Screening

The Role of Parents:

1. Parents shall serve as the first health screeners for their children.
2. Each health office will publish guidelines for parents to follow
3. Information will be disseminated in print and online to parents that outline:
 - a. The role of the parent in screening
 - b. Maximum acceptable temperature allowable to send a child to school.
 - c. Universal signs and symptoms of COVID-19 to look for.
 - d. How to communicate with the school if a child displays symptoms of COVID-19.

Staff Screening:

1. All staff will be required to submit a form to the school principal prior to any school day in which they will be working in our buildings as a self-screening activity. The form will include questions about the employee's general health that day, as well as specific questions about any close contacts the employee has had and/or recent travel in the past 14 days.

Questions shall include:

- A checklist of common Covid 19 related symptoms experienced for the employee to select.
- Questions about the employee's travel and contact with people known to have or presumed to have experienced Covid 19 related symptoms, as well as those known to have or presumed to have been diagnosed with Covid 19.
- School nurse will document any staff member who has signs or symptoms of Covid-19 in the nurses log/notes.

The school nurse and principal will have access to the form, when submitted, and will follow up with any staff member who has experienced symptoms of COVID 19 or who answers "Yes" to the questions pertaining to "Close contacts and recent travel". Any specific actions recommend by the school nurse will be made to the school administrator,

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and in accordance/consultation with the local board of health or governing guidelines in place.

Temperature screenings are not required daily for staff members. However, temperature screening will be made available to staff members by the school nurse, if so requested by the staff member.

Student Screening:

1. The first step in the screening process begins in the home. Parents will be encouraged, in writing, to screen their children at home for any presenting symptoms of Covid-19 and to keep their child home when they are sick. All parents/guardians will be required to submit a form prior to any school day in which their child will be in our buildings as a self-screening activity. The form will be available in the student information system and can be filled out electronically. Forms will include questions about the child's general health that day, as well as specific questions about any close contacts the child has had and/or recent travel in the past 14 days. If the form is not filled out prior to student entry, the nurse will report this to the building secretary who will contact the parent to fill out the form.

Questions shall include:

- A checklist of common Covid 19 related symptoms experienced for the parent to select for the child.
- Questions about the child's travel and contact with people known to have or presumed to have experienced Covid 19 related symptoms, as well as those known to have or presumed to have been diagnosed with Covid 19.
- School nurse will document any student who has signs or symptoms of Covid-19 in the nurses log/notes.

The school nurse will have access to the form, when submitted, and will follow up with any parent or student who has experienced symptoms of COVID 19 or who answers "Yes" to the questions pertaining to "Close contacts and recent travel". Any specific actions recommend by the school nurse will be made to the school administrator, and in accordance/consultation with the local board of health or governing guidelines in place.

2. Students will undergo temperature screening at designated entrances to the building. This will be accomplished by touchless stand-alone temperature scanners which are monitored by the school nurse, guidance staff, aides, and/or administrator-supervisor on duty. Touchless hand-held thermometers shall be utilized when the stand-alone unit is unavailable or compromised. In such instances, additional PPE (such as gloves, gowns, and face shields will be

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- provided). All efforts to maintain student privacy will be employed when student temperatures exceed 100.4 degrees.
3. Principals, guidance staff, Supervisors, and aides will assist in the monitoring of the thermal temperature scanner.
 4. Students with disabilities will be screened in accordance with any prescriptive guidance in the child's IEP.

Protocols for Symptomatic Students and Staff

1. Staff members who recognize Covid 19 related symptoms in students or other staff members shall notify the school nurse.
2. Staff and students will be triaged by the nurse, and moved to an isolated area by the nurse when presenting with symptoms related to Covid 19.
3. Isolation areas will be designated at each school, and communicated to staff and parents.
4. Students in isolation areas will be provided with additional PPE (gloves, face shield, and/or gowns) while in isolation.
5. When more than one student is isolated at the same time, students will be socially distanced. Physical partitions will be utilized when social distancing cannot be achieved.
6. Guidance staff, administration, and aides will be utilized to assist when a student or students are isolated.
7. When the district becomes aware that a student or staff member who has been in one or more of the school buildings tests positive for Covid 19, the district shall immediately notify local health officials, staff, and families of the confirmed case – while maintaining confidentiality.
 - a. The school nurse and administrator(s) will assist the local Board of Health with contact tracing by making records of groups/cohorts, assigned staff members, and daily attendance available – adhering to the FERPA and HIPPA guidelines.
 - b. Re-admittance to schools will be consistent with policies developed by the local Department of Health in response to positive Covid 19 cases, as well as already established district protocols for admittance to school.

Guidelines for procedures when known cases of Covid 19 have been present in schools (as taken from CDC Website: *Interim Guidance for Administrators of US K-12 Schools and Child Care Program*)

Any school in any community might need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, NJ Department of Health recommends the following procedures regardless of the level of community spread:

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Coordinate with local health officials. Once learning of a COVID-19 case in someone who has been in the school, immediately notify local health officials. These officials will help administrators determine a course of action for their child care programs or schools.

Dismiss students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

- Local health officials' recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.
- During school dismissals, also cancel extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events).
- Discourage staff, students, and their families from gathering or socializing anywhere. This includes group child care arrangements, as well as gathering at places like a friend's house, a favorite restaurant, or the local shopping mall.

Communicate with staff, parents, and students. Coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure.

- This communication to the school community should align with the communication plan in the school's emergency operations plan.
- Plan to include messages to counter potential stigma and discrimination.
- In such a circumstance, it is critical to maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.

Clean and disinfect thoroughly.

- Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.
- Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
- If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.

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- 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 can be found on the EPA website. The district will follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).
 - The district will keep on file in the Board of Education Office a list of any cleaning materials and sanitation materials used in public buildings.
 - Additionally, diluted household bleach solutions can be used if appropriate for the surface. The district will follow manufacturer's instructions for application and proper ventilation. Check to ensure the product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser. According to CDC guidelines, unexpired household bleach will be effective against coronaviruses when properly diluted. Prepare a bleach solution by mixing:
 - 5 tablespoons (1/3rd cup) bleach per gallon of water or
 - 4 teaspoons bleach per quart of water
- Additional information on cleaning and disinfection of community facilities such as schools can be found on the CDC Website.

Make decisions about extending the school dismissal. Temporarily dismissing child care programs and K-12 schools is a strategy to stop or slow the further spread of COVID-19 in communities.

- During school dismissals (after cleaning and disinfection), child care programs and schools may stay open for staff members (unless ill) while students stay home. Keeping facilities open: a) allows teachers to develop and deliver lessons and materials remotely, thus maintaining continuity of teaching and learning; and b) allows other staff members to continue to provide services and help with additional response efforts. Decisions on which, if any, staff should be allowed in the school should be made in collaboration with local health officials.
- Child care and school administrators should work in close collaboration and coordination with local health officials to make dismissal and large event cancellation decisions. Schools are not expected to make decisions about dismissal or canceling events on their own. School dismissals and event cancellations may be extended if advised by local health officials. The nature of these actions (e.g., geographic scope, duration) may change as the local outbreak situation evolves.
- Administrators should seek guidance from local health officials to determine when students and staff should return to schools and what additional steps are needed for the school community. In addition, students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.

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Implement strategies to continue education and related supports for students.

- Ensure continuity of education.
 - Review continuity plans, including plans for the continuity of teaching and learning. Implement e-learning plans, including digital and distance learning options as feasible and appropriate.
 - Determine, in consultation with school district officials or other relevant state or local partners:
 - If a waiver is needed for state requirements of a minimum number of in-person instructional hours or school days (seat time) as a condition for funding;
 - How to convert face-to-face lessons into online lessons and how to train teachers to do so;
 - How to triage technical issues if faced with limited IT support and staff;
 - How to encourage appropriate adult supervision while children are using distance learning approaches; and
 - How to deal with the potential lack of students' access to computers and the Internet at home.
- Ensure continuity of meal programs.
 - Consider ways to distribute food to students.
 - If there is community spread of COVID-19, design strategies to avoid distribution in settings where people might gather in a group or crowd. Consider options such as “grab-and-go” bagged lunches or meal delivery.
- Consider alternatives for providing essential medical and social services for students.
 - Continue providing necessary services for children with special healthcare needs, or work with the state *Title V Children and Youth with Special Health Care Needs (CYSHCN) Program*.

Guidelines for procedures when there is minimal to moderate community transmission (as taken from CDC Website: *Interim Guidance for Administrators of US K-12 Schools and Child Care Program*)

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If local health officials report that there are multiple cases of COVID-19 in the community, schools may need to implement additional strategies in response to prevent spread in the school, but they should continue using the strategies they implemented when there was no community transmission. These additional strategies include:

Coordinate with local health officials. This should be a first step in making decisions about responses to the presence of COVID-19 in the community. Health officials can help a school determine which set of strategies might be most appropriate for their specific community's situation.

Implement multiple social distancing strategies. Select strategies based on feasibility given the unique space and needs of the school. Not all strategies will be feasible for all schools. For example, limiting hall movement options can be particularly challenging in secondary schools. Many strategies that are feasible in primary or secondary schools may be less feasible in child care settings. Administrators are encouraged to think creatively about all opportunities to increase the physical space between students and limit interactions in large group settings. Schools may consider strategies such as:

- Cancel field trips, assemblies, and other large gatherings. Cancel activities and events such as field trips, student assemblies, athletic events or practices, special performances, school-wide parent meetings, or spirit nights.
- Cancel or modify classes where students are likely to be in very close contact. For example, in physical education or choir classes, consider having teachers come to classrooms to prevent classes mixing with others in the gymnasium or music room).
- Increase the space between desks. Rearrange student desks to maximize the space between students. Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- Avoid mixing students in common areas. For example, allow students to eat lunch and breakfast in their classrooms rather than mixing in the cafeteria. If it is not possible to suspend use of common areas, try to limit the extent to which students mix with each other, and particularly with students from other classes (e.g., stagger lunch by class, segregate lunch and recess area by class, send a few students into the library to pick out books rather than going as a class, suspend the use of lockers). Restrict hallway use through homeroom stays or staggered release of classes. Try to avoid taking multiple classes to bathrooms at once (e.g., avoid having all classes use the bathroom right after lunch or recess). In child care or elementary school settings, consider staggering playground use rather than allowing multiple classes to play together, and limit other activities where multiple classes interact.
- Stagger arrival and/or dismissal times. These approaches can limit the amount of close contact between students in high-traffic situations and times.
- Reduce congestion in the health office. For example, use the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution.

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- Limit nonessential visitors. Limit the presence of volunteers for classroom activities, mystery readers, cafeteria support, and other activities.
- Limit cross-school transfer for special programs. For example, if students are brought from multiple schools for special programs (e.g., music, robotics, academic clubs), consider using distance learning to deliver the instruction or temporarily offering duplicate programs in the participating schools.
- Teach staff, students, and their families to maintain distance from each other in the school. Educate staff, students, and their families at the same time and explain why this is important.

Consider ways to accommodate the needs of children and families at risk for serious illness from COVID-19. Consider if and how to honor requests of parents who may have concerns about their children attending school due to underlying medical conditions of their children or others in their home.

Additional information about social distancing, including information on its use for other viral illnesses, is available on the CDC website.

Guidelines for procedures when there is substantial community transmission (as taken from CDC Website: *Interim Guidance for Administrators of US K-12 Schools and Child Care Program*)

Additional strategies should be considered when there is substantial transmission in the local community in addition to those implemented when there is no, minimal, or moderate transmission. These strategies include:

Continue to coordinate with local health officials. If local health officials have determined there is substantial transmission of COVID-19 within the community, they will provide guidance to administrators on the best course of action for child care programs or schools. These strategies are expected to extend across multiple programs, schools, or school districts within the community, as they are not necessarily tied to cases within schools or child care facilities.

Consider extended school dismissals. In collaboration with local health officials, implement extended school dismissals (e.g., dismissals for longer than two weeks). This longer-term, and likely broader-reaching, dismissal strategy is intended to slow transmission rates of COVID-19 in the community. During extended school dismissals, also cancel extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events). Remember to implement strategies to ensure the continuity of education (e.g., distance learning) as well as meal programs and other essential services for students.

Regional COVID-19 Risk Levels

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The NJ Department of Health has recognized that COVID-19 may impact different areas of the state of NJ differently, and has separated the state into geographical regions. The Borough of Wallington incorporated in Region II (which comprises Bergen, Hudson, and Essex Counties). The NJDOH will provide information on COVID-19 transmission rates by region and will characterize those risk levels as: low (green), moderate (yellow), high (orange), and very high (Red).

COVID-19 Regional Risk Matrix

The COVID-19 Regional Risk Matrix provides data and public health recommendations for local health departments and schools to consider based on the level of COVID-19 transmission in the region.

| Low Risk | Moderate Risk | High Risk | Very High Risk |
|---|--|--|---|
| <p>Evaluate whether there are students or staff who are at increased risk of severe illness and seek alternatives to ensure continuity of work or educational services</p> <p>In response to COVID-19 positive staff or student, follow COVID-19 exclusion criteria; work with local health department to identify and exclude close contacts following CDC guidance; refer to guidance on cleaning and disinfection.</p> <p>In response to ill students and staff, follow NJDOH School Exclusion</p> | <p>Implement remote learning for students and staff at high risk of severe illness; consider hybrid learning approaches, and/or fully remote learning.</p> <p>In response to COVID-19 positive staff or student, follow COVID-19 exclusion criteria; work with local health department to identify and exclude close contacts following CDC guidance; refer to guidance on cleaning and disinfection.</p> <p>In response to ill students and staff, follow COVID-19 exclusion criteria; wait at least 24</p> | <p>Implement fully remote learning unless school can ensure complete adherence to all prevention and control measures.</p> <p>If schools remain open for in-person learning:</p> <p>In response to staff or student who is COVID-19 positive or who has COVID-19 symptoms (not yet tested), follow COVID-19 exclusion criteria; work with local health department to identify and exclude close contacts according to CDC guidance; refer to guidance on cleaning and disinfection.</p> | <p>Implement fully remote learning.</p> |

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| <p>List</p> <ul style="list-style-type: none"> If ill person had potential exposure in past 14 days, follow COVID-19 exclusion criteria; wait at least 24 hours and clean/disinfect areas where ill person spent time. <p>Permit limited activities involving interaction with multiple cohorts, ensuring adherence to precautions.</p> | <p>hours and clean/disinfect areas where the ill person spent time.</p> <p>Minimize activities that involve interaction with multiple cohorts</p> | <p>* Decisions on when ill person's close contacts can return to school are dependent on the ill person's medical evaluation and COVID-19 test results.</p> <p>Restrict activities that involve interaction with multiple cohorts.</p> | |
|--|---|--|--|

COVID-19 Exclusion Table

The COVID-19 Exclusion Table provides exclusion criteria for staff, students and close contacts.

| | Low Risk | Moderate Risk | High Risk | Very High Risk |
|--|---|---|---|---|
| COVID-19 Positive (viral test), symptomatic or asymptomatic | Exclude according to COVID-19 exclusion criteria Work with health department to identify and | Exclude according to COVID-19 exclusion criteria Work with health department to identify and | Exclude according to COVID-19 exclusion criteria Work with health department to identify and | Exclude according to COVID-19 exclusion criteria Work with health department to identify and |

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| | | | | |
|---|---|--|---|---|
| | exclude close contacts for 14 days from last exposure. | exclude close contacts for 14 days from last exposure. | exclude close contacts for 14 days from last exposure. | exclude close contacts for 14 days from last exposure. |
| COVID-19 symptoms but not tested for COVID-19 and no alternate diagnosis | <p>If no potential exposure to COVID-19 in the last 14 days, individual can follow NJDOH School Exclusion List</p> <p>If person has potential exposure to COVID-19 in the last 14 days, exclude according to COVID-19 exclusion criteria.</p> | <p>Exclude according to COVID-19 exclusion criteria.</p> <p>Work with local health department to identify and exclude close contacts for 14 days from last exposure.</p> | <p>Exclude according to COVID-19 exclusion criteria</p> <p>Work with local health department to identify and exclude close contacts for 14 days from last exposure, or until symptomatic individual tests negative for COVID-19 or receives an alternate diagnosis from a medical provider.</p> | <p>Exclude according to COVID-19 exclusion criteria</p> <p>Work with health department to identify and exclude close contacts for 14 days from last exposure.</p> |
| COVID-19 symptoms and negative COVID-19 test | Exclude individual through 24 hours after their fever has ended without the use of fever reducing medications and other symptoms improve | Exclude individual through 24 hours after their fever has ended without the use of fever reducing medications and other symptoms improve. | Exclude individual through 24 hours after their fever has ended without the use of fever reducing medications and other symptoms improve | <p>Exclude according to COVID-19 exclusion criteria</p> <p>Work with health department to identify and exclude close contacts for 14 days from last exposure</p> |

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| COVID-19 symptoms BUT with alternate diagnosis from a healthcare provider | Exclude individual based on diagnosis, using NJDOH School Exclusion List | Exclude individual based on diagnosis, using NJDOH School Exclusion List | Exclude individual based on diagnosis, using NJDOH School Exclusion List | Exclude according to COVID-19 exclusion criteria Work with health department to identify and exclude close |
|--|--|--|--|---|

Closures

Closure is a local decision that should be made by school administrators, the board of education, and the regional board of health. While it is not possible to account for every scenario that schools may encounter over the course of the school year, the following scenarios (as taken from the NJ Department of Health guidance) may help inform the decision for when schools should temporarily close.

| SCENARIO | CLOSURE |
|---|---|
| 1 confirmed case in school | School remains open*; students and staff in close contact with positive case are excluded from school for 14 days. |
| 2 or more cases in the same classroom (outbreak limited to one cohort) | School remains open*; students and staff in close contact with positive case are excluded from school for 14 days. Recommendations for whether the entire classroom would be considered exposed will be based on public health investigation. |
| 2 or more cases within 14 day, but are linked to a clear alternative exposure that is unrelated to the school setting and unlikely to be a source of exposure for the larger school community (e.g. in the same household, exposed at the same event outside of school) | School remains open*; students and staff in close contact with positive case are excluded from school for 14 days. |
| 2 or more cases within 14 days, linked together by some activity in school, but who are in different classrooms (outbreak | Recommendations for whether school closure is indicated will be based on investigation by local health department. |

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| involving multiple cohorts) | |
| A significant community outbreak is occurring or has recently occurred (e.g., large event or large local employer) and is impacting multiple staff, students, and families served by the school community. | Consider closing school for 14 days, based on investigation by local health department. |
| 2 or more cases are identified within 14 days that occur across multiple classrooms and a clear connection between cases or to a suspected or confirmed case of COVID-19 cannot be easily identified (outbreak involving multiple cohorts) | Close school for 14 days. |
| Very high risk of community transmission (refer to COVID-19 Regional Health Risk Level Matrix) | Close school until COVID-19 transmission decreases |

Protocols for Face Coverings

As per guidelines in “The Road Back”:

- All staff, students, and visitors shall be required to wear facemasks while in a school building – unless doing so would inhibit the individual staff member’s health.
 - All students must have access to face coverings while on school property at all times, including when out of doors.
 - Students will be provided with appropriate face coverings when they do not have their own.
 - Students who are unable to wear face coverings will be provided with alternative PPE – such as face shields - to protect other students and adults.
- Visitors who refuse to wear face coverings shall be denied admittance to the school building.
- Issues where students choose not to wear face coverings will be handled progressively through the student code of conduct/student handbook. Students will receive warnings, and parental intervention may be required for repeated offenses.

Additional Considerations:

1. Ample signage will be present in school buildings reminding students and staff to wear face coverings and to practice social distancing.
2. Teachers will review proper usage of face coverings with students on a regular basis.

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3. Special consideration shall be given for additional provision of PPE (beyond face coverings) for staff members who come in to regular close contact with students, such as nurses, custodians, and special education teachers/therapists, paraprofessionals, and service providers.

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Appendix F

Critical Area of Operation #6 - Contact Tracing

Contact tracing is the process used to identify those students or staff members who come into contact with people who have tested positive for many contagious diseases, including Covid 19. To reduce the possibility of community spread of Covid 19 and other contagious diseases, contact tracing has been utilized as a practice to keep people safe.

Process:

1. Upon notification that a student or staff member has tested positive for Covid 19, the local health department will work with the school nurse and administration to determine people with whom the student or staff member may have been in “close contact”. “Close Contact” is defined as being within 6 feet of a positive Covid 19 staff member or student, for at least 15 minutes in a 24 hour period.
2. The school nurse will have access to student schedules and teacher schedules to determine who may have had contact with a given student on a given day.
3. Trained professionals from the community then contact those who have had “close contact” to offer next steps, such as: Quarantining, recommendations for testing, or to determine others that may have been infected in order to mitigate the risk of additional exposures and to care for the health of all those contacted.
4. Nurses and building administrators will receive professional development on contact tracing in schools.

The school district will provide professional development on the importance of contact tracing to all personnel, as well as their potential role in assisting with contact tracing when that information becomes available from the NJDOE.

All FERPA requirements to privacy and sharing of student records must be adhered to at all times when consideration is made for the school’s role in contact tracing.

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

The Wallington Public School District will continue to adhere to all existing required facilities cleaning practices and procedures, as well as any new requirements of the local health department as they arise.

PPE

1. All custodial staff shall be provided with PPE in the form of face coverings, gloves, gowns/aprons, and face shields as needed during the course of the staff member's work.
2. Custodial staff are required to utilize, at minimum, face coverings and gloves while working in or around buildings.
3. Special care should be taken to ensure that any PPE being utilized by custodial staff and/or nurses is appropriate to the work being performed. Enhanced PPE such as N95 masks, face shields, and gowns will be provided as needed. PPE should be changed as needed to avoid cross-contamination.

Scheduling of Cleaning

1. Custodial staff shall work with specific cleaning schedules throughout the school day, in consultation with the building administration.
2. Custodians will be provided with daily checklists for cleaning and sanitation of classrooms, common areas, and highly touched surfaces.
3. Special care will need to be given to regular cleaning and sanitation of common areas and high touch surfaces such as: desktops, lavatories, countertops, faucets, doorknobs, bannisters, handles, etc. throughout the school day.
4. The nurse's office and isolation area shall be cleaned and sanitized as needed at any time during the school day.
5. Checklists and/or logs of cleaning completed shall be maintained daily by in-district as well as out of district contracted personnel. All checklists and logs shall be maintained by the building principal.

Training

1. Training on proper cleaning and sanitation to prevent community spread of Covid-19 and other communicable illness shall be provided annually to cleaning staff by certified professionals in the field of epidemiology, custodial services, community health, and/or comprehensive chemical and health care professionals.
2. Additional training shall be provided upon request, or as local or federal guidelines are updated or changed.

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Response to Identified Covid 19 cases

It may be necessary to implement short-term closure procedures for rooms or buildings that are known to have had positive cases of Covid 19. In the event that this is the case, the following procedures may be followed after consultation with the local board of health:

- Close off the areas used by the sick person, and prohibit use before cleaning and disinfection.
- When possible, wait at least 24 hours before cleaning and disinfecting the room or areas.
- Open outside doors and/or windows to increase air circulation (weather permitting).
- Cleaning staff will clean and disinfect all areas used by the ill persons – focusing on frequently touched surfaces

Detailed response plans and communication protocols can be found in Appendix E of this document.

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Appendix H

Critical Area of Operation #8 – Meals

Breakfast Program:

During all phases of the reopening plan, breakfast will be made available to students who qualify for the subsidized meals program. The meals will be distributed at the point of service within the school the child attends, and on days when the child's cohort participates in in-person instruction. Social distancing requirements will be in place for all students who participate.

1. Breakfast will be provided in designated areas prior to the opening of school.
2. School custodial and breakfast staff will clean and disinfect all eating areas prior to the opening of school for the day.
3. Training will be provided for all aides and custodians on proper cleaning.
4. Rooms being used for serving breakfast will be disinfected prior to and after use.
5. Breakfast will be provided in containers and not buffet style.

Lunch Program:

During Phase I (and possibly Phase II) of the district reopening plan, students will be in school on a single session day schedule and lunches will not be provided during the school day.

1. Lunches will be provided to eligible students on a “grab and go” basis at the end of the school day.
2. Students will not assemble in any area inside the school building to partake in meals.

Subsequent Phase Meal Acquisition in Schools

1. Students may have staggered lunch periods to reduce capacity and increase social distancing.
2. No family style, or buffet style meals will be distributed
3. Students will practice social distancing during the serving and consuming of meals.
4. Meals will be served in classrooms or outside (weather permitting) when possible in order to reduce capacity within the common eating area(s).
5. Meals will be pre-packaged in boxes or bags so that it is not mixed with other meals. Utensils will all be disposable.

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6. Breakfast/Lunch aides will assist in cleaning and disinfecting areas, table tops, and commonly touched surfaces between meal servings.
7. Lunch aides will monitor students eating to ensure they are not sharing meals.
8. Students will wash hands and/or use hand sanitizer before and after meals.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

Physical Education

The Wallington Public School District is required to provide for adequate and safe physical education instruction.

The following guidelines may take place in all phases of the restart plan:

1. Physical Education classes may be held both in-person and virtually.
2. Outdoor areas for PE vary by school.
 - a. WHS: Parking lot basketball court, Football/Soccer field and apron
 - b. FWG: Baseball field (infield and outfield)
 - c. J. Annex: Macadam adjacent to Kindergarten, and designated open parking lot areas
3. Social distancing will be followed in all in-person class meetings.
4. Activities and team/group games will be tailored so that they adhere to social distancing guidelines.
5. Individual activities will be scheduled and encouraged over social or group activities.
6. Cones, flags, tape, and other visible barriers/signs will create boundaries between any groups so that they do not mix.
7. Students will not share equipment if the equipment cannot be cleaned between usage.
8. PE equipment and recess equipment will not be shared, unless it can be cleaned prior to each subsequent use.
9. Locker rooms (HS Only) will be closed at least during phase 1 and 2 of the restart plan. Students will be encouraged to wear looser clothing when participating in PE activities.
10. Students in PE will wash hands or use hand sanitizer prior to returning to class.

Recess

The following guidelines for recess activities will take place in all in-person phases of the restart plan for the appropriate grade levels in elementary schools:

1. Areas will be marked off for specific activities by recess aides and groups of students. Markings will vary depending on activity and student participation.
2. Students will not be permitted to change groups once activities have begun.

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3. Direct contact with equipment will be avoided as much as possible; however, in the event that equipment is used, the equipment will be cleaned by the recess aides prior to the next usage.
4. Specific time schedules will be utilized in the daily teaching schedule to incorporate recess.
5. Activities will be staggered and separated so that they can promote social distancing and minimize interaction between groups.
6. Students will wash hands or at minimum use hand sanitizer after recess.

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Appendix J

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

Field Trips

Field trips will be suspended for the duration of Phase I and II of the district restart plan.

When allowable, the following guidelines will pertain to field trips:

- All regulations regarding busing shall be enforced (see Critical Area of Operation #3 Transportation)
- Social distancing will be required on all field trips inside and outside the district.
- When possible, virtual field trips will be scheduled so that students remain on campus.
- Procedures for meals, lavatory usage, and activities must all adhere to procedures already set forth in Appendices A-I of the Restart Plan.

Extra-Curricular Activities

School sponsored Extra-Curricular Activities, Clubs, and special events may take place using the campus and building/grounds of district owned and leased schools.

Use of Facilities

Mentors/advisors for student groups shall ensure the following:

- Students participating in extracurricular activities shall have been present in school that day.
 - To ensure that the student has been screened that day
 - To ensure that there is no cohort mixing with students who may be learning virtually
- Social distancing shall take place in all meetings, gatherings, and events outside of school hours.
 - In the event that social distancing cannot take place, students must wear face coverings and any additional PPE depending on the activity taking place.

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- Mentors/advisors shall advise the building principal weekly for any in-person meetings that will take place. Mentors/advisors shall make every effort to conduct meetings and activities virtually when possible.
- Mentors/advisors must make arrangements for cleaning and sanitization of the room, facility, or equipment students may be using. This can be arranged with the building principal.
- Students who exhibit symptoms of Covid 19 shall be immediately isolated and parents shall be contacted by the mentor/advisor if a nurse is not present.
 - All other procedures outlined in Appendices A-I shall be followed when cases of presumed or confirmed Covid 19 are evident.

Equipment Usage

The use of shared equipment will be minimized as much as possible. In the event that the equipment must be shared (balls, training equipment, etc) the equipment will be cleaned and sanitized at regular intervals, and students will practice hand washing prior to and after usage.

Staff will be provided with disinfectant wipes for any immediate cleaning/disinfecting issues with equipment.

Electrostatic disinfectant sprayers will be utilized for regular disinfecting of furniture, equipment, etc daily.

Use of Facilities Outside School Hours

All scheduled use of facilities for district owned buildings will be suspended during Phase I of the District Restart Plan.

When Facilities are Used Outside of School Hours

- When such usage is permissible, extra care must be employed so as to adhere to the guidelines set forth in Appendices A-I of the District Restart Plan.
- Usage by outside groups must be approved by the Wallington Board of Education prior to any activities taking place.
 - Outside groups will be responsible for arranging for the cleaning and sanitation of all equipment, apparatus, and areas that are used.
 - Outside groups will follow the same cleaning and sanitation standards included in this plan.
 - Log sheets will be kept, signed, and submitted to the Principal when the facilities are used by outside groups.
 - Arrangements for cleaning and sanitation of the aforementioned must be submitted in writing with the request for facilities.

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- Outside organizations – independent of the school district – may be required to pay for cleaning services and supervision at any time.
- Usage by outside groups on leased properties shall be governed by the lease agreement with the facility owner. However:
 - All guidelines for cleaning and sanitation of shared facilities shall adhere to and shall be the responsibility of the facility owner.
 - The district may levy a fee for the maintenance and sanitation of any classrooms, common areas, or equipment used by outside groups who fall under the auspices of the facility owner (eg. CCD, Polish School, and Parish Events)

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Appendix K

Academic, Social, and Behavioral Supports

Understanding that optimal student health and safety are at the forefront of any effective educational learning programs, academic, social, and behavioral supports will be embedded in the school programs to leverage teacher capacity and to offer comprehensive support to learners and families.

Grade Level and Learning Teams: Collaborative opportunities for teachers of same grade level students and other educational professionals to discuss and plan for student progress. , share strategies for effective teaching, and coordinate communication with families of students seeking success.

Each school within the Wallington Public School District shall employ Grade Level and/or Learning Teams which shall be comprised of: Teachers, counselors, administrators, and other education service professionals. Teams will meet monthly at a minimum. Each team shall have a set agenda including the following:

- Sharing of effective strategies for effective teaching and learning
- Sharing of student progress
- Sharing of student information pertinent to student learning
- Coordination of communication between school and home
 - For academic progress
 - For social and/or behavioral support
- Developing plans for student support (individual and group)

Intervention and Referral Services (I&RS): This program consists of an interdisciplinary team of professionals within the school building who come together twice each month to formulate coordinated services to address the full range of student learning, behavior, social, and health problems in the general education program as well as for students determined to be in need of special education programs and services.

Staff members refer students to the I&RS Committee through the building principal, who then advises the parents of the referral. The I&RS Committee develops an Action Plan containing goals, interventions, and a timeline for the plan's duration.

The I & RS committee follows a multidisciplinary approach with a well-articulated system of supportive activities and services for staff who have identified student difficulties and those who will be involved in the amelioration of the identified educational concerns.

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Parents are active participants in this process once a child is referred to the I&RS Team.

Targeted Student Assistance:

Guidance Services: Each elementary school is equipped with at least one guidance professional, and the Jr/Sr High School is equipped with a SAC/Social Worker as well as 3 guidance counselors. These professionals:

- Provide counseling and social emotional support
- Provide resources for students and for families (academic, behavioral, social)
- Foster communication between teachers, students, and families
 - For academic support
 - For socio-emotional support

Guidance counselors may meet individually with students for academic support or for social counseling. Group guidance is also offered as part of the program of wraparound supports for groups of students.

Student Assistance Programs: The Wallington Public Schools employs two Student Assistance Counselors: one at the Elementary Schools and one at the Jr/Sr High School. Student assistance programs are designed to help students and their families with problems affecting their personal lives and academic performance. The Student Assistance Counselor's (SAC) role is to enhance and support students' success in the school environment. There are a range of school-based prevention and intervention services offered to assist students with personal problems and encourage them to build upon their strengths.

In an effort to support students and prevent personal difficulties from interfering with success in school, the Student Assistance Counselor (SAC) provides:

- in-school assessment
- crisis intervention
- counseling and referral services to any student who may be experiencing personal, family, and/or peer difficulties

Concerns that students may seek assistance for may include, but are not limited to:

| | |
|----------------|-------------------|
| Depression | Anxiety |
| Grief/Loss | Crisis Management |
| Family Changes | Self-Harming |
| Divorce | Substance Abuse |
| Anger | Social Skills |

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Bullying
Eating Disorders

Self-Esteem
Neglect

There are several ways by which students may be referred to a Student Assistance Counselor:

- Students may self-refer and come in to see the counselor at any time during the school day.
- Students can confidentially refer other students who may be in need of support.
- Parents who have concerns about any non-academic issues may contact the SAC
- Students may be referred by school administration, guidance, nurse, or any other school staff member that has identified an area of concern.

RESTART & RECOVERY PLAN

Appendix L

Restart Committee

As part of the guidance the Wallington Public Schools has received for the reopening of schools in September of 2020, a Restart Committee was required to have been formed.

The Wallington Public Schools elected to create building-based Restart Committees that could attend to the many unique needs and concerns that our three school buildings have in ensuring the health and safety of all students and staff. Each committee consisted of: Administrators, school board members, local education association representatives, educators, parents, and students (where appropriate). The bulk of the work for our building-based Restart Committees was to focus primarily on the plan for the start of the school year - specifically the scheduling of students and staff and how the various school schedules would incorporate and address the **Critical Areas of Operation** outlined on pages 9-10 in [“The Road Back”](#).

1. **General Health and Safety Guidelines** – In all stages and phases of pandemic response and recovery, schools must comply with Center for Disease Control (CDC), state, and local guidelines. Schools must also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.
2. **Classrooms, Testing, and Therapy Rooms** – Schools and districts must allow for social distancing to the maximum extent possible. When social distancing is difficult or impossible, face coverings are required, and face coverings are always required for visitors and staff unless it will inhibit the individual’s health. School districts must also minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.
3. **Transportation** – School districts should maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students. If maintaining social distancing is not possible, all students who are able must wear face coverings while on busses.
4. **Student Flow, Entry, Exit, and Common Areas** – School district reopening plans should establish the process and location for student and staff health screenings. This should include providing 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. When it is

RESTART & RECOVERY PLAN

not possible to maintain physical distancing, schools must require the use of face coverings.

5. Screening, PPE, and Response to Students and Staff Presenting Symptoms –

School districts must adopt a policy for safely and respectfully screening students and employees for symptoms of and history of exposure to COVID-19. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. If a school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

6. Contact Tracing – Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice and is an integral function of local health departments. All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, should be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. School districts should collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.

7. Facilities Cleaning Practices – School districts 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. School districts must also develop a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and 9 | New Jersey Department of Education [nj.gov/education/sanitize](https://www.nj.gov/education/sanitize) bathrooms daily and between use as much as possible.

8. Meals – If cafeterias or other group dining areas are in use, school districts must stagger eating times to allow for social distancing and disinfecting of the area between groups. Additionally, districts must discontinue family-style, self-service, and buffet-style dining and maintain social distancing. Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food service items.

9. Recess/Physical Education – School districts must complete an inventory of outdoor spaces and mark off areas to ensure separation between students. Recess must be staggered by groups and staff must disinfect playground equipment and other shared equipment between uses. School districts should also consider closing locker rooms and encouraging students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.

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10. **Extracurricular Activities and Use of Facilities Outside of School Hours** – All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol. External community organizations that use school facilities must follow district guidance on health and safety protocols.

School Restart Committees

Jefferson School Annex Restart Committee

| | |
|-------------------------|--------------------|
| Dr. Yvette Lozanski | Administrator |
| Ms. Barbara Sondej | Administrator |
| Ms. Maria Concha | Counselor |
| Ms. Stacy Geltrude | Nurse |
| Ms. Sherri Sutera | Teacher |
| Ms. Sophia Schneiderman | Teacher |
| Mrs. Tracy Kassteen | BOE Representative |
| Mrs. Erin Shemeley | LEA Representative |
| Ms. Christina Latino | Parent |
| Ms. Jessica Sobolewski | Parent |

Frank W. Gavlak School Restart Committee

| | |
|------------------------|--------------------|
| Ms. Nancy Giambrone | Administrator |
| Ms. Barbara Sondej | Administrator |
| Ms. Brittany Parsons | Teacher |
| Ms. Jessica Cruz | Teacher |
| Mr. Ted Gaydos | Teacher |
| Mr. Jason Pierce | Teacher |
| Mr. Ed Rendzio | Teacher |
| Ms. Rosaline Rempel | Teacher |
| Mr. Robert Bell | Teacher |
| Ms. Christine Ventre | Teacher |
| Ms. Amy Heuer | Nurse |
| Mr. Tom Brynczka | BOE Representative |
| Ms. Johanna Rugel | Parent |
| Mrs. Susanne Preinfalk | Parent |
| Dr. Sreevinas Reddy | Parent |
| Dr. Jennet Reddy | Parent |
| Mrs. Nicole Alessio | LEA Representative |

Wallington Jr/Sr High School Restart Committee

| | |
|--------------------|---------------|
| Mr. Mike Fromfield | Administrator |
| Ms. Barbara Sondej | Administrator |
| Mr. Dany Estupinan | Administrator |

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| | |
|--------------------------|--------------------|
| Mrs. MJ Machtemes | Supervisor |
| Ms. Danielle Rood | Teacher |
| Mr. Charles Vellis | Teacher |
| Mr. Alex Barchi | Teacher |
| Ms. Christie Fusaro | Secretary |
| Mrs. Kristen Comer | Teacher |
| Mrs. Olga Garey | Teacher |
| Mr. Michael Siciliano | Teacher |
| Ms. Liz Wdowiak | Teacher |
| Mrs. Danielle Kanouse | Teacher |
| Mrs. Sara Ray | Secretary |
| Mrs. Theodora Calabrese | BOE Representative |
| Mrs. Jody Zielonka | Parent |
| Mrs. Jennifer Gruenewald | Parent |
| Mrs. Holly Perry | Parent |
| Mrs. Susanne Preinfalk | Parent |
| Mr. Michael Felten | Parent |
| Ms. Emily Felten | Student |
| Mr. Amr Mahmoud | Student |
| Ms. Marta Rzeszutko | Student |
| Ms. Vivien Juhasz | Student |
| Officer Mark Lepinski | SLEO/OEM |
| Mr. John Slanina | LEA Representative |

RESTART & RECOVERY PLAN

Appendix M

Pandemic Response Teams

As part of the guidance the Wallington Public Schools has received for the reopening of schools in September of 2020, Pandemic Response Teams were required to have been formed.

A Pandemic Response Team has been established in each of our school buildings and will continue to operate through the summer months and throughout the school year as well. Each Pandemic Response Team is made up of a cross section of: Administrators, teachers and staff, and parents.

Goals of Pandemic Response Teams include:

- To “centralize, expedite, and implement COVID-19-related decision-making.”
- To work with building and district level administration to ensure that actions across the district are coordinated in the best interests of health and safety.
- To work closely with health departments, and others in municipal and county government to monitor all school and district plans during the pandemic.
- To make recommendations on operations of health and safety as well as logistical issues.

District Pandemic Response Teams

Jefferson School Annex

| | |
|-------------------------|-----------------------|
| Dr. Yvette Lozanski* | Administrator/Liaison |
| Ms. Barbara Sondej | Administrator |
| Ms. Maria Concha* | Counselor |
| Ms. Stacy Geltrude* | Nurse |
| Ms. Sherri Sutera* | Teacher |
| Ms. Sophia Schneiderman | Teacher |
| Ms. Lisa Szamborski | Teacher |
| Mr. Dominic DiBernardo | Custodian |
| Mrs. Dina Mohamed | CST |
| Mrs. Tracy Kassteen | BOE Representative |
| Mrs. Erin Shemeley | LEA Representative |
| Officer Mark Lepinski | OEM |
| Ms. Christina Latino | Parent |
| Ms. Jessica Sobolewski | Parent |

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*School Safety Team Member

Frank W. Gavlak School

| | |
|-----------------------|-----------------------|
| Ms. Nancy Giambrone* | Administrator/Liaison |
| Ms. Barbara Sondej | Administrator |
| Mr. Andrew Luciano | Teacher |
| Ms. Patricia Sondej | Teacher |
| Mr. Ted Gaydos | Teacher |
| Ms. Kristen Grycuk | Teacher |
| Mr. Ed Rendzio | Teacher |
| Ms. Christen Downes | Teacher |
| Mr. Robert Bell | Teacher |
| Ms. Krystyna Bijak | CST |
| Ms. Natalie Radan* | Guidance |
| Mr. Thomas Brynczka | BOE Representative |
| Ms. Amy Heuer* | Nurse |
| Ms. Johanna Rugel | Parent |
| Ms. Christine Ventre | LEA Representative |
| Mr. Kas Sondej | Custodian |
| Officer Mark Lepinski | OEM |

*School Safety Team Member

Wallington Jr/Sr High School

| | |
|------------------------|-----------------------|
| Mr. Mike Fromfield* | Administrator/Liaison |
| Ms. Barbara Sondej | Administrator |
| Mrs. MJ Machtemes | Supervisor |
| Ms. Danielle Rood | Teacher |
| Mr. Charles Vellis* | Teacher |
| Ms. Olga Garey | Teacher |
| Ms. Liz Wdowiak | Teacher |
| Mrs. Danielle Kanouse | Teacher |
| Ms. Christie Fusaro | Secretary |
| Ms. Sara Ray | Secretary |
| Mrs. Kristen Comer* | Nurse |
| Ms. Sara Schneider | CST |
| Ms. Theadora Calabrese | BOE Representative |
| Mr. Michael Felten | Parent |
| Ms. Emily Felten | Student |
| Ms. Vivien Juhasz | Student |
| Ms. Marta Rzeszutko | Student |

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| | |
|------------------------|--------------------|
| Officer Mark Lepinski* | OEM |
| Mr. Jay Rifkowitz | Custodian |
| Mr. John Slanina | Teacher |
| Mr. Donald Hard | LEA Representative |

*School Safety Team Member

RESTART & RECOVERY PLAN

Appendix N

Scheduling of Students

Reduced Capacity A/B/C Hybrid Schedule

Schedule Detail (PK-12)

1. The students at each school are divided into three groups (Groups A/B will be divided alphabetically for hybrid instruction and Group C for virtual instruction only).
2. Students and staff work in a *blended classroom* that combines virtual and in-person learning for groups A and B, while C works virtually.
3. Students with disabilities and those who are Level I ELL students have the accommodation to work in all groups.
4. Students in groups A and B work on consecutive days for in-person or virtual learning, with one day in-between for all virtual learning activities. Note the following table as a typical weekly schedule:

| School Day | Group A Students | Group B Students | Group C Students |
|------------|-----------------------|-----------------------|---------------------|
| Monday | In-Person Instruction | Virtual Instruction | Virtual Instruction |
| Tuesday | In-Person Instruction | Virtual Instruction | Virtual Instruction |
| Wednesday | Virtual Instruction | Virtual Instruction | Virtual Instruction |
| Thursday | Virtual Instruction | In-Person Instruction | Virtual Instruction |
| Friday | Virtual Instruction | In-Person Instruction | Virtual Instruction |

Reduced Capacity A/B/C Hybrid Scheduling detail

1. Schools will operate on the Single Session Day schedule.
2. The students at each school are divided into three groups (Groups A/B will be divided for hybrid instruction and Group C for virtual instruction only)..
3. Students and staff work in a *blended classroom* that combines virtual and in-person learning for groups A and B, while C works virtually.
4. PK-6 students with disabilities and those who are Level I ELL students have the accomodation to work in all groups.

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5. Students in groups A and B work on consecutive days for in-person or virtual learning, with one day in-between for all virtual learning activities.
6. 50% reduced capacity will allow for social distancing in most classrooms, hallways, and common spaces.
7. Reducing capacity and length of the school day decreases the amount of physical contact time students and staff will have with each other while in the building.
8. Keeping students largely in cohorts limits the mixing of students.
9. The mid-week virtual day allows ALL students to meet virtually with their teacher as a full class. Teachers can calibrate with all of their students at the same time and in one class to ensure continuity among the three cohorts and to provide resources, direction, etc.
10. The mid-week virtual day significantly decreases the number of people in our buildings so that we can attend to maintenance items in preparation for the new cohort that will come into our schools the second half of the week.
11. Single session days allow for common planning time for teachers and to coordinate virtual and in-person instruction and meetings for students.
12. All subjects, areas of instruction, and/or therapies may be adapted for fully remote, hybrid, or in person instruction during each phase of restart.
13. Lunch can be provided on a “grab and go” basis at the end of the single session day.

Program Phases:

In the interests of safety of students and staff, and respecting the fact that information and directives related to the COVID-19 Pandemic is ever-changing, the district will employ a phase in/out program to restart our schools. The phase-in/out program will allow for flexibility in scheduling, structure for online and in-person instruction, and a pragmatic/time sensitive reassessment of our district schedule based on guidance received from the CDC, local health organizations, NJDOE, the State of NJ, and the Federal Government.

It is an important component to continue both in-person and virtual learning, as districts must be prepared to move from in-person learning to virtual at any time and without notice.

NOTE: Dates of all phases are subject to change based on unanticipated school closures.

Phase 0

First day of School through October 9, 2020

Recommendations:

- All students will engage in virtual instruction

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- Teachers will instruct the full class in a variety of virtual platforms
- Instruction will be synchronous and asynchronous

Phase 1

October 13, 2020 through November 24, 2020

Recommendations:

- All schools at 50 % reduced capacity for in person instruction
- A/B in-person schedule on single session days
- Students in Group A attend in-person Monday and Tuesday
- Students in Group B attend in-person Thursday and Friday
- Students in Group C attend virtually only Monday through Friday
- All students attend virtually Wednesday
- Students in grades PK-6 with disabilities and Level 1 ELL have the option to participate in each cohort.

Phase 2

November 30, 2020 – January 15, 2021

Recommendations:

- Reassess schedule and make necessary modifications - including remaining in phase 1
- Continue at 50% Capacity
- Increase In Person Instruction to full days if data supports
- Increase in-person instruction by eliminating virtual day
- Continue with A/B/C Schedule
- Students in Group A attend in-person Monday and Tuesday
- Students in Group B attend in-person Thursday and Friday
- Students in Group C attend virtually only Monday through Friday
- All students attend virtually Wednesday
- Students in grades PK-6 with disabilities and Level 1 ELL have the option to participate in each cohort.

Phase 3

January 19, 2021 through February 26, 2021

Recommendations:

- Reassess schedule and make necessary modifications including remaining in

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- phase 1 or 2.
- If advisable, increase student capacity up to 100%
- If advisable, increase in person instruction up to 5 days each week.
- Continue with phase 3 Full Schedule.
- Maintain and reassess as needed or minimally every 30 days.

Jefferson School Annex Schedule Detail

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------|----------|----------|-----------|----------|----------|
| 8:40 A.M. – 8:50 A.M. | Homeroom | Homeroom | Homeroom | Homeroom | Homeroom |
| 8:50 A.M. – 9:23 A.M. | Period 1 | Period 1 | Period 1 | Period 1 | Period 1 |
| 9:23 A.M. – 9:56 A.M. | Period 2 | Period 2 | Period 2 | Period 2 | Period 2 |
| 9:56 A.M. – 10:29 A.M. | Period 3 | Period 3 | Period 3 | Period 3 | Period 3 |
| 10:29 A.M. – 11:02 A.M. | Period 4 | Period 4 | Period 4 | Period 4 | Period 4 |
| 11:02 A.M.- 11:16 A.M. | SEL | SEL | SEL | SEL | SEL |
| 11:16 A.M. – 11:49 A.M. | Period 5 | Period 5 | Period 5 | Period 5 | Period 5 |
| 11:49 A.M. – 12:22 P.M. | Period 6 | Period 6 | Period 6 | Period 6 | Period 6 |
| 12:22 P.M. - 12:55 P.M. | Period 7 | Period 7 | Period 7 | Period 7 | Period 7 |

Student Arrival/Dismissal:

Grade 2 & 3: 8:25 A.M./12:55 P.M.

Grade 1: 8:30 A.M./12:45 P.M.

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PK and K: 8:45 A.M./12:45 P.M.

Frank W. Gavlak School Schedule Detail

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------|----------|----------|-----------|----------|----------|
| 8:40 A.M. – 8:50 A.M. | Homeroom | Homeroom | Homeroom | Homeroom | Homeroom |
| 8:50 A.M. – 9:23 A.M. | Period 1 | Period 1 | Period 1 | Period 1 | Period 1 |
| 9:23 A.M. – 9:56 A.M. | Period 2 | Period 2 | Period 2 | Period 2 | Period 2 |
| 9:56 A.M. – 10:29 A.M. | Period 3 | Period 3 | Period 3 | Period 3 | Period 3 |
| 10:29 A.M. – 11:02 A.M. | Period 4 | Period 4 | Period 4 | Period 4 | Period 4 |
| 11:02 A.M.- 11:16 A.M. | SEL | SEL | SEL | SEL | SEL |
| 11:16 A.M. – 11:49 A.M. | Period 5 | Period 5 | Period 5 | Period 5 | Period 5 |
| 11:49 A.M. – 12:22 P.M. | Period 6 | Period 6 | Period 6 | Period 6 | Period 6 |
| 12:22 P.M. - 12:55 P.M. | Period 7 | Period 7 | Period 7 | Period 7 | Period 7 |

Student Arrival/Dismissal:

Grade 1 - 3: 8:15 A.M./12:40 P.M.

Grade 4: 8:20 A.M./12:45 P.M.

Grade 5: 8:25 A.M./12:50 P.M.

Grade 6: 8:30 A.M./12:55 P.M.

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Wallington Jr/Sr High School Schedule Detail

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Homeroom 8:22 A.M. – 8:34 A.M. | Homeroom 8:22 A.M. – 8:34 A.M. | Period 1 8:22 A.M. – 8:55 A.M. | Homeroom 8:22 A.M. – 8:34 A.M. | Homeroom 8:22 A.M. – 8:34 A.M. |
| Period 1 8:38 A.M. – 9:47 A.M. | Period 2 8:38 A.M. – 9:47 A.M. | Period 2 8:58 A.M. – 9:31 A.M. | Period 1 8:38 A.M. – 9:47 A.M. | Period 2 8:38 A.M. – 9:47 A.M. |
| Period 3 9:50 A.M. – 10:59 A.M. | Period 4 9:50 A.M. – 10:59 A.M. | Homeroom 9:34 A.M. – 9:47 A.M. | Period 3 9:50 A.M. – 10:59 A.M. | Period 4 9:50 A.M. – 10:59 A.M. |
| Period 5/6 11:02 A.M. – 11:35 A.M. | Period 5/6 11:02 A.M. – 11:35 A.M. | Period 3 9:50 A.M. – 10:23 A.M. | Period 5/6 11:02 A.M. – 11:35 A.M. | Period 5/6 11:02 A.M. – 11:35 A.M. |
| Period 7 11:38 A.M. – 12:47 P.M. | Period 8 11:38 A.M. – 12:47 P.M. | Period 4 10:26 A.M. – 10:59 P.M. | Period 7 11:38 A.M. – 12:47 P.M. | Period 8 11:38 A.M. – 12:47 P.M. |
| | | Period 5/6 11:02 A.M. – 11:35 A.M. | | |
| | | Period 7 11:38 A.M. – 12:11 P.M. | | |
| | | Period 8 12:14 P.M. – 12:47 P.M. | | |

Student Arrival: Grades 7-9: 8:05 A.M. – 8:13 A.M., Grades 10-12: 8:13 A.M. – 8:22 A.M.

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Student Dismissal: Floor 1: 12:45 P.M., Floor 2: 12:46 P.M., Floor 3: 12:47 P.M.

Addressing the Digital Divide

The Wallington Board of Education recognizes that at any time while students are remote learning, that access to technology may be limited for students due to:

1. Inadequate access to internet to low coverage of Wifi
2. A need for additional technology equipment to access student work and to participate in required programming

The school district will survey parents twice annually as to their access to technology and internet in order to determine student needs. Digital Divide Grant Funding shall be allocated to families to provide students with appropriate technology to access school work and to participate in any lessons from home. In addition, mobile hot spots will be purchased for families with a demonstrated need to access the internet in low coverage areas, or where internet access does not currently exist.

The district will outline steps for parents to take when they have issues with technology that inhibit their child(ren) from accessing their virtual/remote education.

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Appendix O

Staffing

The Wallington Public Schools will adhere to all NJDOE flexibilities for implementation of certain regulatory requirements during the public health emergency. The following areas have been provided with flexibility due to the Covid 19 closure and pandemic. Should these flexibilities be carried into the 20-21 school year the Wallington Public School District will adhere to all guidelines for implementation:

1. Mentoring for Mentor Teachers and Provisional Teachers
2. Educator Evaluation Protocols for: Teachers, Principals, Assistant Principals, and Other Certificated Staff
3. Certification of Student Teachers (edTPA)

Roles and Responsibilities of Staff:

Instructional Staff:

Safety and Security Related to Covid-19

- Monitor student movement to ensure safety and adherence to safety guidelines
- Reinforce basic rules school and classroom behaviors including, but not limited to:
 - Social distancing
 - Face Covering requirements
 - Appropriate student to student interactions
 - Appropriate student to staff interactions
 - Rules for lavatory use
- Assist, when possible, with logistical matters of school safety and health.

Planning of Lessons and Activities

- Plan standards-based lessons appropriate for in person and blended learning
- Ensure that routines are established and structured for in person and blended learning experiences.

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- Establish clear expectations for remote and in-person student success.
- Practice regular assessment (formative and summative) that accounts for blended/hybrid learning environments
- Utilize assessment data to plan for subsequent lessons
- Incorporate in-person interactions for virtual learning (Google Meets)
Instruct and maintain good practice in digital citizenship for all students and staff.

Administrators/Supervisors:

Administrators and Supervisors are charged with maintaining the overall educational program in support of the most effective teaching and learning. To ensure quality of continued learning in-person or virtually, administrators will:

- Make considerations for roles of staff with health concerns and provide reasonable accommodations where necessary.
- Provide collaborative planning time for same student or same grade level teachers.
- Maximize face-to-face instruction for students with special needs or other academic challenges.
- Establish Teacher Leaders to support other instructional staff in “best practices” in hybrid or virtual learning by providing direct support or professional development.
- Supply teachers with resources to enhance high quality instruction in all schools.
- Communicate with teachers, students, and parents to assess needs of programming and school structure regularly.
- Foster curriculum development and facilitate curriculum revision in all subject areas based on needs identified due to Covid 19 Pandemic.
- Establish mechanisms for parents and students to communicate needs (academic and social) when distance learning takes place.
- Revise and edit all student schedules to increase student engagement in blended instruction

Mentor Teachers:

Maintaining the mentor/mentee relationship during the closures due to COVID-19 is critical. Mentors are employing various methods to continue to support their novice provisional teachers through this difficult period. Below is general guidance for offering ongoing support to mentors and novice provisional teachers. These are in addition to guidance offered in the District Mentoring Plan:

Requirements of Mentor Teachers

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- *N.J.A.C. 6A:9C-5.1* requires novice provisional teachers to receive the equivalent of at least 30 total weeks of mentoring.
- CE holders must receive at least eight weeks of one-to-one meetings with their mentors.
- CEAS holders must receive at least four weeks of one-to-one meetings with their mentors.

Flexibilities

- A school district may count mentoring provided during the State’s mandated closure of schools to students towards the 30-week minimum required under *J.A.C. 6A:9C-5.1*.
- Based on the novice teacher’s level of preparedness and the degree of support provided during closure, districts may determine that when schools return to normal scheduling, some mentees will need mentoring beyond the minimum requirement.

Additional Guidance for Mentors

Mentors should continue to provide guidance and support in all phases of reopening due to COVID-19. Mentoring may take place virtually and may include regular one-to-one contact, mentoring observations, feedback, and analyzing student data. As always, mentoring observations should remain confidential and non-evaluative.

Guidance and Behavioral Professionals

Guidance and related services must continue either virtually or in person when safe and practical. In addition to enumerated responsibilities included in job descriptions, all guidance and behavioral professionals shall:

- Assist teachers in the facilitation of learning in a virtual environment.
- Communicate with students, teachers, and families regarding student progress, academic issues, behavioral incidences, interventions, and resources for student success.
- Facilitate communication between instructional staff and families when needed.
- Coordinate referrals to I&RS Teams, and/or Child Study Team Referrals
- Ensure students are registered in appropriate coursework that allows for successful completion of graduation or promotion requirements.
- Advise teachers and other professionals as to impactful SEL activities, programs, and lessons.
- Offer advice and practices for reaching “hard to reach” students.
- Provide resources for students and families on substance abuse issues, self-harm, suicidal ideation, and other mental health issues or illnesses.

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Instructional/Classroom Aides

Instructional and Classroom Aides play a vital role in student success and acquisition of knowledge. In addition to roles and responsibilities enumerated in job descriptions and in student IEPs where applicable, all Instructional and Classroom Aides will:

- Assist teachers in the facilitation of online learning, including assistance in coordination of synchronous and asynchronous instruction and learning.
- Assist teachers in management of remote learning program or in-person instruction – especially when occurring simultaneously.
- Assist in communication with student families (primarily one to one aides)
- Supervise activities of smaller groups of students, while under direct teacher supervision.
- Pre-record read-alouds and videos around SEL activities and routines.

Substitutes

Substitute teachers play a vital role in the staffing of classrooms in the event of a teacher absence. Given the uncertainty of Covid 19 and the expectation of a need for additional classroom substitute teachers, specific duties and protocols will be in place to address related issues.

- In long term substitution situations, substitutes may be required to work in both in-person instruction as well as hybrid learning platforms. Training for substitutes will be developed accordingly.
- Substitutes will be required to select a preference as to school building or grade level, and every effort will be made to reduce movement of substitutes between school buildings.
- Training will be made available on practices and procedures related to Covid-19 restart and other procedures in the summer months prior to school opening.
- The district will advertise for permanent substitute teachers if needed.

Technology Professionals

The district employs two technology professionals to ensure that instructional and non-instructional staff are able to support virtual learning in schools. Responsibilities of these professionals include, but are not limited to:

- Sending out surveys to teachers, parents, and families to gauge access to technology (making considerations for families that may be sharing electronic devices)
- Making recommendations to the temporary supply of chromebooks and other technology to families or students in need.

RESTART & RECOVERY PLAN

- Providing technical support to parents, students, and teachers regarding connectivity and access to digital platforms.
- Maximizing one-to-one capabilities for students
- Providing oversight of district technology in support of remote student learning
- Providing professional in-service for teachers and other staff on effective remote learning.

Student Teachers:

Student teachers are part of the education program of the Wallington Public Schools. The district is responsible to provide an active and engaging learning experience for student teachers, and it is expected that student teachers will lend to an increase in academic programming and excellence in classrooms. In addition to the stated requirements for student teachers from colleges and universities, the following guidelines will apply:

- Student teachers will participate in virtual and in-person instruction, and will participate in training along with their cooperating teacher
- Student teachers will work directly under the direction of cooperating teacher(s) when engaging in online learning.
- Student teachers will be encouraged to have a substitute credential to gain the ability to support students without supervision.
- Assist in small group instruction (in-person to help with social distancing).
- Facilitate one-to-one student support under the direction of a cooperating teacher.
- Assist in the facilitation of synchronous instruction in support of hybrid learning.

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Appendix P

Athletics

Athletics:

Student athletes, and district sponsored athletic programs will adhere to guidelines set forth by the New Jersey Sports and Interscholastic Athletic Association (NJSIAA)

- Timelines for practices and contests will be set by Athletic Directors in consultation with league officials and the NJSIAA.

Screening for Athletes:

Students must provide a completed Covid 19 questionnaire prior to participating in any sport practice or contest. Late submissions will delay the student's participation.

- Responses of "Yes" will require clearance by the school physician prior to participation in practices or contests.
- Temperature checks will take place prior to any workout or game contest and will be administered by qualified staff members.
 - Temperature readings of above 100.4 degrees will preclude athletes from participation. They will be immediately isolated and transferred to the care of a parent for follow up.
- Screening forms will be completed by athletes prior to any workout.
- Social distancing will be required at all times when student athletes are not engaged in game play or drills.

Equipment Usage

The use of shared equipment will be minimized as much as possible. In the event that the equipment must be shared (basketballs etc) the equipment will be cleaned and sanitized at regular intervals, and athletes will practice hand washing at regular intervals.

Use of Locker Rooms

Locker rooms may be used for extracurricular athletics.

- Coaches must monitor the use of locker rooms and stagger the times for changing so that social distancing can be maintained.
- Athletes should not be able to loiter in the locker room at any time.
- No athletes may be in the locker room outside the supervision of a coach.

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- The use of lavatories and sinks for hand washing is permissible
- The use of communal showers is prohibited

Injured Athletes

Injured athletes will be cared for by the athletic trainer. The athletic trainer will utilize all precautionary measure and post exposure mandates as indicated in Appendices A-I of the District Restart Plan.

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Appendix Q

CHART OF USEFUL LINKS

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

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| Operation #5 | | |
|--|--|---|
| 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/ |

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| Section | Title | Link |
|---|--|---|
| Food Service and Distribution | Benefits of School Lunch | https://frac.org/programs/national-school-lunch-program/benefits-school-lunch |
| Quality Child Care | Child Care Resource and Referral Agencies | https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx |
| | Division of Early Childhood Education | https://www.nj.gov/education/ece/hs/agencies.htm |
| Leadership and Planning | | |
| Section | Title | Link |
| Scheduling | New Jersey Specific Guidance for Schools and Districts | https://www.nj.gov/education/covid19/sped/guidance.shtml |
| Staffing | Mentoring Guidance for COVID-19 Closures | https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml |
| | Educator Evaluation During Extended School Closure as a Result of COVID-19 | https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml |
| | Performance Assessment Requirement for Certification COVID-19 Guidance | https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml |
| | Educator Preparation Programs and Certification | https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml |
| Athletics | Executive Order No. 149 | http://d31hzhlk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf |
| | NJSIAA COVID-19 Updates | https://www.njsiaa.org/njsiaa-covid-19-updates |
| | NJSIAA provides return-to-play guidelines – Phase 1 | https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1 |
| | Guidance for Opening up High School Athletics and Activities | https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf |
| Policy and Funding | | |
| Section | Title | Link |
| Elementary and Secondary School Emergency Relief Fund | CARES Act Education Stabilization Fund | https://www.nj.gov/education/covid19/boardops/caresact.shtml |
| | NJDOE EWEG | https://njdoe.mtwtgms.org/NJDOEGMSWeb/logon.aspx |
| FEMA – Public Assistance | Request for Public Assistance (RPA) Process | https://njemgrants.org/site/rpasubmission.cfm |

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| 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/bsol/ |
| | Division of Local Government Services | https://www.nj.gov/dca/divisions/dlgs/ |
| | Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves | https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf |
| | Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance | https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf |
| Costs and Contracting | E-rate | https://www.usac.org/e-rate/ |
| | Technology for Education and Career (NJSBA TEC) | https://www.njsba.org/services/school-technology/ |
| Continuity of Learning | | |
| Section | Title | Link |
| Ensuring the Delivery of Special Education and Related 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 |

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| 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 |

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APPENDIX R

VIRTUAL/REMOTE LEARNING OPTION

Policy 1648 Restart and Recovery Plan to Open Schools and policy 1648.02 Remote Learning Options for Families, have been written and adopted to address specifics in regards to student remote learning that were necessitated changes from “The Road Back” document. In addition, internet user agreements as well as student handbooks must highlight updates to address changes in virtual and remote learning.

In response to State directives regarding reopening school with adequate precautions to prevent the spread of this contagious disease, the board shall provide in-person, fully virtual and hybrid learning opportunities for all students. The board of education shall support a program of in-person, fully virtual and hybrid learning that:

- A. Prioritizes the health, safety, and wellness of students and staff;
- B. Maintains the continuity of learning;
- C. Facilitates equity and ease of access to communications and resources;
- D. Flexibly accommodates the needs and varying circumstances of all learners;
- E. Incorporates educators, students, parents/guardians, board members and other community members into the entire analysis and planning cycle.

The virtual learning program may consist of synchronous and asynchronous tools. Synchronous tools provide ways of accessing and providing information that require interaction with others to occur at the same time (i.e., online classrooms, interactive webinars, videoconferencing). Asynchronous tools provide ways of accessing and providing information that does not require interaction with others to occur at the same time (i.e., forums, blogs, email, website links, etc.).

The length of the school day for in-person, fully virtual and hybrid learning programs shall be in accordance with N.J.A.C. 6A:32-8.3, stating that 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. District policy 5113 Attendance, Absences and Excuses shall apply and attendance shall be recorded in all educational programs. The attendance and instructional contact time shall accommodate opportunities for both synchronous and asynchronous instruction and ensure that the requirements for a 180-day school year are met.

Additional Anticipated Minimum Standard

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The New Jersey Department of Education (NJDOE) Anticipated Minimum Standard provides that, in addition to the methods and considerations explicitly referenced in the NJDOE guidance, *The Road Back: Restart and Recovery Plan for Education*, for scheduling students for in-person, remote, or hybrid learning, families/guardians may submit, and the district shall accommodate, requests for full time remote learning. Such requests may include any service or combination of services that would otherwise be delivered on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education and related services. A family/guardian may request that some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the district's reopening plan.

A. Unconditional Eligibility for Full-Time Remote Learning

All students shall be eligible for full-time remote learning. Eligibility shall not be conditioned on a family/guardian demonstrating a risk of illness or other selective criteria. This includes students with disabilities who attend school in-district or are placed at receiving schools (county special services school districts, educational services commissions, jointure 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

Recognizing that planning is required in order to provide continuity in the student's educational program and arranging the appropriate staff and resources, a family/guardian shall submit a request for full-time remote learning, including requests to begin the school year receiving full-time remote learning and requests to transition from in-person or hybrid services to full-time remote learning during the school year. Procedures for submitting the request are as follows:

1. The request shall be submitted to the principal at least 14 days before the start of the request;
2. Requests shall be approved 7 days after the receipt of the request;
3. Questions and concerns may be directed to the principal or his or her designee;
4. The family/guardian shall submit the following information or documentation with their request. The documentation shall not exclude any students from the school'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:
 - a. Verification of the technology necessary to receive remote instruction (including camera and speaker capability) and assurance that the student will have access to the device for the length of the school day;

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- b. Verification of internet access and/or Wi-Fi sufficient to receive remote instruction;

Families/guardians having limited access to equipment or the internet shall inform the principal or his or her designee. The district shall make a reasonable effort to support the remote instruction by facilitating services and/or providing equipment.

- 5. For students with disabilities, the district shall determine if an IEP meeting or an amendment to a student's IEP is needed for full-time remote learning.
- 6. Families/guardians shall submit a request according to the procedures above for transitioning their student from in-person or hybrid delivery to full-time remote delivery;
- 7. Families/guardians are expected to cooperate in setting up the transition and may be required to participate in scheduled meetings (in-person or video or tele conferences) during the transition period;
- 8. School teachers, administrators and other school staff shall endeavor to provide supports and resources to assist families/guardians, particularly those of younger students, with meeting the expectations of the district's remote learning option.

Upon satisfaction of these minimum procedures, the district shall approve the student's full-time remote learning request.

C. Scope and Expectations of Full-Time Remote Learning

A student participating in the board's full-time remote learning option shall be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs (e.g. students participating in a hybrid model). This includes but is not limited to:

- 1. Access to standards-based instruction of the same quality and rigor as that afforded all other students of the district;
- 2. The district shall make its best effort to ensure that every student participating in remote learning has access to the requisite educational technology;
- 3. Special education services and related services shall be provided to the greatest extent possible.

D. Procedures to Transition from Full-Time Remote Learning to the In-Person Educational Program

A student shall be eligible to transition to the in-person educational program. This will allow families/guardians to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction. The family/guardian shall submit a request to transition from full-time

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remote learning to the in-person educational program according to the following procedures:

1. The request shall be submitted to the principal at least 14 days before the start of the request. The principal may consider requests submitted on a case by case basis;
2. Requests shall be approved 7 days after the receipt of the request;
3. Questions and concerns may be directed to the principal or his or her designee;
4. The family/guardian shall submit the following information or documentation with their request. The documentation shall not exclude any students from the school's in-person educational program, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of a successful transition to the in-person education program:
 - a. Summary of synchronous and asynchronous learning opportunities successfully completed;
 - b. Summary of synchronous and asynchronous learning opportunities still working through;
 - c. The student shall submit to the COVID screening process upon reentry to the school;
5. Students transitioning to the in-person educational program may be required to submit to an academic assessment prior to being placed in a class. Remediations shall be provided for students that need them;
6. Families/guardians are expected to cooperate in setting up the transition and may be required to participate in scheduled meetings (in-person or video or teleconferences) during the transition period.
7. While the district is in phases, the transition will be scheduled for the beginning of a subsequent phase unless other arrangements are determined to be necessary.

E. Procedures for Communicating District Policy with Families

Teaching staff members and administrators shall provide clear and frequent communication with families/guardians, in their home language, and shall ensure that communication opportunities are as readily accessible as possible. Communication shall include but shall not be limited to, information regarding:

1. Summaries of, and opportunities to review, the district's full-time remote learning policy and attendance policy;
2. Procedures for submitting full-time remote learning requests;
3. Scope and expectations of full-time remote learning;
4. Procedures for transition from full-time remote learning to in-person services and vice-versa;

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5. The district's procedures for ongoing communication with families and for addressing families' questions or concerns:
6. Teaching staff members who are teaching remote classes shall dedicate time to address questions and concerns. Teachers shall notify the families/guardians of their students regarding the dedicated time and the method of contact (email, text, video or teleconference).

F. Reporting

To evaluate full-time remote learning, and to continue providing meaningful guidance for districts, the New Jersey Department of Education (NJDOE) may require districts 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. The chief school administrator shall ensure that such reports are completed efficiently.