Restart and Recovery Plan to Reopen Schools

North Arlington Public Schools

Fall 2020

RESTART & RECOVERY PLAN

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Introduction

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

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

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

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

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

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

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

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

The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by the 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.

(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 30 or higher)

  (v) Diabetes;

  (vi) Chronic kidney disease

  (vii) Liver disease;

  (viii) Medically fragile students with Individualized Education Programs (IEPs);

  (ix) Students with complex disabilities with IEPs; or

  (x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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

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

(1)   Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

(2)   When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.

         (a)   Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

(3)   In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings must still be worn while students are seated at desks and should be worn when moving about the classroom.

(4)   All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.

(5)   Use of shared objects should be limited when possible or cleaned between use.

(6)   All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.

(7)   School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:

(a)   In each classroom (for staff and older children who can safely use hand sanitizer).

(b)   At entrances and exits of buildings.

(c)   Near lunchrooms and toilets.

(d)   Children ages five and younger should be supervised when using hand sanitizer.

(e)   For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

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

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

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

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

(1)   If a 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.

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

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

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

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

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

(2)   If physical distancing (six feet apart) cannot be maintained for individuals in line waiting to enter or exit a building, face coverings shall be worn while in the line.

(3)   Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

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

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

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

(a)   Staff must visually check students for symptoms upon arrival (which may include temperature

checks) and/or confirm with families that students are free of COVID-19 symptoms.

(b)   Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.

(c)   Results must be documented when signs/symptoms of COVID-19 are observed.

(d)   Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.

(2)   The Board must adopt procedures for symptomatic staff and students, which shall include the following:

(a)   Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.

(b)   If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

(c)   The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:

(i)   Establishment of an isolation space. Students and staff with symptoms related to

COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.

(ii) Following current Communicable Disease Service guidance for illness reporting.

(iii) An adequate amount of PPE shall be available, accessible, and provided for use.

(iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.

(v) Continuous monitoring of symptoms.

(vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Services Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.

(vii) Written protocols to address a positive case.

(3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.

(4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.

(5) Students are required to wear face coverings, unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities. It is also necessary to acknowledge that

enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

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

(6) Exceptions to requirements for face coverings shall be as follows:

(a) Doing so would inhibit the student's health.

(b) The student is in extreme heat outdoors.

(c) The student is in water.

(d) A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.

(e) The student is under the age of two (2), due to the risk of suffocation.

(f) During the period that a student is eating or drinking.

(g) Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistance (e.g. face coverings should not be worn by Pre-K students during nap time).

(h) The student is engaged in high intensity aerobic or anaerobic activities.

(i) Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart.

(j) When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.

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

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

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

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

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

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

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

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

(b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. door knobs, light switches, classroom sink handles, countertops).

(c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.

(d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:

    (i) Classroom desks and chairs;

    (ii) Lunchroom tables and chairs;

    (iii) Door handles and push plates;

    (iv) Handrails;

    (v) Kitchens and bathrooms;

    (vi) Light switches;

    (vii) Handles on equipment (e.g. athletic equipment);

    (viii) Buttons on vending machines and elevators;

    (ix) Shared telephones;

    (x) Shared desktops;

    (xi) Shared computer keyboards and mice;

(xii)   Drinking fountains; and

(xiii)   School bus seats and windows.

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

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

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

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

(a)   Stagger times to allow for social distancing and clean and disinfect between groups.

(b)   Discontinue family style, self-service, and buffet.

(c)   Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.

(d)   Space students at least six feet apart.

(e)   Require individuals to wash their hands after removing their gloves or after directly handling used food service items.

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

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

(1)   The Board's Plan regarding recess and physical education should include protocols to address the following:
(a)   Stagger recess, if necessary.

(b)   If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.

(c)   The use of cones, flags, tape, or other signs to create boundaries between groups.

(d)   A requirement that all individuals always wash hands immediately after outdoor playtime.

(e)   Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.

(f)   Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).

(g)   Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.

    (i)   If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.

    (ii)   Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.

(2)   The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

(3)   The school district will designate specific areas for each class during recess to avoid cohorts mixing.

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

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

(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

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- Currently being utilizing

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

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

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

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

___ Not Being Utilized

___ Being Developed by School Officials

__X_ Currently Being Utilized

The North Arlington School District will continue to incorporate SEL in the PreK-12 curriculum. Educational Services Support Staff will continue to be available for staff, students and their families to support their SEL needs.

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

_X__ Currently Being Utilized

The North Arlington School District is equipped with an Intervention & Referral Services Team at each school building.

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

__X_ Currently Being Utilized

<u>The North Arlington School District will continue to offer Wraparound Supports to staff, students and their families.</u>

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

_X_ Currently Being Utilized
- Work with Pomptonian Food Service to implement:
    1. **Hybrid Schedule:**
        a. Under a hybrid scenario, traditional lunches will not be served. "Grab and Go" options will be available for students as they leave the building.
        b. Students placed in SACC will eat in designated classroom area(s). Proper procedures will include:
            i. Students arrive early to grab and go to designated classroom area
                1. Classroom and other designated eating areas must be sanitized before and after meal time(s)
                2. Provide supervision for distribution/food pickup.

3. Allow student hand washing before and after meal services.
4. Post signage in hallways and cafeteria to communicate how to stop the spread of COVID-19. Other signage includes how to stop the spread of germs, how to properly wear face coverings, visitors entering the building, amongst others.
5. Use disposable plates, utensils, etc..
6. Dividers could be considered to be set up around student desks so students can remove face coverings in order to eat.
7. If SACC students are eating meals/snacks in cafeteria with:
   a. Spaced serving lines (marked with floors)
   b. Spaced seating (utilize alternate eating areas, gym, etc)
   c. Sharing of foods and utensils will not be allowed.
   d. Pre-order meals in advance through Google forms.
   e. Payment
      i. Encourage pre-payment student accounts via website.
      ii. Student IDs utilized for scanning for non-contact pay exchange.
      iii. Student ID list/copy provided to cashiers for scanning purposes.

        iv.   If keypads are used, sanitized/sanitizer available near registers.

2. **Complete Shut-down Scenario:**
   a. Food pick-up for free/reduced students in the event of a complete shut-down or possibly all students depending on state guidelines.
   b. High School would be the main hub for grab and go as in the 2019-2020 shut down plan.

3. **Traditional Scenario:**
   a. Implement standard operating procedures while taking preventative measures such as:
   b. Providing hand sanitizer for students and staff
   c. Post signage in hallways and cafeteria to communicate how to stop the spread of COVID-19. Other signage includes how to stop the spread of germs, how to properly wear face coverings, visitors entering the building, amongst others
   d. Encouraging students and staff to wear face masks/coverings while in large group gatherings
   e. Conducting cleaning of cafeteria and high-touch surfaces after each use.
   f. Students who leave lunch (High School) will have their temperature check upon returning.
   g. Outside food will not be permitted back in school, unless approved by administration through parent communication.
   h. Payment
      i. Encourage pre-payment student accounts via website.
      ii. Student IDs utilized for scanning for non-contact pay exchange.
      iii. Student ID list/copy provided to cashiers for scanning purposes.

iv.   If keypads are used, sanitized/sanitizer available near registers.

The District will continue to work with our Food Service Management Company, Pompontium Food Services, to distribute school lunches during phase one, two and three.

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

X__ Currently Being Utilized

_ North Arlington Public Schools will continue to work with local child care providers to share resources and schedules to ensure that they are prepared for the increase in utilization of child care services.

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

B.   Leadership and Planning

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

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

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

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1. Establishing a Restart Committee

   a. A Restart Committee should be established as collaboration is critical to the development of the Board's Plan.

   b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.

   c. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.

   d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.

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

      [See Appendix L – Restart Committee]

2. Pandemic Response Teams

   a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.

   b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.

   c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.

d.   Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.

e.   If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.

f.   Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:

   (1)   School Principal or Lead Person;

   (2)   Teachers;

   (3)   Child Study Team member;

   (4)   School Counselor or mental health expert;

   (5)   Subject Area Chairperson/Director;

   (6)   School Nurse;

   (7)   Teachers representing each grade band served by the school district and school;

   (8)   School safety personnel;

   (9)   Members of the School Safety Team;

   (10)   Custodian; and

   (11)   Parents.

g.   The Pandemic Response Team is responsible for:

   (1)   Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.

   (2)   Adjusting or amending school health and safety protocols as needed.

(3)   Providing staff with needed support and training.

(4)   Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.

(5)   Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.

(6)   Providing necessary communications to the school community and to the school district.

(7)   Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

h.   The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3.   Scheduling

a.   The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.

b.   Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
(1)   In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.

(2)   School district policies for attendance and instructional contact time will need to accommodate opportunities for

both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

c.   The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.

    (1)   For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

    (2)   For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

d.   The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in the classroom receive instruction. School officials may:

    (1)   Provide teachers common planning time.

    (2)   Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.

        (a)   Virtual learning may create privacy challenges which school districts and schools have not yet faced.

        (b)   The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.

    (3)   Secure a steady supply of resources necessary to ensure the safety of students and staff.

(4)   Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.

(5)   Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers.   The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.

e.   School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See Appendix N – Scheduling of Students]

4.   Staffing

a.   The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.

b.   When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.

c.   The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.

d.   As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

e.   In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:

    (1)   Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.

    (2)   Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).

    (3)   Certification

        (a)   Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

        (b)   Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

RESTART & RECOVERY PLAN

5. In-Person and Hybrid Learning Environments: Roles and Responsibilities

    a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.

    b. Instructional staff should:

        (1) Reinforce social distancing protocol with students and co-teacher or support staff.

        (2) Limit group interactions to maintain safety.

        (3) Support school building safety logistics (entering, exiting, restrooms, etc.).

        (4) Become familiar with district online protocols and platforms.

        (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.

        (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.

        (7) Provide regular feedback to students and families on expectations and progress.

        (8) Set clear expectations for remote and in-person students.

        (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.

        (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).

        (11) Instruct and maintain good practice in digital citizenship for all students and staff.

(12)   Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.

(13)   Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.

(14)   Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).

(15)   Limiting on-line activities for preschool students.

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   c.   Mentor teachers should:

(1)   Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

(2)   Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.

(3)   Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.

(4)   Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.

(5)   Continue to maintain logs of mentoring contact.

(6)   Mentor teachers should consider all health and safety measures when doing in-person observations.

(7)   Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

(8)   Consider alternative methods for classroom observations and avoiding in-person contact where possible.

d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:

(1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.

(2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.

(3) Prioritize vulnerable student groups for face-to-face instruction.

(4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.

(5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.

(6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.

(7) Define and provide examples of high-quality instruction given context and resources available.

(8) Assess teacher, student, and parent needs regularly.

(9) Ensure students and parents receive necessary supports to ensure access to instruction.

(10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).

(11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.

(12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.

(13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.

(14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.

(15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.

(16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.

(17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

(18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.

e. Educational services staff members should:

(1) Lead small group instruction in a virtual environment.

(2) Facilitate the virtual component of synchronous online interactions.

(3) Manage an online platform for small groups of in-person students while the teacher is remote.

(4)   Assist with the development and implementation of adjusted schedules.

(5)   Plan for the completion of course requests and scheduling (secondary school).

(6)   Assist teachers with providing updates to students and families.

(7)   Support embedding of SEL into lessons.

(8)   Lead small group instruction to ensure social distancing.

(9)   Consider student grouping to maintain single classroom cohorts.

(10)   Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

f.   Support staff/paraprofessionals may:

(1)   Lead small group instruction to ensure social distancing.

(2)   Consider student grouping to maintain single classroom cohorts.

(3)   Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

(4)   Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.

(5)   Provide real-time support during virtual sessions.

(6)   Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.

(7)   Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.

(8)   Lead small group instruction in a virtual environment.

(9)   Facilitate the virtual component of synchronous online interactions.

(10)   Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g.   Substitutes

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

(2)   Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.

(3)   Designate substitutes to a single school building or grade level to avoid too much movement between schools.

(4)   Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

h.   Virtual Distance Learning

North Arlington Public Schools recognize the need to prepare for Virtual (Remote) Distance Learning in the event of sudden school closures. Prior to the start of the school year, the District will distribute a questionnaire and subsequently ensure all students are equipped with proper technology and connectivity devices. When conditions necessitate a transition to Virtual (Remote) Learning, the District will implement synchronous and asynchronous learning strategies. Emphasis will be placed on ensuring students continue to grow academically and the development of students' Social Emotional Learning and relationship-building. This may include but is not limited to:

(1) Google Meet Sessions.

(2) Increase use of one-way and two-way communication.

[See Appendix O – Staffing]

6.   Educator Roles Related to School Technology Needs

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

   (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.

   (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).

   (3) To the extent possible, provide district one-to-one instructional devices and connectivity.

   (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).

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

   (1) Train student teachers to use technology platforms.

   (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.

   (3) Survey assistant teachers to determine technology needs/access (Pre-school).

   (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

c. Student teachers should:

   (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.

(2)   Lead small group instruction (in-person to help with social distancing).

(3)   Co-teach with cooperating teachers and maintain social distancing.

(4)   Manage online classrooms for asynchronous hybrid sessions while the cooperating teacher teaches in-person.

(5)   Implement modifications or accommodations for students with special needs.

(6)   Facilitate one-to-one student support.

(7)   Lead small group instruction virtually while the classroom teacher teaches in-person.

(8)   Provide technical assistance and guidance to students and parents.

(9)   Develop online material or assignments.

(10)   Pre-record direct-instruction videos.

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

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

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

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

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

(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 the 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]

C.   Policy and Funding

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

1.   School Funding

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

(1)   Elementary and Secondary School Emergency Relief Fund;

(2)   Federal Emergency Management Agency – Public Assistance; and

(3)   State School Aid.

b.   School District Budgets

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

c.   School Funding

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

(1)   Purchasing

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

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

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

(3)   Costs and Contracting

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

D.   Continuity of Learning

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

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

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

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

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

   a.   Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.

   b.   In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY

services should be implemented to the greatest extent possible during the COVID-19 pandemic.

c.   The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

(1)   Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.

(2)   IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.

(3)   IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

(4)   IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.

(5)   The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.

(6)   Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

2.   Technology and Connectivity

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

    b.   Districts should:

        (1)   Conduct a needs assessment.
           a. In order to assure that our student population has equal access to technology during COVID-19 and beyond, whether they attend school under a hybrid model or a completely virtual environment for the upcoming school year, we are in need of more Chromebooks and Hotspots than our current inventory provides. The district has completed several technology-based surveys over the past few months to gauge students' accessibility through Google Forms. Our most recent survey included the following questions: (1) Are you able to access the Internet from a computer; (2) Does your computer have video/audio capabilities; and (3) Do you have enough computers for all students in your household? The first question eliminates mobile phone technology and its ability to pick up a "hotspot" because we indicated a "computer" being able to access the Internet. The second question helps us to determine how many households can perform Google Meet or Zoom video meetings between students and their teachers. The third question informs us of how many households do not have enough computers that are most appropriate for instruction and learning. We strongly believe that, in order to help support our students in becoming successful through virtual instruction, the household must have a true 1:1 student to computer ratio with unlimited bandwidth.

              We have been able to purchase Chromebooks, in previous years for all middle school students (grades 6-8) through the school budgeting process and donations

made by our local Education Foundation. This summer, in an effort to further reduce the gap caused by the *digital divide* and bolster equitable access to information and communication technologies (ICT), we purchased Chromebooks for all grade 5, 9 and 10 students. Even with these efforts and after identifying families who have confirmed 1:1 access to two-way (audio/video) computers, we are still hundreds of devices short. If this grant is approved, we will be able to guarantee that each and every child throughout North Arlington Public Schools has full access to two-way communication, online learning platforms, and the ability to utilize digital tools to their full potential- all which is very important in the event that in-person learning is once again prohibited. Additionally, full access to ICT that is geared towards education, will greatly aid in maintaining the fidelity of hybrid learning programs for our students.

In order to disseminate these Chromebooks and Hotspot devices safely and efficiently, the district administration will establish a date and several time slots to appropriately log the aforementioned devices being provided to our students. With the assignment of these time slots will come clear directives regarding social distancing, PPE and procedures for entering/exiting school grounds safely. Additionally, appropriate Board Policies and Regulations will be provided to families to ensure the proper care and usage of these devices.

(2) Consider the attendant needs associated with deployment of needed technology, including student and parent training and acceptable use policy implementation.

(3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.

(4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.

(a) If there is a device or connectivity shortage, the school district should address technology challenges

in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

3. Curriculum, Instruction, and Assessment

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

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

    c. Virtual and Hybrid Learning Environment

        (1) Curriculum

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

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

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

        (2) Instruction

            (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation,

and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.

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

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

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

(iii) Develop students' meta-cognition.

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

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

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

(3) Assessment

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

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

(c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.

(d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.

(e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.

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

4. Professional Learning

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

b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.

c. Professional learning opportunities should be:

(1) Presented prior to the beginning of the year;

(2)   Presented throughout the school year;

(3)   Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remotely;

(4)   Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members; and

(5)   Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.

d.   Mentoring and Induction

(1)   Induction must be provided for all novice provisional teachers and teachers new to the district.

(2)   One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.

(3)   Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.

(4)   Mentoring must be provided in both a hybrid and fully remote learning environment.

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

e.   Evaluation

(1)   School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.

(2)   School districts should develop observation schedules with a hybrid model in mind.

      (3)   School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.

      (4)   School districts should consider the School Improvement Panel (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.

      (5)   School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

5. Career and Technical Education (CTE)

a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.

b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.

c. Guiding Principles

      (1)   It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.

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

d. Quality CTE Programs

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

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

e.   Work-Based Learning

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

f.   Career Advisement and Development
Strong career advice 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.

Appendices

Restart and Recovery Plan
to Reopen Schools

North Arlington Public Schools

Board of Education

Phase 1 - September 1: District-wide Remote Instruction *(See Appendices Overview)*

Phase 2 - October 19: Appendices represent transition from Phase 1 to Phase 2 pending the acquisition of PPE needed to fulfill health and safety standards

Phase 3 - November 30: Protocols may be amended based on mandates and/or suggested guidelines

Fall 2020

Appendices Overview

RESTART & RECOVERY PLAN

The North Arlington School District will adopt a fully remote schedule for grades PK-12 for Phase 1 of the 2020-2021 school year. Ongoing preparations for Phase 2 hybrid instruction will take place, as the district receives pending PPE deliveries. During remote instruction, safety and continuity of learning will continue to be top priorities with hopes that the acquisition of the *Digital Divide Grant* funds will aid in equitable access to ICT for students in need. The key components of Phase 1 justification are outlined below and are followed by Appendices A-Q outlining transition into a hybrid learning environment.

a. The school building(s) or grade level(s) within the district that will provide full-time remote instruction: Susan B. Anthony Elementary School, Thomas Jefferson Elementary School, Franklin D. Roosevelt Elementary School, George Washington Elementary School, Veterans Middle School, and North Arlington High School.

b. The specific health and safety standard(s) listed in Paragraph 2 of this Order that the school is unable to satisfy: a. At least six (6) feet of distance between individuals in all settings to the greatest extent practicable or social distancing modifications, such as a physical barrier or turning desks to face the same direction, when six (6) feet of distance cannot be achieved; c. Routine cleaning and sanitization of classrooms, lunchrooms, gymnasiums, restrooms, high-trafficked areas such as hallways, high-touch areas such as light switches and door knobs, and shared surfaces; d. The facilitation of student hand washing at frequent intervals, or use of alcohol-based hand sanitizer if soap and water are not readily available.

c. The school's anticipated efforts to satisfy the identified health and safety standard(s): There are still several pieces of personal protective equipment (PPE) and disinfectants that have not yet arrived: sanitizing wipes (5/29/20 & 6/18/20), plexi-glass for our main offices (6/30/20), disinfectant solution of newly installed devices in each room (7/8/20), additional electrostatic sprayers (7/8/20), and desk shields after confirming student data (8/7/20). All of these items were ordered in a timely fashion, in coordination with the State's, "The Road Back Restart and Recover Plan for Education; however, after weeks of delays, there is no guarantee that they'll arrive for the opening of schools.

d. A date by which the school anticipates the resumption of in-person instruction: School community members have been notified to anticipate full remote instruction through Phase 1 (October 16, 2020); however, it will be sooner if all supplies arrive earlier and are installed properly.

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Appendix A

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

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

    a.   Protocol for High Risk Staff Members

The superintendent, medical professionals, and/or district administrators will be in contact with local and state authorities to learn current mitigation levels within the district and surrounding areas.

Reasonable accommodations that are ADA compliant will be provided for individuals that the Centers for Disease Control identifies as having a higher risk for severe illness from COVID -19,   including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
- Chronic lung disease or asthma (moderate to severe)
- Serious heart conditions
- Immunocompromised
- Severe obesity (body mass index, or BMI, of 30 or higher)
- Diabetes
- Chronic kidney disease
- Liver disease
- Individuals with Cancer
- Sickle Cell Disease

All staff members must present medical documentation to the superintendent if they require reasonable accommodations. Reasonable accommodations may include but are not limited to plexiglass barriers, tables or other barriers.

    b.   Protocol for High Risk Students

Reasonable accommodations that are ADA compliant, will be provided for individuals that the Centers for Disease Control identifies as having a higher risk for severe illness from COVID -19, including individuals with disabilities or serious underlying medical conditions, which may include:
- Chronic lung disease or asthma (moderate to severe)

- Serious heart conditions
- Immunocompromised
- Severe obesity (body mass index, or BMI, of 30 or higher)
- Diabetes
- Chronic kidney disease
- Liver disease
- Individuals with Cancer
- Sickle Cell Disease
- Medically fragile students with IEPs
- Students with complex disabilities with IEPs
- Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan)

Parents or legal guardians must present medical documentation to the building principal if they require a reasonable accommodation for their child or children. Documentation will be reviewed by the 504 team, CST, medical staff, and/or school physician. Reasonable accommodations may include but are not limited to the wearing of masks and plexiglass barriers.

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Appendix B

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

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

A. Social Distancing in Instructional and Non-Instructional Rooms

- Face coverings are required by students

  Students are required to wear face coverings, unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
  - Exceptions:
    - Doing so would inhibit the student's health.
    - The student is in extreme heat outdoors.
    - The student is in water.
    - A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.
    - The student is under the age of two (2), due to the risk of suffocation.
    - During the period that a student is eating or drinking.
    - 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).
    - The student is engaged in high intensity aerobic or anaerobic activities.
    - Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart.
    - When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.
- Student desks and seating in classrooms, cafeterias, multi-purpose rooms, and other spaces should be separated by at least six-feet to the maximum extent practicable.
- When physical distancing is not feasible or difficult to maintain i.e. child study

team testing and therapy rooms, additional layers of protective measures may be taken, such as desk or face shields.

- Arrange students' seats in one direction to help reduce transmission.
- Use of shared objects should be limited when possible or cleaned between use. (If objects are shared such as books, calculators, manipulatives, electronic devices, they are to be cleaned with ES72C Multi-Purpose Cleaner and/or Bioesque Botanical Disinfectant Cleaner)
- Windows will be opened to help circulation.
- Filter(s) for A/C units must be maintained and changed above manufacturer recommendations.

B.   Procedures for Hand Sanitizing/Washing
- Hand sanitizer stations with alcohol-based hand sanitizers (at least 60% alcohol) in each classroom, non-instructional rooms, entrances and exits, near lunchrooms and toilets.
- Children ages 5 and younger will be supervised when using hand sanitizer.
- Students will wash hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing.
- As per August 13, 2020 NJDOH guidance, hand hygiene should take place upon arrival at school, before and after meals/snacks, after going to the bathroom, before leaving for the day, after blowing nose, sneezing or coughing into a tissue and when hands are visibly soiled.

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Appendix C

Critical Area of Operation #3 – Transportation

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

Increase parent awareness of the ability to waive transportation for the school year, if parent(s) are uncomfortable with having their children board a school bus until the COVID-19 pandemic is more thoroughly contained. Further, districts may explore options whereby parents receive payment to waive transportation services in accordance with 18A:391c. Such an option should specify the time period, up to the full school year, and the corresponding payment that would be provided.

A. Student Transportation
   - Provide hand sanitizer stations on the bus for students, staff and bus drivers.
   - Provide face coverings for bus drivers and staff.
   - All students are required to wear face coverings, including before boarding the school bus, while on the bus and until they are completely off the bus.
   - If a 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.
   - For exceptions to face covering requirements, see Critical Area of Operation #2 within the Restart and Recovery Plan.
   - 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
   - Students' temperatures must be taken before entering the bus (student's temperature will be taken again before entering the school building). Bus attendant/aide will be responsible for taking the students' temperature. Training will be provided in coordination with the school nurses prior to the start of any bus route.
   - Parents must notify school(s) if a child is sick and is not sending them to school.
   - Bus driver and staff's temperature must be taken before entering the bus. The bus driver and attendant will take each other's temperature or a staff member will be dedicated to do so before the start of each route.
   - Utilize spaced seating (11 total per 54 seat bus)

- - With masks, one student per seat, alternating left and right positions.
  - Allow siblings (students living in the same dwelling) to sit together to maximize space.
  - Mark seats with tape to show students where to sit.
- The bus driver/custodian will clean and disinfect frequently touched surfaces on the bus after each use.
- Students filling the bus will fill the back row first and then progress forward.
- Open windows, when possible to ensure air flow.
- After each use, air out buses by opening all windows

It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- For exceptions to face covering requirements, see Critical Area of Operation #5
- 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

B. Social Distancing on School Buses
- Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.
- Establish protocols for loading/unloading students to avoid congregation of students from entering the bus; students entering the bus must be lined up 6ft apart. (i.e. Students are picked up one by one and will be seated from back to front. During unloading, students will exit the bus from front to back, maintaining at least 6ft distance at all times).
- Hang signs to reinforce social distancing and hygiene rules.
- A staff person will accompany the driver on all transportation routes to ensure safety and social distancing.
- An installation of a physical barrier that separates the bus driver from students may be considered, assuming that such equipment is deemed acceptable by federal regulators and the New Jersey Motor Vehicle Commission.

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Appendix D

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

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

A. Location of Student and Staff Screening
- These should be specific to each school.
- Each building will have a designated area to screen students.
- Each building will have a designated area to screen staff.

B. Social Distancing in Entrances, Exits, and Common Areas
If physical distancing cannot be maintained in line waiting to enter or exit a building, face coverings will be required.

Physical guides to help ensure that staff and students remain at latest 6 feet apart in lines and at other times will be in place. The guides will include, but not limited to:
- Practice Social Distancing - 6 feet apart
- Please Stand Here / Practice Social Distancing
- Face coverings must be worn by staff, students, and visitors in all situations except as delineated in Critical Area of Operation #2.
- One-Way Traffic Flow for both hallways and stairwells (i.e. arrows to indicate directions in hallways)
- Interaction of students between drop-off and entering the school facility will be minimized.
- Protocols to limit contact between cohorts and direct contact with parents as much as possible will be in place.
- At each building, separate entrances and exits will be established.
- Visitors and parents/guardians will use their own pens for signing in and out.
- Social distancing will be maintained in any common area.
- The number of non-essential interactions between students and staff throughout the school day will be minimized.
- Student cohorts will be created as an effective strategy to limit exposure and contact.
- In a classroom setting where social distancing can take place, face coverings must still be worn and should be worn when moving about the classroom
- Commingling between classes or other district-set groups of students will be limited.
- Large group gatherings will be minimized.
- A system that allows for physical distancing has been created.

- Hand sanitizers will be in place at school entrances.
- Signage to provide hygiene advice and reminders will be in place around school buildings.
- The frequency of cleaning all surfaces, including (to the appropriate height based on age of students) will take place. Custodian on duty will be cleaning all touch points periodically throughout the day. Schedule of increased cleaning on file.
- Students in the hallway at the same time will be limited by staggering release from classrooms.
- Physical barriers/partitions will be installed in such areas as reception/secretaries' desks.
- Schedules will factor in excluding access to lockers which will expedite traffic flow in hallways and supporting social distancing protocols.
- Additional entry/exit points will be established to balance social distancing and security protocols.

Phase 2 - October 19: Appendices represent transition from Phase 1 to Phase 2 pending the acquisition of PPE needed to fulfill health and safety standards

Phase 3 - November 30: Protocols may be amended based on mandates and/or suggested guidelines

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Appendix E

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

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

<u>Screening Procedures for Students and Staff</u>

All students will arrive at school approximately 30 minutes prior to their first class of the day. Assigned staff will *report to school approximately 45 minutes before student arrival time* to screen (and to supervise students) students and employees for COVID-19 symptoms and history of exposure, before entry to the building, by doing the following:

Take the temperature of all employees and students. Utilize aides and/or other staff to take temperatures of individuals outside of the school building, when possible, using district purchased, no-contact thermometers. Each school building will designate areas for entrance, utilize privacy screens, and no touch thermometers for temperature checks.

If weather conditions inhibit temperature checks outside (due to inclement weather) the school designee(s) will complete temperature monitoring inside the school building. Privacy screens and no-touch thermometers will be used. Temperature checks will be administered to all individuals that plan to enter the school building.

Any individual that is coughing, has shortness of breath or difficulty breathing, will be referred to the nurse for further evaluation.

*Bergen County Department of Health Services in conjunction with the County Superintendent is planning to create uniform checklists and forms for Bergen County Schools.

Any individual with a temperature of 100.4 degrees F (As per Bergen County Department of Health - BCDOH) or above will be sent home. Additionally, any individual that tests positive for COVID-19 or exhibits one or more of the following symptoms of

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COVID-19, based on CDC guidance, that is not otherwise explained, will be sent home. The COVID-19 symptoms include:

- A fever of 100.4 F or greater (As per NJDOH)
- Cough
- Shortness of breath or difficulty breathing
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell
- Fatigue
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Daily Wellness Forms and/or Travel Forms may be collected before entrance to school building. School staff will visually check employees and students for symptoms using the checklist, **COVID-19 SYMPTOM CHECKLIST,** provided by the district. Health checks will be conducted safely and respectfully adhering to applicable privacy laws and regulations. Staff members will be trained on the proper use of thermometers and the use of district checklists. Results will be documented by school nurse or RN when signs/symptoms of COVID-19 are observed. All information will be kept confidential to protect the rights of each individual.

All screenings will be conducted with respect. Accommodations for individuals with disabilities will be given as needed and may include but not limited to, providing extra time for screening, involving a familiar staff member to assist with the screening process such as an assigned aide or teacher, or enlisting the assistance of a family member.

Under the 14-day quarantine travel advisory announced by the Governor of New Jersey, any individuals traveling to or returning to New Jersey from states/countries with increasing COVID-19 are advised to self-quarantine for 14 days. This includes travel by train, bus, car, plane and any other method of transportation.
See link from official site of state of NJ Office of the Governor:
https://www.nj.gov/governor/news/news/562020/20200707a.shtml
See links from official CDC website for international travel advisories:
https://www.cdc.gov/coronavirus/2019-ncov/travelers/after-travel-precautions.html

https://covid19.nj.gov/faqs/nj-information/travel-and-transportation/which-states-are-on-the-travel-advisory-list-are-there-travel-restrictions-to-or-from-new-jersey

The self-quarantine advisory was issued to limit the spread of the virus within our communities. While the recommendation relies on personal accountability, state officials and school officials expect that affected individuals will follow the recommendation. Travelers arriving from areas with increasing COVID-19 cases may wish to postpone their travel to the region if they are unwilling or unable to follow the self-quarantine advisory.

Protocols for Symptomatic Students and Staff

Individuals with symptoms related to COVID-19 will be safely and respectfully isolated from others. Each building nurse will work with the building administrator to provide a safe area for isolation of individuals. Individuals in isolation will be supervised by the nurse or designee (staff members including an aide can supervise) donning appropriate PPE and maintaining a safe distance of no less than 6 feet from the individual in isolation. It is preferred that the individual is isolated in a room with a door and that the person supervising is outside the door with a view of the individual. The parent or guardian of the student will be contacted to pick up the child. If the parent or guardian cannot pick up the child in a timely manner, the parent will be required to send an authorized adult to pick up the child. The child will be excluded from school until medical clearance from a physician is obtained as per Policy #8451 Control of Communicable Disease. Staff members will be excluded from school until medical clearance from a physician is obtained as per Policy #8451 Control of Communicable Disease.

If the school district becomes aware that an individual who has spent time in a school district facility tests positive for COVID-19, district officials (school nurse or administrator) will immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality. (Staff, students and families may self-report symptoms and or suspected exposure). The individual will be excluded from returning to school until medical clearance is obtained from a physician as described in Policy 8451- Control of Communicable Disease. A teacher or principal has the ability to send a student to the nurse who appears to be ill or has been exposed to a communicable disease, as described in Policy 8451. A child presenting with COVID-19 symptoms that

has already been admitted to school will be identified, asked to don a face covering as tolerated and isolated. The nurse will be notified. The parent will be contacted immediately to pick up the child.

All substitutes will be required to follow the aforementioned visitors guidelines for entering the school building.

Any pupil retained at home or excluded from school by reason of having or being suspected of having a communicable disease shall not be readmitted to his/her classroom until he/she presents written evidence of being free of communicable disease. That evidence may be supplied by the school medical inspector or another qualified physician who has examined the pupil.

Link to CDC: What is the role of schools in responding to COVID-19?
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html

In accordance with CDC guidelines and NJDOH COVID19 Regional Risk Matrix, a confirmed case of COVID-19 will be handled as follows:

- Temporary closure may be considered for a period of 2-5 days and Virtual Learning may be utilized.

- Many factors would need to be considered when deciding to close schools such as the distribution of cases within the school. Closure is a local decision that should be made by school administrators in consultation with local public health.

- Closures could be considered for a period of 2-14 days or until COVID-19 transmission decreases.

- Any period of closure 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.

The school district will provide an adequate amount of personal protective equipment, (PPE) and have a supply available and accessible for individuals that are in need. It is expected that each individual that enters the school will have their own face covering that fits appropriately so as to cover the nose and mouth of the individual. The district will provide each staff member with one cloth face mask, however the staff member is permitted to wear their own face mask. If an individual does not have a face covering, the school will provide a disposable face covering that is to be used for one day. All face coverings should be appropriate for school, adhering to the standards that the NABOE has in place and without inappropriate language, symbols or characters. The district will work with students and staff to provide any other reasonable accommodations.

Each individual school will keep accurate records of attendance of staff and students including groups/cohorts to assist with contact tracing. The Real Time system will be used to track student attendance. The AESOP system will be used to track staff attendance.

Parents will be encouraged to be on the alert for signs of illness in their children and to keep them home when they are sick. Nurses, administrators and/or the superintendent will communicate with families about health related issues on a regular basis.

Protocols for Face Coverings

Students are required to wear face coverings, unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children and/or individuals with disabilities.

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.

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

If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.
- It is required that all students wear face coverings unless doing so would inhibit the student's health.
- It is the responsibility of each parent to provide a face covering for their child or children. If a student does not have a face covering or loses their face covering, a disposable face covering will be provided.
- Face coverings must fit properly so as to cover the nose and mouth of each individual for the protection of all members of the school community.
- Cloth face coverings should be washed after every day of use and/or before being used again, or if visibly soiled or damp/wet.
- Disposable face masks should be changed daily or when visibly soiled, damp or damaged.
- Face coverings must be school appropriate and free of inappropriate language, symbols or characters.
- CDC does not recommend use of face shields for normal everyday activities or as a substitute for cloth face coverings because of a lack of evidence of their effectiveness for source control.
- Accommodations for those students who are unable to wear a face covering will be addressed after medical documentation is presented to the building principal, nurse, or other administrator to support the accommodation.

Exceptions to the Requirement for Face Coverings can be made when:
- Doing so would inhibit the student's health.
- The student is in extreme heat outdoors.
- The student is in water.
- A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.
- The student is under the age of two (2), due to the risk of suffocation.
- During the period that a student is eating or drinking
- 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).

- The student is engaged in high intensity aerobic or anaerobic activities.
- Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart.
- While students are singing or playing an instrument, use visual cues to keep them at least 6 feet apart. If it's safe and weather permits, consider moving class outdoors where air circulation is better than indoors and maintain at least 6 feet distance between students.
- Vigorous exercise in a confined space may contribute to transmission of COVID-19 and should be limited. Consider conducting activities in an area with greater ventilation or air exchange (e.g., outdoors).
- When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.

Phase 2 - October 19: Appendices represent transition from Phase 1 to Phase 2 pending the acquisition of PPE needed to fulfill health and safety standards

Phase 3 - November 30: Protocols may be amended based on mandates and/or suggested guidelines

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Appendix F

Critical Area of Operation #6 - Contact Tracing

The Board shall comply with regulations of the New Jersey Department of Health and the North Arlington Board of Health governing the prevention, control, and reporting of communicable disease. (See Policy 8451- Control of Communicable Disease)

- The school nurse shall train the school community and substitute teachers on the district's contact tracing policy at the outset of the school year.
- Any person who is ill or infected with COVID-19, whether confirmed or presumed, will be reported immediately by the school Principal to the Local Health Department or to the County Health Officer if the Local Health Department is not available. Such telephone reports will be followed up by a written report or electronic report within twenty-four hours of the initial report. (Referencing Regulation 8451)
  - Reports shall include the name, address, date of birth, contact information, and list of known close contacts of the person who is ill or infected with COVID-19. The contact information of close contacts shall be utilized for contact tracing.
    - Colleen Doherty, North Arlington Health Director (201) 991-6060 x 121
    - Amy Monaco, Program Manager, Communicable Disease Control & Prevention
      a. Office: 201-634-2657
    - Allyson Bielawski, Field Representative, Communicable Disease Control & Prevention
      a. Office: 201-634-2666
    - Susan Jamieson, Public Health Nurse, Communicable Disease Control & Prevention
      a. Office: 201-634-2653

In accordance with FERPA, the identity of the student, staff member, or substitute teacher, or other identifying information, will not be revealed, alluded to, or confirmed by the contact tracer, even if explicitly asked by a contact.

- The school district shall immediately provide notification of presumed or confirmed cases to staff members and parents/guardians, while maintaining confidentiality.
- The school nurse/staff liaison will check-in with the parent/guardian of the ill or infected student to monitor symptomatology.

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- The school nurse/staff liaison will monitor identified close contacts who are students, staff members, and substitute teachers for signs & symptoms of COVID-19.
- Students, staff members, or substitute teachers who wish to self-report symptoms and/or suspected exposure will be immediately isolated and screened by the school nurse.

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

- Our Supervisor of Buildings and Grounds developed a procedure manual to establish schedules for increased cleaning and disinfection; targeted areas to be cleaned, including frequently touched surfaces and objects and frequent sanitization of bathrooms; and methods and materials to be used.

- Our custodians will plan a daily schedule for increased, routine cleaning, and disinfection included in the district's policy. Custodian shifts will be adjusted to maximize cleaning around the instructional schedules in each building.

- Custodial staff will clean and disinfect surfaces and objects that are frequently touched, including cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). Examples of frequently touched surfaces include:
  - Classroom desks and chairs
  - Lunchroom tables and chairs
  - Door handles and push plates
  - Handrails
  - Kitchens and bathrooms
  - Light switches
  - Handles on equipment (e.g. athletic equipment)
  - Buttons on vending machines and elevators
  - Shared telephones
  - Shared desktops
  - Shared computer keyboards and mice
  - Drinking fountains
  - School bus seats and windows
  - Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA)

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- They will use all cleaning products according to the directions on the label. For disinfection, the most common EPA-registered disinfectants that are Green Seal Certified will be used. These disinfectants include:
  - Bioesque Botanical Disinfectant Solution
  - ES72C Hydrogen Peroxide Multi-Purpose Cleaner
  - ES364H Neutral Disinfectant Cleaner

- As mentioned above, there will be increased cleaning of frequently touched surfaces and objects throughout the day and after the students are dismissed. We will utilize an Earthsafe Electrostatic Sprayer coupled with Purtabs, which provides a hospital grade disinfectant.

- As a district, we may implement short-term closure after a person has been identified as COVID-19 positive in order to clean and disinfect. In addition, our schools will follow the following CDC guidelines:
  - Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible.
  - Open outside doors and windows to increase air circulation in the area.
  - Custodial staff will clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.

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Appendix H

Critical Area of Operation #8 – Meals

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

Work with Pomptonian Food Service to implement:

Hybrid Scenario:
This scenario will be implemented during phase one and continue to be implemented until amended by state and/or CDC guidelines. Protocols will include:

- Under the hybrid scenario, traditional lunches will not be served. "Grab and Go" options will be available for students as they leave the building. Additional considerations may include:
  - Students placed in SACC will eat in designated classroom area(s). Proper procedures will include:
    - Students arrive early to grab and go to designated classroom area
      1. Classroom and other designated eating areas must be sanitized before and after meal time(s)
      2. Provide supervision for distribution/food pickup.
      3. Allow student hand washing before and after meal services.
      4. Post signage in hallways and cafeteria to communicate how to stop the spread of COVID-19. Other signage includes how to stop the spread of germs, how to properly wear face coverings, visitors entering the building, amongst others.
      5. Use disposable plates, utensils, etc..
      6. Dividers could be considered to be set up around student desks so students can remove face coverings in order to eat.
      7. If SACC students are eating meals/snacks in cafeteria with:
         a. Spaced seating (utilize alternate eating areas, gym, etc)
      8. Sharing of foods and utensils will not be allowed.
      9. Pre-order meals in advance through Google forms.
         a. Payment

      i.   Encourage pre-payment student accounts via website.

      ii.   Student IDs utilized for scanning for non-contact pay exchange.

      iii.   Student ID list/copy provided to cashiers for scanning purposes.

      iv.   If keypads are used, sanitized/sanitizer available near registers.

Complete Shut-down/Virtual Learning Scenario:

This scenario will be implemented in the situation when the school system is closed. Protocols will include:

- Food pick-up for free/reduced students in the event of a complete shut-down or possibly all students depending on state and DOA guidelines.
  - High School would be the main hub for grab and go as in the 2019-2020 shut down plan.

Traditional Scenario:

This scenario will be implemented when restrictions on in-person instruction increase, based on guidance from both the state and/or CDC. Protocols may include:

- Implement standard operating procedures while taking preventative measures such as:
  - Providing hand sanitizer for students and staff
  - Post signage in hallways and cafeteria to communicate how to stop the spread of COVID-19. Other signage includes how to stop the spread of germs, how to properly wear face coverings, visitors entering the building, amongst others
  - Encouraging students and staff to wear face masks/coverings while in large group gatherings
  - Conducting cleaning of cafeteria and high-touch surfaces after each use.
  - Students who leave lunch (High School) will have their temperature check upon returning.
  - Outside food will not be permitted back in school, unless approved by administration through parent communication.
- Payment
  - Encourage pre-payment student accounts via website.
  - Student IDs utilized for scanning for non-contact pay exchange.
  - Student ID list/copy provided to cashiers for scanning purposes.

○   If keypads are used, sanitized/sanitizer available near registers.

Phase 2 - October 19: Appendices represent transition from Phase 1 to Phase 2 pending the acquisition of PPE needed to fulfill health and safety standards
Phase 3 - November 30: Protocols may be amended based on mandates and/or suggested guidelines

RESTART & RECOVERY PLAN

Appendix I

Critical Area of Operation #9 – Recess/Physical Education

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

- If Physical Education classes and Recess were to take place in-person, the following guidelines would be implemented:
    - Each school will complete an inventory (Supervisor of Buildings & Grounds, School Administration Custodians and PE Teachers) of outdoor spaces and determine utilization of the spaces during the school day.
    - Any outdoor area that will be utilized by students for the purposes of Physical Education or outdoor play will be marked off to ensure separation between students (athletic fields, track, green spaces, open space, and local parks). Designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet for social distancing).
    - Any opportunities for outdoor play or outdoor Physical Education class, will be staggered. Areas will be marked appropriately for social distancing purposes. If two or more groups are participating in recess or physical education class at the same time, they should have at least 6 feet of open space between them.
    - Use cones, flags, tape, or other signs to create boundaries between groups.
    - Designate specific areas for each class during outdoor play or Physical Education classes to avoid cohort mixing.
    - All students must wash hands immediately after outdoor playtime or Physical Education class.
    - Staff must disinfect playground equipment and other shared equipment between uses.
    - Students will be encouraged to wear district approved Physical Education attire on a daily basis to alleviate the use of locker rooms. If not feasible to close, stagger use and clean and disinfect between use.
    - K-5 classroom teachers will be encouraged to give frequent brain breaks and opportunities for student movement/stretching.

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Appendix J

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

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

- ○ **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.
- ○ Anticipated Minimum Standards
    - ■ Adhere to all applicable social distancing requirements and hygiene protocol during any extracurricular activities.
    - ■ Maximize the use of technology and online resources to continue some extra-curricular activities without additional person-to-person contact.
    - ■ Restrict use of school/district facilities to district-sponsored extracurricular activities and groups.
    - ■ Limit public use of school facilities or design a method, such as scheduling or increased cleaning, to ensure the use will not conflict with hygiene standards.
    - ■ Consider canceling field trips, assemblies, and other large gatherings.
    - ■ Cleaning/disinfecting schedule may not allow for in-person gatherings outside school hours.

RESTART & RECOVERY PLAN

Appendix K

Academic, Social, and Behavioral Supports

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

Social Emotional Learning (SEL) and School Climate and Culture

1. **Educator's Well-Being** : As educators' social-emotional state improves, they will be better able to support the social-emotional well-being and learning needs of our students. In order to support the social-emotional state of our educators, the district will:
   a. Provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support that promotes their healing.
   b. Prioritize educator self-care and wellness through the summer and at the start of the 2020-2021 school year.
   c. Support educators' access to mental and behavioral resources and encourage them to utilize these services.
   d. Create opportunities for staff to regularly practice and reflect on their social and emotional competencies.

2. **School Culture and Climate**
   a. Prioritize the health and emotional well-being of staff above all else (i.e. PLC).
   b. Assess the school climate to identify vulnerabilities and plan to implement evidence-based strategies to address identified needs (i.e. survey).
   c. Plan to provide and sustain instruction on social norms, relationship building, and behavioral expectations beginning at the start of the school year.
   d. Promote school-wide activities through virtual platforms to promote school culture.

3. **Trauma-Informed Social and Emotional Learning**
   a. Develop a system and reach out to any staff directly affected by COVID-19.

b. Implementation of a wellness and self-care for staff on first professional development day.
c. Make mental health resources available for staff and students.
d. Create routines with clear communication.
e. Consider staffing needs that would be most appropriate in addressing the trauma and social and emotional well-being of our students as they return to school.

4. **Utilizing the Strength of Staff**
   a. **Actions to Consider (July 1st through September 1st, 2020)**
      i. **For school leaders:**
         1. Utilize the school website and emails to continually communicate with families and staff about the application and importance of social-emotional learning.
         2. Evaluate staff capacity and students needs when determining essential personnel for the next school year.
         3. Facilitate and/or host opportunities for students, staff, and families to connect and reflect.
         4. Evaluate school policies and protocols to ensure systems are in place to support students' social-emotional needs. Establish the vision of making sure all students have at least 1 caring staff member checking in on them
         5. Prioritize needed professional development for staff.
         6. Collaborate with outside entities and agencies in order to establish partnerships to provide mental health and trauma supports to adults and students.
      ii. **For student support staff:**
         1. Provide school leaders and teachers with resources on social-emotional learning and trauma.
         2. Connect with students and families to provide any needed supports.
         3. Provide professional development to colleagues on areas of expertise and attend professional development to obtain greater understanding.
         4. Support school leaders in establishing protocols for identifying and supporting students' social-emotional needs and providing training to school staff on utilizing protocols.

5. Take on a leadership role in supporting student-staff relationships and connections.
6. Support students and families with accessing school and community support and develop materials to communicate these services.

iii. **For teachers:**
1. Embed social-emotional learning skills and strategies in remote learning with students.
2. Provide students with opportunities to connect with other students (within learning and socially).
3. Be aware of any changes in student behavior and report concerns pursuant to district policy.
4. Attend professional development to enhance skills and share strategies you have found to be successful with colleagues.
5. Continue to acquire resources/strategies which you may utilize to build strong, positive relationships in class.
6. Familiarize yourself with any resources shared by school leaders or counselors to support students' social-emotional needs in the school and community.

b. **Actions to Consider Once the School Year Begins (September 2nd - Ongoing)**

i. **For school leaders:**
1. Create opportunities for staff to regularly practice and reflect on their social and emotional competencies, Establish the expectation that all school staff should work to support students to do the same.
2. Provide school staff with training and support on facilitating difficult conversations and then empower them to engage students in these dialogues.
3. Ensure that systems are set-up to identify staff or students that may be struggling and best support their needs.

ii. **For student support staff:**
1. Utilize strategies to promote the continual development of staff and student social and emotional competencies.
2. Provide support to teachers as they work to increase the social and emotional competencies of students.

3. Support teachers in having difficult conversations with students and provide assistance to students as needed.
4. Continually evaluate the systems to identify staff and student needs and make adjustments to best support the school community and individuals.

iii. **For teachers:**

1. Utilize instructional strategies to continually promote the development of students' social and emotional competencies.
2. Facilitate difficult conversations with students.
3. Apply the school's protocol for identifying students who may be struggling and implement strategies recommended by the school counselor or other professionals.

Multi-Tiered Systems of Supports

The Intervention & Referral Teams will be the Collaborative Problem-Solving Teams responsible for making decisions about interventions for students at each tier. (Policy 2417). The teams will identify students' strengths and areas of need, appropriate interventions and determine the effectiveness of interventions. In each school building, districts should implement a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs.

Wraparound Services
1) **Mental Health Resources**
   a) School Counselors/Substance Abuse Coordinator will have Virtual Offices during hybrid and virtual
   b) School Counselors/Substance Abuse Coordinator/Social Worker/School Psychologists will provide school-based counseling to students in need. Make referrals to outside agencies as needed.
   c) Infuse SEL into PreK-12 Instruction
      i) https://www.state.nj.us/education/students/safety/sandp/sel/
   d) Guidance Classroom lessons for SEL
   e) Check-ins with at-risk staff and students
   f) Share mental health resources with staff, parents and community.
   g) Collaborate with Bergen County Mental Health Office, Care Plus, Comprehensive Behavioral Health for additional resources.
   h) Connect students and parents to individual counseling, family therapy, out-patient programs, or addiction services as needed.

i) Share information with parents and educators regarding how to identify when a student may be struggling with mental health issues.

j) Provide access to resources to self-care, self-help, parent supports, and psychoeducational information.

k) Continue to utilize a trauma-sensitive and culturally responsive approach to student engagement and support

2) **Family Engagement**

a) The district administered a survey to the community regarding to assess the needs of families during the reopening phase.

b) Parents from all grade spans (i.e. K-5, 6-8 & 9-12) are participating in the Restart & Reopening Committee.

c) The district will send out community email once the reopening is finalized. The district will post the plan on the district website.

d) Plan Parent/Family Education workshops (Google Meet, Google Classroom, Parent Portal, etc.).

e) Continue to collaborate with North Arlington Department of Health to address the challenges that families might be facing.

3) **Primary Health Care & Dental Care**

a) Virtual Health Office for school nurses when hybrid and virtual.

b) School physicians should be utilized in addressing the needs of students in both remote and hybrid scenarios.

c) Engage school nurses in planning to meet the physical health, dental, and mental health needs of students in virtual, hybrid, or in-person school environments.

d) Reinforce and adjust screening processes to identify students who may have had unaddressed health or dental needs during the COVID-19 pandemic.

4) **Academic Enrichment, Expanded After-School, and/or Summer Programming**

a) Implementation of the Vikings Summer Bridge Program to address learning loss during the school closure.

b) Teacher Monitoring for students participating in online summer school.

c) Summer School Counselor Virtual Office Hours.

5) **Mentoring**

a) Freshman Mentor Program

RESTART & RECOVERY PLAN

Appendix L

Restart Committee

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

Restart and Recovery Committee Members

Committee Member's Name	Committee Member's Role	School/Organization
Stephen Yurchak Ed.D.	Superintendent of Schools	District Wide
Mrs. Michelle Higgins	Board of Education President	District Wide
Mr. Edward Smith	Board of Education Trustee	District Wide
Mrs. Samantha Dembowski	Business Administrator	District Wide
Ms. Samantha Rodriguez	Director of Curriculum and Instruction	District Wide
Mr. Michael Asmus	Director of Technology	District Wide
Mr. Michael Burke	Director of Special Education	District Wide
Mrs. Lauren Buckley	Supervisor of Guidance	District Wide
Mr. Antonio Alho	Supervisor of Building and Grounds	District Wide
Mr. Joshua Aronowitz	Athletic Director	NAHS
Mr. Patrick Bott	High School Principal	NAHS
Mr. Dennis Kenny	High School Vice Principal	NAHS
Ms. Nicole C. Russo	Middle School Principal	Veterans Middle School

RESTART & RECOVERY PLAN

Restart and Recovery Committee Members (cont.)..

Committee Member's Name	Committee Member's Role	School/Organization
Mrs. Bernadette Afonso	Middle School Vice Principal	Veterans Middle School
Mrs. Marie Griggs	Elementary School Principal	Jefferson Elementary School
Ms. Elaine D. Jaume	Elementary School Principal	Washington Elementary School
Mrs. Jennifer Rodriguez	Elementary School Principal	Susan B. Anthony Elementary School
Mrs. Alicia Giammanco	Elementary School Principal	Roosevelt Elementary School
Ms. Emily Pontius	General Education Teacher	NAHS
Mr. Kevin Blackford	Special Education/CBI/WBL Instructor	NAHS
Ms. Coleen Villani	Parent	NAHS
Ms. Laura Cerchio	Parent	NAHS
Mr. Nicholas Rotondo	Student	NAHS
Ms. Leanne Fisher	General Education Teacher	Veterans Middle School
Mr. Matthew Stone	Parent	Veterans Middle School
Ms. Sandra Muldoon	Parent	Veterans Middle School
Ms. Molly Muldoon	Student	Veterans Middle School
Ms. McKenzie Stone	Student	Veterans Middle School
Ms. Amanda Frazao	General Education Teacher	Jefferson Elementary School
Ms. Caroline Golomb	Parent	Jefferson Elementary School
Ms. Amelia Golomb	Student	Jefferson Elementary School

RESTART & RECOVERY PLAN

Restart and Recovery Committee Members (cont.)..

Committee Member's Name	Committee Member's Role	School/Organization
Ms. Bonnie Nolan	General Education Teacher	Susan B. Anthony Elementary School
Ms. Gina Volpe	Parent	Susan B. Anthony Elementary School
Mr. Dominick Volpe	Student	Susan B. Anthony Elementary School
Ms. Danielle Faga	Parent	Susan B. Anthony Elementary School
Mrs. Maureen Keegan	Special Education Teacher	Washington Elementary School
Mrs. Susana Esteves-Costa	Parent	Washington Elementary School
Ms. Aylssa Costa	Student	Washington Elementary School
Mrs. Tanya Gaborow	Reading Specialist	Washington Elementary School
Mrs. Marilyn Martinez	ESL Teacher	Washington Elementary School
Mrs. Lynn Johnson	BSI Teacher	Roosevelt Elementary School
Ms. Nubia Rivera	Parent	Roosevelt Elementary School
Mr. Nicholas Rivera	Student	Roosevelt Elementary School
Mr. Daniel Farinola	Physical Education Teacher/NAEA President	NAHS/District Wide

RESTART & RECOVERY PLAN

Restart and Recovery Committee Members (cont.)..

Committee Member's Name	Committee Member's Role	School/Organization
Mr. Anthony Marck	Special Education Teacher/NAEA VP	NAHS/District Wide
Mrs. Sharon O'Brien-Romer	General Education Teacher/NAEA Secretary	NAHS
Ms. Martine Verrier	General Education Teacher/NAEA Rep.	Washington Elementary School
Mr. Barry Ross	Custodian/ Custodian NAEA Rep.	District Wide
Mrs. Doris Fitzgerald	Special Education Teacher/NAEA Treasurer	Veterans Middle School
Mrs. Christina Bancroft	Nurse	NAHS
Mrs. Dawn Fuller	School Counselor	NAHS
Ms. Lynnette Cavandas	Borough Liaison	NA Municipal Office
Mrs. Barabara Kaiser	Chief Child Care Provider/SACC	Community
Ms. Colleen Doherty	Health Department Representative	NA Health Department
Ms. Karina Nogueira	Chief Child Care Provider/Bright Beginners	Community

RESTART & RECOVERY PLAN

Pandemic Response Teams

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

A Pandemic Response Team was established for each school to centralize, expedite, and implement COVID-19 related decision making. Each school team has a liaison that reports to district-level administrators to ensure consistency throughout the district. A cross-section of the school and district's population is represented.

Team members include, but not limited to, are:
- Superintendent
- Board of Education liaison for each school
- School Business Administrator
- Director of Curriculum and Instruction
- Director of Technology
- Building Principal
- Grade level teachers
- Child Study Team members
- School Counselor
- School Nurse
- Safety Team members
- Custodian
- Parent

The Pandemic Response Team will oversee each school's implementation of the district's reopening plan, particularly health and safety measures, and provide safety and crisis leadership. On an as needed basis, adjustments will be made to the school health and safety protocols. Staff will be provided with support and training. Appropriate personnel will review school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required. Another task will be developing and implementing procedures to foster and maintain a safe and supportive school climate as necessitated by the challenges posted by COVID-19. Communication to the school community and to the district will be necessary. Pathways will be created for community, family, and student voices to continuously inform the Team's decision-making.

The teams will meet regularly and provide the community with timely updates and any changes to protocols. As the needs of New Jersey communities evolve, Pandemic Response Teams will be well-versed in creating pathways for community, family, and

student voices to continuously inform the Team's decision-making.These teams will serve a critical role in building confidence and addressing concerns as they arise. The teams will ensure accurate, timely and transparent information is shared within the school community.

Phase 2 - October 19: Appendices represent transition from Phase 1 to Phase 2 pending the acquisition of PPE needed to fulfill health and safety standards

Phase 3 - November 30: Protocols may be amended based on mandates and/or suggested guidelines

RESTART & RECOVERY PLAN

Appendix N
*Scheduling of Students****
Schedules are subject to change, but will adhere to NJDOE minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan - Section B.3.

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

School Day

    Specialized PreK

Specialized PreK students will be offered 4 days per week of instruction from 8:30am-10:30am OR 12:30pm-2:30pm. Start/dismissal times may be modified or staggered due to transportation or other district needs.

Sample Schedule PreK
Staff Reports - 8:20am
Students Report - 8:30am
Dismissal - 10:30pm
- OR -
Students Report - 12:30pm
Dismissal - 2:30pm

    Grades K-5*

1. On-site instruction - Students assigned to Cohort A will report to school and follow a single session schedule from 8:30am - 12:30pm on Monday and Tuesday. Cohort B will follow the same schedule on Thursday and Friday. When scheduling, every effort will be made to keep cohorts in assigned areas of the building and classrooms to promote safety and social distancing guidelines.
2. Virtual Instruction - Wednesdays and afternoon sessions will have dedicated times for virtual instruction. Students in Cohort B will be engaged in both synchronous and asynchronous virtual learning activities on Monday and Tuesday. Cohort A will be engaged in both synchronous and asynchronous virtual learning activities on Thursday and Friday.

Sample Schedule Grades K-5
Staff Reports - 8:20am
Students Report - 8:30am
Dismissal - 12:30pm
*Outdoor facilities may be used.

RESTART & RECOVERY PLAN

Grades 6-8** ***

Due to enrollment, building size and classroom size, as well as the daily academic schedule, students in these grades will follow a hybrid model of on-site and virtual learning. To reduce the overall number of students in the building two cohorts will be established. Every attempt will be made to assign siblings across the District to the same cohort, so families can follow the same schedule.

3 Blocks of Instructional Time
First Block - 8:00 am - 9:20 am
Second Block - 9:20 am - 10:40 am
Third Block - 10:40 am - 12:00 pm
Staff Lunch 12:00 pm - 12:40pm
Virtual Period 1 - 12:40 pm - 1:20 pm
Virtual Period 2 - 1:20 pm - 2:00pm
Virtual Office Hours - 2:00pm - 2:50pm

Grade 6		
	A1/B1	**A2/B2**
First Block	Period 1	Period 4
Second Block	Period 2	Period 6
Third Block	Period 3* or 8*	Period 9
Grade 7		
	A1/B1	**A2/B2**
First Block	Period 1	Period 4
Second Block	Period 2* or 5*	Period 7
Third Block	Period 3	Period 8
Grade 8		
	A1/B1	**A2/B2**
First Block	Period 1* or 4*	Period 5
Second Block	Period 2	Period 6
Third Block	Period 3	Period 9

*Indicates a Physical Education period. Students will not attend the PE class.

** Outdoor facilities may be used.

RESTART & RECOVERY PLAN

Grades 9-12 *** ***

Due to enrollment, building size and classroom size, as well as the daily academic schedule, students in these grades will follow a hybrid model of on-site and virtual learning. To reduce the overall number of students in the building two cohorts will be established. Every attempt will be made to assign siblings across the District to the same cohort, so families can follow the same schedule.

Cohort A - Monday Schedule Grades 6-12 (hybrid)
On-site Period 1 - 7:54 am - 9:14 am
On-site Period 2 - 9:17 am - 10:37 am
On-site Period 3 - 10:40 am - 12:00 pm
Virtual Period 7 - 12:40 pm - 1:30 pm
Virtual Period 8 - 1:30 pm - 2:20 pm
Virtual Office Hours - 2:20 pm - 2:50 pm

Cohort A - Tuesday Schedule Grades 6-12 (hybrid)
On-site Period 4 - 7:54 am - 9:14 am
On-site Period 5 - 9:17 am - 10:37 am
On-site Period 6 - 10:40 am - 12:00 pm
Virtual Period 7 - 12:40 pm - 1:30 pm
Virtual Period 8 - 1:30 pm - 2:20 pm
Virtual Office Hours - 2:20 pm - 2:50 pm

All Students - Wednesday Schedule Grades 6-12 (virtual)
All eight (8) classes meet virtually

Cohort B - Thursday Schedule Grades 6-12 (hybrid)
On-site Period 1 - 7:54 am - 9:14 am
On-site Period 2 - 9:17 am - 10:37 am
On-site Period 3 - 10:40 am - 12:00 pm
Virtual Period 7 - 12:40 pm - 1:30 pm
Virtual Period 8 - 1:30 pm - 2:20 pm
Virtual Office Hours - 2:20 pm - 2:50 pm

Cohort B - Friday Schedule Grades 6-12 (hybrid)
On-site Period 4 - 7:54 am - 9:14 am
On-site Period 5 - 9:17 am - 10:37 am
On-site Period 6 - 10:40 am - 12:00 pm
Virtual Period 7 - 12:40 pm - 1:30 pm
Virtual Period 8 - 1:30 pm - 2:20 pm
Virtual Office Hours - 2:20 pm - 2:50 pm

** Outdoor facilities may be used.

RESTART & RECOVERY PLAN

1. On-site instruction - Students assigned to Cohort A will report to school and follow a single session schedule from 7:54am - 12:00pm on Monday and Tuesday. Cohort B will follow the same schedule on Thursday and Friday. When scheduling, cohorts will be kept in assigned areas of the building and classrooms to promote safety and social distancing guidelines.
2. Virtual Instruction - Wednesdays and all afternoons will be dedicated to virtual learning opportunities. Students in Cohort B will be engaged in both synchronous and asynchronous virtual learning activities on Monday and Tuesday. Cohort A will be engaged in both synchronous and asynchronous virtual learning activities on Thursday and Friday.
3. Physical Education, Health and elective courses to be determined will be offered exclusively in a virtual format.

Educational Programming

Student Population	*Characteristics of the Program*
General Education	Hybrid of virtual & on-site instruction. Students will meet in-person 2 days per week and engage in synchronous & asynchronous learning opportunities 3 days per week.
Special Education	Hybrid program in accordance with Individualized Education Plans. Community-based instruction will continue with a modified schedule to be determined.
Self-Contained Special Education	On-site instruction 4 days per week. Virtual learning 1 day per week.
English Language Learners (ELL)	On-site instruction 4 days per week. Virtual learning 1 day per week.
Career & Technical Education	Students in the 11th and 12th grades will be encouraged to explore opportunities in the already-established internship program. Schedule will be determined based on the job site and students' needs. Virtual components will enhance students' internship experiences.

***If the opening of Veterans Middle School is delayed at the beginning of the school year due to COVID19-related construction issues, the following contingency plan will be in place for students in grades 6-12.

Grades 6-10 will report to the high school in predetermined cohorts as described above. Grades 11 & 12 will be engaged in remote learning activities.

RESTART & RECOVERY PLAN

Appendix O
Protocols & Procedures for Staff

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

When making staffing decisions the schools will abide by all applicable employment laws and NJEA/NAEA contract requirements will be followed. Additionally, to ensure continuity of student learning and maximize student success, the unique needs and concerns of each staff member will be considered.

Staff members will be utilized according to the following roles and responsibilities:
- **Administrators**
  - Continue to develop programming and learning opportunities for students within the hybrid and/or remote learning environments.
  - Continue to identify households in need of ICT as outlined in the Digital Divide Grant Application.
  - Provide ongoing support for all subgroups and promote equitable access to remote and/or hybrid materials.
  - Promote professional growth and provide learning opportunities for all staff members.
  - Continue to develop and modify the Restart & Recovery Plan as needed.
  - Clearly and consistently articulate expectations to all stakeholders throughout the reopening process.
  - Facilitate staff members' access to technological and other resources as they adjust throughout the reopening process.
  - Create feedback loops to ensure constant communication amongst stakeholders and implement changes according to the feedback.
  - Strategize and prepare for shortages in staff. Establish contingency plans to ensure continuity of learning and student success.
- **Teachers**
  - Reinforce social distancing protocols with students, co-teachers, and/or support staff.
  - Support school safety guidelines.
  - Limit group interactions within the classroom.
  - Set clear expectations for both virtual and on-site settings.
  - Provide regular feedback to both students and parents regarding student progress.
  - Integrate digital resources as outlined in the Digital Divide Grant Application for all students.

- Provide ongoing support for all subgroups and promote equitable access to remote and/or hybrid materials in coordination with school administration.
- Instruct proper digital citizenship practices.
- Provide materials for at-home activities as appropriate.
- **Instructional Assistants**
    - Lead small group instruction
    - Work with general education teachers to develop pre-recorded read-alouds and videos to promote instructional goals and SEL lessons.
    - Support virtual sessions.
    - Ensure students have access to ICT and other resources in coordination with the primary teacher.
    - Support families and students in accessing and participating in remote learning activities.
- **Educational Services Professionals**
    - Lead small group instruction.
    - Continue to monitor subgroup access to ICT and utilize digital resources to provide services.
    - Facilitate the virtual components of synchronous and asynchronous activities.
    - Assist with the development and implementation of adjusted schedules.
    - Satisfy course requests and other scheduling needs.
    - Support SEL activities embedded into teachers' lessons.
    - Group students in cohorts to ensure limited movement in accordance with safety guidelines.
- **Substitutes**
    - Carryout lesson plans in cases of long-term absences and/or vacancies.
    - Meet the building-level expectations in both virtual & hybrid settings.
    - Become familiar with the staff of assigned building(s).
- **Student Teachers**
    - Become trained to use various technology platforms.
    - Adhere to all District guidelines/expectations regarding professional online etiquette/interactions with students.
    - Obtain substitute credentials to gain the ability to support students without supervision.
    - Lead small group instruction
    - Co-teach with cooperating teacher
    - Manage online classrooms for asynchronous hybrid sessions with cooperating teachers on-site.
    - Facilitate one-to-one student support.
    - Develop online material and assignments.
    - Pre-record direct instruction videos.

Other considerations:

- **Mentoring**
  - N.J.A.C. 6A:9C-5.1 requires novice provisional teachers to receive the equivalent of at least 30 weeks of mentoring.
  - Certificate of Eligibility holders must receive at least eight weeks of one-to-one meetings with their mentors.
  - Certificate of Eligibility with Advanced Standing holders must receive at least four weeks of one-to-one meetings with their mentors.
  - Mentoring provided during periods of virtual learning may count towards the 30-week minimum requirement.
  - Some mentees may be required to complete mentoring beyond the minimum requirement as determined by the District.
  - Mentoring will remain confidential and non-evaluative.

- **Educator Evaluation**
  - All staff will be evaluated in accordance with all pertinent North Arlington Board of Education policies and regulations unless otherwise directed by the NJDOE.

- **Educator Preparation Programs & Certification**
  - Temporary CE & Temporary Provisional Certificate will expire on July 31, 2021. A renewal will not be permitted under any circumstances.
  - Time spent employed in a role under a Temporary Provisional Certificate, as well as completion of the mentoring requirement, will count toward the requirements for earring a standard certificate, if the candidate completes the required test(s) and is issued a CE or CEAS and Provisional Certificate before July 31, 2021. This time will be applied toward tenure.
    - Issued to candidates during the COVID-19 Public Health Emergency.
    - Allows candidates to enter the workforce and to defer the deadline to meet assessment requirement(s) until July 31, 2021.
    - Minimum Temporary CE requirements:
      - Hold a bachelor's degree
      - Pass the Physiology and Hygiene Exam
      - Demonstrate required overall cumulative Grade Point Average.
      - Demonstrate required number of appropriate content course credits for the endorsement sought.
      - Pay $190.00 application fee.
    - Minimum Temporary Provisional Certificate requirements:
      - Hold a temporary CE
      - Enroll in or demonstrate completion of a preparation program.

- Complete 50 hours of preservice as per educator preparation program requirements.
- Attain an offer of employment.
- District will enroll candidate into Provisional Licensure Registration Management System (PLRMS)

- Virtual Distance Learning

- North Arlington Public Schools recognize the need to prepare for Virtual (Remote) Distance Learning in the event of sudden school closures. Prior to the start of the school year, the District will distribute a questionnaire and subsequently ensure all students are equipped with proper technology and connectivity devices. When conditions necessitate a transition to Virtual (Remote) Learning, the District will implement synchronous learning strategies. Emphasis will be placed on ensuring students continue to grow academically and the development of students' Social Emotional Learning and relationship-building. This may include but is not limited to:

    (1) Google Meet Sessions.

    (2) Increase use of one-way and two-way communication.

- *All families were made aware, via various communication platforms, of the option to engage in fully virtual classroom instruction. Fully virtual schedules will be clarified once all data is received to determine rosters, cohorts and/or teacher assignments. Synchronous (Google Meets) and asynchronous instruction, guidance, and direction will be provided by our teachers to ensure student engagement in standards-based learning.*

Phase 2 - October 19: Appendices represent transition from Phase 1 to Phase 2 pending the acquisition of PPE needed to fulfill health and safety standards

Phase 3 - November 30: Protocols may be amended based on mandates and/or suggested guidelines

RESTART & RECOVERY PLAN

Appendix P

Athletics

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

- North Arlington High School will follow all executive orders from the Governor's office and will follow all guidelines set forth by the NJSIAA.
  - The New Jersey State Interscholastic Athletic Association (NJSIAA) has established a COVID-19 Medical Advisory Task Force (MATF) responsible for providing guidance to allow New Jersey high school student-athletes to return to athletics as soon and as safely as possible. The NJSIAA is also convening a Sports Advisory Task Force that will be comprised of athletic directors from across the State and that will be charged with reviewing State and local health guidelines, as well as NJDOE guidance, regarding the 2020-2021 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season.
  - COVID-19 PHASE 1 – Guidelines
    - North Arlington's Phase I Return To Play
      - North Arlington Return to Play Phase 1 Guidelines
  - COVID-19 PHASE 2 – Guidelines

RESTART & RECOVERY PLAN

Appendix Q

Add 1648.02

1648.02 <u>REMOTE LEARNING OPTIONS FOR FAMILIES</u>

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

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

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

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

> A.   Unconditional Eligibility for Full-time Remote Learning
>
> > 1.   All students are eligible for full-time remote learning.
> >
> > > a.   Eligibility for full-time remote learning cannot be conditioned on a parent demonstrating a risk of illness or other selective criteria.

b.	Unconditional eligibility for full-time remote learning includes students with disabilities who attend in-district schools or receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).

B.	Procedures for Submitting Full-time Remote Learning Requests

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

2.	The student may only begin full-time remote learning within one (1) school day after receiving written approval of the Principal or designee.

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

a.	The student's name, school, and grade;

b.	The technology the student will be using to receive full-time remote learning, including the student's connectivity capabilities;

c.	A request for any service or combination of services that would otherwise be delivered to the student on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education, and related services;

d.	For students with disabilities, the school district staff will determine if an Individualized Education Plan (IEP) meeting or an amendment to a student's IEP is needed for full-time remote learning; and

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

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

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

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

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

6. The Principal's written approval of the request shall be provided to the parent within three (3) calendar days of receiving the parent's written request.

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

7.   A district-wide survey prior to each Phase established by the district may be conducted to satisfy all requirements of this Category B.

C.   Scope and Expectations of Full-Time Remote Learning

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

a.   The length of the school day pursuant to N.J.A.C. 6A:32-8.3 and compliance with the Board's Attendance Policy and Regulation 5200; the provisions of the district's remote learning program outlined in the school district's Plan; and any other Board policies and regulations that govern the delivery of services to, and district expectations of, students participating in the remote learning program and their families;

b.   The technology and the connectivity options to be used and/or provided to the student during remote learning; and

c.   Any additional information the Principal or designee determines is needed to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs (i.e. students participating in a hybrid model).

(1)   This includes, for example, access to standards-based instruction of the same quality and rigor as afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.

d.   The school district will endeavor to provide supports and resources to assist parents, particularly those of younger students, with meeting the expectations of the school district's remote learning option.

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

1.	A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, by submitting a written request to the Principal of the building the student will attend. This request must be submitted at least seven (7) calendar days before the student is eligible for in-person services.

2.	A student is only eligible to transition from full-time remote learning to in-person services commencing at the beginning of each temporary Phase established by the District..

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

 a.	The student's name, school, and grade;

 b.	The in-person program may only commence for a student transitioning from full-time remote learning to in-person services in accordance with D.2. above; and

 c.	Any additional information the Principal or designee determines would be important on the student's transition from full-time remote learning to in-person services.

 d.	A district-wide survey prior to each Phase established by the district may be conducted to satisfy all requirements of this Category D.

4.	A student previously approved for remote learning wanting to transition into the school district's in-person program must complete the current temporary Phase established by the District.

 a.	This will allow parents to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction for the student.

5.   The Principal or designee will review the request for compliance with this Policy, and upon satisfaction of the procedures in this Policy, will provide the parent of the student a written approval of the student entering the school district's in-person program.

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

6.   Upon approval of the student's transition from full-time remote learning to in-person services, the school district will provide specific student and academic services to better assist parents anticipate their student's learning needs and help educators maintain continuity of services.

7.   School districts that offer Pre-K will consult their Pre-K curriculum providers regarding appropriate measures to assess a Pre-K student's learning progress during the transition from full-time remote learning to in-person learning.

E.   Reporting

1.   To evaluate full-time remote learning, and to continue providing meaningful guidance for school districts, it will be important for the New Jersey Department to Education (NJDOE) to understand the extent and nature of demand for full-time remote learning around the State.

    a.   The school district will be expected to report to the NJDOE data regarding participation in full-time remote learning. Data will include the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

F.   Procedures for Communicating District Policy with Families

1.   The school district will have clear and frequent communication with parents, in their home language, to help

ensure this important flexibility is as readily accessible as possible. Communication must include, at a minimum, information regarding:

a.   Summaries of, and opportunities to review, the school district's full-time remote learning Policy/Plan;

b.   Procedures for submitting full-time remote learning requests in accordance with B. above;

c.   Scope and expectations of full-time remote learning in accordance with C. above;

d.   The transition from full-time remote learning to in-person services and vice-versa in accordance with B. and D. above; and

e.   The school district's procedures for ongoing communication with families and for addressing families' questions or concerns.

G.   Home or Out-of-School Instruction

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

New Jersey Department of Education Guidance Document:
 "Clarifying Expectations Regarding Full-time Remote Learning
  Options for Families 2020-2021"

Adopted: 8/27/20