

BACKUP FOR #1POL
FOR PUBLIC AGENDA OF SEPTEMBER 8, 2020
(First Reading)

1POL THEREFORE BE IT RESOLVED, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the **first reading of the following policy/regulation updates** listed below: [Click here for 2020-09-08 #1POL Back-up](#)

| Policy/Reg No. | Topic |
|----------------|--|
| P1648 | Restart and Recovery Plan (M) (Revised) |
| P1648.03 | Restart and Recovery Plan - Full-Time Remote Instruction (M) (New) |
| P5350 | Student Suicide Prevention (M) (Revised) |
| R5350 | Student Suicide (M) (Revised) |

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[See POLICY ALERT No. 221]

1648 RESTART AND RECOVERY PLAN

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back – Restart and Recovery Plan for Education” (Guidance), a guidance document for reopening New Jersey schools during the COVID-19 pandemic. The Guidance provided school officials with the information necessary to ensure that schools reopen safely and are prepared to accommodate staff and students’ unique needs during these unprecedented times. The NJDOE required school districts in the State to develop, in collaboration with community stakeholders, a “Restart and Recovery Plan” (Plan) to reopen schools that best fits the district’s local needs.

The Guidance requires the Board of Education to adopt certain policies and the Board adopts Policy 1648 to address those policy requirements in the Guidance. Policy 1648 shall only be effective through the current COVID-19 pandemic and will take precedence over any existing Policy on the same or similar subject, unless determined otherwise by the Superintendent.

A. NJDOE Guidance – Key Subject Area 1 – Conditions for Learning

1. Transportation

- a. If the school district is providing transportation services on a ~~district-owned~~ school bus, ~~but is unable to maintain social distancing,~~ a face covering must be worn **by all students** upon entering the school bus **unless doing do 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.** ~~by all students who are able to do so in accordance with A.2.c. below.~~ **Exceptions to the face covering requirements shall be those outlined in A.2.d. below:**

- (1) 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. The school district shall use best practices for cleaning and disinfecting district-owned school buses and other transportation vehicles in accordance with A.3. below.
- c. District-employed school bus drivers and aides on district-owned school buses shall practice all safety actions and protocols as indicated for other school staff.
- d. If the school district is using contracted transportation services, the contractor shall ensure all Board of Education safety actions and protocols are followed by the contractor and its employees and/or its agents.

[See Policy Guide 1648 – Appendix C for the protocols/procedures for “Transportation” which is also included in the school district’s Restart and Recovery Plan.]

2. Screening, Personal Protective Equipment (PPE), and Response to Students and Staff Presenting Symptoms
 - a. The school district shall screen students and employees upon arrival to a school building or work location for COVID-19 symptoms and a history of exposure.
 - (1) School staff must visually check students and employees for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
 - (2) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (3) Results must be documented when signs/symptoms of COVID-19 are observed.



- (4) The screening protocol will take into account students and employees with disabilities and accommodations that may be needed in the screening process for those students and employees.
 - (5) Students and employees with symptoms related to COVID-19 must be safely and respectfully isolated from others.
 - (6) 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 must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
- b. 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.
- (1) 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.
- c. Students are **required** ~~strongly encouraged~~ to wear face coverings ~~and are required to do so when social distancing cannot be maintained~~, unless doing so would inhibit the student's health. It is ~~also~~ necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (1) Accommodations 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.
- d. Exceptions to the Requirement for Face Coverings



- (1) Doing so would inhibit the individual's health.
- (2) The individual is in extreme heat outdoors.
- (3) The individual is in water.
- (4) A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of a face covering.
- (5) The student is under the age of two, **due to the** ~~and could~~ **risk of suffocation.**
- (6) **During the period a student is eating or drinking.**
- (7) **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).**
- (8) **The student is engaged in high intensity aerobic or anaerobic activities.**
- (9) **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.**
- (10) **When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.**



[See Policy Guide 1648 – Appendix E for the protocols/procedures for “Screening, PPE, and Response to Students and Staff Presenting Symptoms” which is also included in the school district’s Restart and Recovery Plan.]

3. Facilities Cleaning Practices

- a. The school district 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.
- b. A procedure manual must be developed to establish cleaning and disinfecting schedules for schools and school equipment, targeted areas to be cleaned, and methods and materials to be used.

[See Policy Guide 1648 – Appendix G for the protocols/procedures for – “Facilities Cleaning Practices” which is also included in the school district’s Restart and Recovery Plan.]

4. Wraparound Supports

a. Mental Health Supports

The school district’s approach to student mental health supports will be affected by the learning environment in place at the beginning of the school year. If in-person instruction is not feasible, the district must find other ways to assess and monitor students’ mental health.

[See Policy Guide 1648 – Appendix K for the protocols/procedures for “Academic, Social, and Behavioral Supports” which is also included in the school district’s Restart and Recovery Plan.]

5. Contact Tracing



- a. Upon notification that a resident has tested positive for COVID-19, the local health department will call the school district to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least ten minutes.
- b. The school district shall assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts.
- c. The school district shall ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them.
- d. A staff liaison(s) shall be designated by the Superintendent or designee and shall be responsible for providing notifications and carrying out other components that could help ensure notifications are carried out in a prompt and responsible manner.
- e. School districts shall allow staff, students, and families to self-report symptoms and/or suspected exposure.

[See Policy Guide 1648 – Appendix F for the protocols/procedures for “Contact Tracing” which is also included in the school district’s Restart and Recovery Plan.]

B. NJDOE Guidance – Key Subject Area 2 – Leadership and Planning

1. Scheduling

- a. The school district’s Plan must account for resuming in-person instruction and shall provide steps to shift back to virtual learning models if circumstances change and in-person instruction guidelines can no longer be followed.



- b. The school district's Plan accommodates opportunities for both synchronous and asynchronous instruction, while ensuring requirements for a 180-day school year are met.
- c. The school district recognizes special populations will require unique considerations to ensure the continuity of learning as well as the health and safety of students and staff within the least restrictive environment.
 - (1) Special Education and English Language Learners (ELL)
 - (a) The school district shall provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats in accordance with this Policy.
 - (b) The school district shall continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

[See Policy Guide 1648 – Appendix N for the protocols/procedures for “Scheduling of Students” which is also included in the school district’s Restart and Recovery Plan.]

2. Staffing

- a. The school district shall comply with all applicable employment laws when making staffing and scheduling requirements, including, but not limited to, the Americans Disabilities Act (ADA), the Health Insurance Portability and Accountability Act (HIPPA), and all applicable State laws.



- b. As the school district adjusts schedules, teaching staff members must maintain quality instruction for students pursuant to the minimum requirements set forth in NJDOE regulation.

[See Policy Guide 1648 – Appendix O for the protocols/procedures for “Staffing” which is also included in the school district’s Restart and Recovery Plan.]

C. NJDOE Guidance – Key Subject Area 3 – Policy and Funding

1. School Funding

a. 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.

b. 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 account or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

c. 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. NJDOE Guidance – Key Subject Area 4 – Continuity of Learning

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

- a. The school district shall continue to meet their obligations to students with disabilities to the greatest extent possible.

2. Professional Learning

- a. The school district shall prepare and support teaching staff members in meeting the social, emotional, health, and academic needs of all students throughout the implementation of the Plan.

(1) Professional Learning

- (a) The school district shall grow each teaching staff member's professional capacity to deliver developmentally appropriate standards-based instruction remotely.

(2) Mentoring and Induction

- (a) The school district shall ensure:

- (i) All novice provisional teachers new to the district be provided induction;
- (ii) One-to-one mentoring is provided to novice provisional teachers by qualified mentors;
- (iii) Mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment;



- (iv) Mentoring is provided in both hybrid and fully remote learning environments and that mentors and provisional teachers will agree upon scheduling, structure, and communication strategies they will use to maintain the mentoring experience; and
- (v) The use of online collaborative tools for school staff to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

(3) Evaluation

- (a) The school district has considered the requirements and best practices with provisional status teachers, nontenured educators, and those on Corrective Action Plans (including extra observations, extra observers, assuring more frequent feedback and face-to-face).

3. Career and Technical Education (CTE)

- a. The school district shall implement innovative learning models for new learning environments regarding CTE.
- b. Quality CTE Programs

The school district shall ensure students have access to appropriate industry-recognized, high-value credentials.



c. Work-Based Learning

The school district will ensure students are provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person.

New Jersey Department of Education “The Road Back – Restart and Recovery Plan for Education”

Memorandum – New Jersey Governor and Department of Education – Conditions for Learning – Health and Safety – August 3, 2020

Adopted: 24 August 2020

DRAFT: 8 September 2020

Appendices

The school district must attach **provisions of the attached** Appendices C, E, F, G, K, N, and O from the district’s Restart and Recovery Plan ~~here as required by this~~ **are included in** Policy 1648.



RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools - Revised Template Aug. 26

Fort Lee Public Schools

Board of Education

DRAFT

Fall 2020

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Introduction

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

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

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

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

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

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

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

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

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

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THE FORT LEE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

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

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

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

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

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

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

Ten Critical Areas of Operation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(2) **Even when** ~~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

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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

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Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:

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

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- (5) ~~Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained;~~ **Students are required to wear face coverings**, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
- (6) Exceptions to requirements for face coverings shall be as follows:
- (a) Doing so would inhibit the individual's health.
- (b) The individual is in extreme heat outdoors.
- (c) The individual is in water.
- (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
- (e) The student is under the age of two, **due to the ~~and~~ could risk of** suffocation.
- (f) During the period 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.

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

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any new specific requirements of the local health department as they arise.

- (2) The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
 - (a) A schedule for increased routine cleaning and disinfection.
 - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. 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);

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- (viii) Buttons on vending machines and elevators;
 - (ix) Shared telephones;
 - (x) Shared desktops;
 - (xi) Shared computer keyboards and mice;
 - (xii) Drinking fountains; and
 - (xiii) School bus seats and windows.
- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

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

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

- (1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board’s Plan, if applicable:
- (a) Stagger times to allow for social distancing and clean and disinfect between groups.
 - (b) Discontinue family style, self-service, and buffet.
 - (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
 - (d) Space students at least six feet apart.
 - (e) Require individuals must wash their hands after removing their gloves or after directly handling used food service items.

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

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- 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

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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

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Guidance are under the Academic, Social, and Behavioral Supports section to reference as the Plan is being developed. School officials may use the supports listed in the NJDOE Guidance.

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

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

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

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

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

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

b. Multi-Tiered Systems of Support (MTSS)

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

Not Being Utilized

Being Developed by School Officials

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Currently Being Utilized

c. Wraparound Supports

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

e. Quality Child Care

Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the

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likelihood that families who otherwise would not utilize child care will now require it.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee
 - a. A Restart Committee should be established as collaboration is critical to the development of the Board’s Plan.
 - b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education Curriculum Committee 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.

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- 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;

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- (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.

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- (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. (Diana Davis)
 - (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and

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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

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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

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teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.

- (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
- (3) Certification
 - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.
 - (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

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

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- (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.

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- (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
- (15) Limiting online activities for preschool students.
- c. Mentor teachers should:
 - (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
 - (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
 - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
 - (5) Continue to maintain logs of mentoring contact.
 - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
 - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
 - (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.

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- (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

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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.

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- (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 (Preschool).
- g. Substitutes

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

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- (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 or synchronous 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.

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- 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]

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C. Policy and Funding

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

1. School Funding

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

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

- b. School District Budgets

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

- c. School Funding

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

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(1) Purchasing

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

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

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

(3) Costs and Contracting

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

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.

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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.

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

2. Technology and Connectivity

- a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.
- b. Districts should:
 - (1) Conduct a needs assessment.
 - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent 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.

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- (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 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

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

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- (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;

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- (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.

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- (4) School districts should consider the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.
 - (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.
5. Career and Technical Education (CTE)
- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
 - b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
 - c. Guiding Principles
 - (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
 - (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.
 - 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
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Students must be provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person. The school district should consider work-based learning opportunities addressed in the administrative code.

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

E. Full-Time Remote Learning Options

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

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Appendices

Restart and Recovery Plan to Reopen Schools

Fort Lee Board of Education

Fall 2020

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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
- b. Protocol for High Risk Students

Establishing and maintaining communication with Department of Health and other state/local authorities to determine mitigation levels in the community

● Provide, where possible, virtual learning and telework options to staff and students at a higher risk for illness. These individuals may include:

- Age 65 years or older
- Chronic lung disease or asthma (moderate to severe)
- Serious heart conditions
- Immunocompromised
- Severe obesity (body mass index, or BMI, of 40 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease
- Medically fragile students with Individualized Education Programs (IEPs)
- Students with complex disabilities with Individualized Education Programs (IEPs)

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- Students who require accommodations under a Plan in accordance with Section 504 of the Rehabilitation Act of 1973 (504 Plan).
- Promoting behaviors that reduce spread:
 - Staff and students will be required to stay home when sick or if they were in contact with someone diagnosed with COVID-19.
 - Staff and students will be screened on a daily basis for COVID symptoms. This will include temperature screenings upon entry to the buildings.
 - Staff members and all visitors will be required to wear face coverings.
 - Students will be required to wear face coverings when social distancing (6 feet) cannot be maintained and in hallways, bathrooms, and building entryways. Exceptions may be given to individuals who have documented health conditions or individuals who have disabilities as delineated in an IEP
 - The district will promote hand washing hygiene- 20 seconds with soap and water. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children when they can safely use hand sanitizer).
 - Signs will be posted in highly visible areas that promote safety measures.
 - Consistent communication with teachers, staff, and families via websites, in emails, and on the Honeywell school alert system that address measures to reduce the spread of COVID-19. Professional development modules will be developed for administrators, teachers and coaches to mitigate the spread of COVID-19.

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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:

Social Distancing in Instructional and Non-Instructional Rooms

- Classrooms will provide for a radius of 3 feet for each student, ensuring a separation of 6 feet between students. Desks will be arranged to ensure this occurs. Masks will be required when social distancing cannot be achieved.
- Classrooms will be set up to ensure students are facing in the same direction.
- Students will avoid sharing materials during the classroom. Any items that are shared will be sanitized after each use.
- Every classroom is furnished with a window air conditioning unit. The unit must be on at all times when students are present. In the case of colder weather, the fan will be turned on and windows opened.
- Plexiglass barriers will be used for testing situations and therapy sessions when it is necessary to see the staff/student's mouth (i.e., speech therapy)

Procedures for Hand Sanitizing/Washing

- Multiple opportunities will be provided for students to wash hands including but not limited to:
 - The start of the day when children enter the classroom
 - Before snacks and lunch
 - After using the toilet or helping a child use a toilet
 - After sneezing, wiping, and blowing noses
 - Following snacks and lunch, particularly if hands are sticky, greasy or soiled
 - When students come in from outdoor play or recess

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- Students will be urged to wash hands 20 seconds with soap and water. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
 - Hand sanitizing stations will be available in the following locations
 - Building entrances
 - Cafeteria
 - Gym/Multi purpose room
 - Main office
 - Hallways
 - Hand sanitizing stations will be available in every classroom.
 - Classrooms with a sink will be prepared with soap, water and sanitizer.

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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:

Student Transportation

- We do transport for Vocational School and Out of District Special Education needs or students who live over a 2 mile distance from school. In these instances, we anticipate that social distancing will be utilized and when not applicable the use of a face coverings will be required.
- Obtain policy and procedures from Bergen County Educational Services or private bus service companies who contractually transport students to out of district schools.

Social Distancing on School Buses

- Social Distancing during transportation will be attempted to the greatest extent possible with staggered seating arrangements wherever possible. However, students will be required to wear face coverings.

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Appendix D

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

This school district should include 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.

Location of Student and Staff Screening

- **Screenings of staff and students will occur in the following areas at the beginning of the school day:**

The entry process may be slightly different for each school. Depending upon the physical layout of the building, there will be multiple points of entry. Students will be notified of their specific points of entry prior to the first day of school. As students begin to enter the school property and their entry location, they must maintain appropriate social distancing and wear a mask.

- Every person entering the premises will undergo a temperature scan. Scans will be completed in the following ways:
 - No-touch thermometer scans to be conducted by district nurses, administration, teachers and/or security personnel.
 - Stations will be set up at various entry points of buildings. This should speed up the entry to buildings.

If asked, students, staff and visitors will need to answer no to the following questions prior to entering the building:

- Are you experiencing any of the following symptoms:
 - Fever > 100.4
 - Cough or shortness of breath
 - Sore throat
 - Chills
 - Muscle aches or rigors

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- Headache
- New loss of taste or smell
- Abdominal pain, nausea, vomiting or diarrhea
- Have you had close contact with someone who is currently sick with COVID 19
- Have you been diagnosed with COVID-19 in the past three weeks or have reason to believe you have COVID-19?
- Have you traveled or had close contact with anyone who has traveled internationally in the last 14 days?

Social Distancing in Entrances, Exits, and Common Areas:

Masks will be required in every common area in the building. This includes:

- Entryways
- Auditoriums
- Cafeterias
- Media Centers

Hallways

- Students will need to stay 6 feet apart during entry and exits from the buildings
- Security and other staff will assist in keeping people socially distanced from each other upon entry and exit from the buildings.
- Common areas (media centers, cafeterias, and auditoriums) will be marked out providing social distancing instructions between students and/or faculty.

Visitor access to our buildings will be limited to emergencies and deliveries. All visitors must have their temperature checked upon arrival. Refusal will result in denied entry.

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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:

Screening Procedures for Students and Staff

- Families and staff members will be educated on the symptoms of COVID-19 and required to keep sick children home
- Students will be visually checked for symptoms upon arrival
 - Temperature checks will be required for all students and staff members
 - Parents and/or students will complete and report COVID-19 signs and symptoms checklist daily.
- Staff will complete a temperature check on-site and complete a COVID-19 signs and symptoms checklist daily.

Protocols for Symptomatic Students and Staff

- Isolation areas will be designated in each school for students who exhibit symptoms. Isolation will be done safely and respectfully. The student will be supervised until picked up by an authorized adult. Isolation areas may be in a contained space in the nurse's office or other designated area.
- The School district will immediately contact local Bergen County or County DOH, family, and staff while maintaining the confidentiality of the student.
- Symptomatic students and staff must receive clearance from a physician before re-entering the school environment.
- If a student or staff member tests positive for COVID:
 - The principal and superintendent will be informed immediately
 - The Superintendent will coordinate contact tracing protocols with the Department of Health.

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- The school district will follow the protocols as set forth by the DOH, county department of health and OEM. Protocols for Face Coverings
- All staff, students and visitors will be required to wear a cloth face-covering unless doing so would inhibit the individual's health or the individual is under the age of 2.
- Students are required to wear face coverings within classrooms and common areas. Exceptions to face-covering requirements in school include:
 - Doing so would inhibit the individual's health
 - The individual is in extreme heat outdoors
 - A student's documented medical condition, or disability, as reflected in an IEP, precludes the use of a face covering.

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Appendix F

Critical Area of Operation #6 - Contact Tracing

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

- The school district will immediately contact the Fort Lee Department of Health if and when the following occurs:
 - A faculty member or student tests positive for COVID.
 - A faculty member or student has had close contact with a person who has tested positive for COVID.
 - The district will follow the direction and expertise of the or County Health Department and the OEM.
- If a student or faculty member exhibits the symptoms of COVID-19 during the school day, a doctor's note must be provided prior to re-entry.
 - Fever > 100.4
 - Cough or shortness of breath
 - Sore throat
 - Chills
 - Muscle aches or rigors
 - Headache
 - New loss of taste or smell
 - Abdominal pain, nausea, vomiting or diarrhea

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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.

The school district will utilize available resources to the best of our abilities to maintain a safe and healthy learning environment for our staff and students. The following protocols will be implemented:

- **Cleaning and Disinfecting Schedules targeting the following areas will be implemented:**

Routine Cleaning & Disinfecting

- **All existing facility cleaning practices and procedures will be continued**
- Includes trash removal, vacuuming, floor cleaning, bathrooms cleaning/disinfection, and cleaning/disinfecting of all surfaces in classrooms and common areas
- The district purchased a surface disinfecting system that will allow for efficient and thorough disinfecting of all rooms and surfaces throughout the district on a daily basis.

Frequently Touched Surfaces

- Staff will be assigned to sections where touch points such as doorknobs, light switches, sink handles, countertops will be cleaned on a regular basis throughout the school day

Use of EPA Registered disinfectant products that adhere to COVID-19 requirements

- The district utilizes Peroxy HDOX and Bioesque Cleaner (an EPA Registered and CDC approved COVID-19 Cleaner). It will be utilized in the manner prescribed by the manufacturer to clean and disinfect all surfaces and fixtures in the school.

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The following areas will be cleaned regularly:

- **Classroom Desks and Chairs**

- Each classroom will have a means in place for cleaning/disinfecting daily and the custodial staff will continue daily sanitization procedures after school hours

- **Lunchroom Tables and Chairs**

- Will be cleaned in between each serving session

- **Door Handles and Push Plates**

- Will be cleaned on a continuous basis throughout the day

- Staff will be assigned by section and clean touch points on a regular basis throughout the school day

- **Handrails**

- Will be cleaned on a continuous basis throughout the day

- Staff will be assigned by section and clean touch points on a regular basis throughout the school day

- **Kitchens**

- **Cleaned and sanitized daily**
- **Serving areas will be cleaned and sanitized in between each session**

- **Light Switches**

- Will be cleaned on a continuous basis throughout the day

- Staff will be assigned by section and clean touch points on a regular basis throughout the school day

- **Handles on Equipment**

- Will be cleaned on a continuous basis throughout the day

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○ Staff will be assigned by section and clean touch points on a regular basis throughout the school day

- **Shared Telephones, Desk Tops, Keyboards & Mice**

- Sharing of these items will be minimal. Items will be cleaned in between each use if sharing is required.

- **Drinking Fountains**

- Will be disabled or if open, they will be cleaned on a continuous basis throughout the day

- Staff will be assigned by section and clean touch points on a regular basis throughout the school day

- **Bathrooms will be sanitized daily and between use as much as possible**

- Will continue to be cleaned and sanitized on a daily basis with additional cleaning and sanitization throughout the day. Specifically after arrival and before and after lunch periods.

RESTART & RECOVERY PLAN

Appendix H

Critical Area of Operation #8 – Meals

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

● Food Services:

There will be no breakfast served in the morning when school reopens in September. Breakfast and lunch will be handed out to each student who desires them in a grab-and-go style at the end of each school day from each location. We will be returning to the National School Lunch Program service of meals which means that lunch applications will need to be completed and each student will need to share his/her name/student id when picking up meals so that the lunch status of the student can be identified. Meals will be offered to all students (free, reduced, and paid). Free and reduced status students will be served meals at a \$0 cost to the student. Paid status students will be required to pay for meals. In an effort to minimize touch points, we will not accept cash from paid students. Paid students will be required to load money onto their personal accounts and have a balance that can support the cost of the meal.

Upon return to school:

Staggered Eating Times will be utilized

- Each school will have multiple lunch periods
- Possible alternate eating locations or off campus for the High School

● Grab & Go Service Style

- Grab & Go service may be utilized in order to ensure that food can be distributed with minimal interaction and social distancing

● Social Distancing

- Will be able to maintain social distancing due to lower number of students being on-site at one time and the multiple lunch periods
- Tables will be marked to reflect social distanced seating requirements

● Cleaning/Disinfecting between groups

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- All seating and tables will be cleaned in between each session
- All cafeteria line touchpoints will be cleaned in between each session

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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.

Recess/Physical Education

- Recess shall be staggered throughout the day, as needed, to allow for classroom cohorts to participate in recess in a designated space to practice social distancing from other cohorts. 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.
- Designated outdoor use areas will be marked off to ensure social distancing among students to create boundaries between the groups of students.
- All students must wash their hands immediately after outdoor activities.
- Students should be encouraged to dress comfortably to participate in outdoor activities to eliminate the use of locker rooms
- If this is not feasible, masks will be required when locker rooms are in use.
- 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.

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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.

Class Trips:

- Class field trips outside of the school building will not occur during the 2020/21 school year. This protocol will be reviewed in January 2021.

Extra-Curricular Activities:

- Extracurricular activities requiring close physical contact will follow social distancing guidelines provided by the NJ DOE, DOH and CDC. Some activities may be suspended if guidelines cannot be followed. Co-curricular activities and club meetings will be held in a virtual format until in-person instruction proves to be sustainable. All extracurricular athletic activities will practice social distancing and follow the protocols put forth by the NJSIAA and the “**September Ready Fall 2020 Guidance for Arts Education**”

<https://www.artsednj.org/arts-ed-nj-issues-september-ready-fall-2020-guidance-for-arts-education/>

Use of Facilities Outside School Hours:

- The use of facilities outside school hours will be curtailed during the 2020/21 school year, due to cleaning protocols.
- Any groups utilizing the school facilities will abide by the safety protocols outlined in our district reopening plan.

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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.

Staff Physical and Mental Wellness

We will prioritize educator self-care and wellness through the summer and at the start of the 2020-2021 school year.

- Multiple communications have come from our Human Resources department promoting self care:
 - Revolutionize School Reopening webinar: Discover how district leaders and educators are revolutionizing the reopening of schools in September
 - Unlocking Your Resilience webinar: A Certified Mental Health Counselor will help you understand how various physical, mental, social and spiritual factors impact resilience.
 - NJ Wellness webinar: Your Gut: The Key to Your Health
 - Understanding your Immune System webinar
 - Extended Telemedicine Coverage for Horizon Insurance Members
 - Communication regarding mental health services and referrals from School Employee Health Benefits Program
 - 3-Months of free mindfulness and meditation for Benecard Members
 - Behavioral Health Member Program
- We will provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support to promote healing.
- Time will be allotted during grade level meetings, departmental meetings, and PDP meetings multiple times per week to promote communication and self-care amongst colleagues. This will create opportunities for staff to regularly practice and reflect on their social and emotional competencies.
- We will continue to identify mental and behavioral resources and encourage faculty and staff to use these services.

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- Faculty/Staff may also receive mental health related referrals from the building school counselor.
- Provide a space where teachers can go for a “mask-free” break / breath of fresh air to clear their minds and relax, or have a socially distant lunch break.

- **Student Mental Health: Trauma-Informed Social and Emotional Learning**

Fort Lee School District will focus on trauma-informed social and emotional learning by creating SEL teams that will assist in establishing routines and maintaining clear communication with staff, parents and staff. Both I&RS and School Safety/Climate Teams will take part in this process. These teams are the pulse for the social/emotional and school climate related wellness of the community. We will be prioritizing relationships and well-being over assignments and behavioral compliance. Fort Lee School District will be supporting students and staff in feeling safe, connected, and hopeful. Sample activities and programs are listed below:

- All students and families will be offered counseling services with school counselors, social workers and school psychologists during the school day as well as before and after school to accommodate all family situations. Students may be referred for services by school staff, the student’s family and/or by self-referral from the student. The need for services will be assessed by the counselor in charge of their case. Counselors reserve the right to refer out any student mental health challenges that they deem are beyond the scope of their practice. In these cases, families will be provided with a confidential referral to a community mental health center for further assessment and treatment. All information received during the counseling session will remain confidential between the counselor and the family except in the following cases:
 - The counselor believes that the student is in imminent danger of severely harming themselves.
 - The counselor believes that the student has an imminent plan to harm others.
 - The counselor believes that child abuse may be occurring.
 - For clinical supervisory and consultation purposes with the Student Assistance Coordinator or Director of School Counseling Services; these communications are confidential as well.
 - The student discloses that he/she/they are being bullied.
 - The student discloses or is showing signs of acute alcohol or drug use during the session.
 - The student is having a medical emergency and requires immediate medical assistance.

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- All staff will participate in Trauma Informed Training to be able to identify behaviors and signs of trauma and how to speak to their students about it.
- All school buildings will support the integration of SEL into all subjects including skills to foster positive learning environments. Teachers will be given specific time frames to speak to their students about environmental stressors.
 - Teachers will be required to view Dr. Poland's School Reentry: Promoting Social and Emotional Wellness for Students with Scott Poland, Ed.D.
 - <https://www.youtube.com/watch?v=C6Sb1vVD8RU&feature=youtu.be>
 - All students have a quarantine story and listening to everyone's story is important to build trust in the classroom.
 - This video teaches teachers how to speak to students about the COVID 19 crisis.
 - Building SEL Practices into Your Classroom
<https://www.tn.gov/education/health-and-safety/school-climate/social-and-personal-competencies.html>
 - Building a Mental Health Friendly Classroom
<https://classroommentalhealth.org/>
 - Helping Children Cope with Changes Resulting For COVID-19
<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-child-ten-cope-with-changes-resulting-from-covid-19>
- All school buildings will adopt stress management and social emotional skill building procedures for all students such as mindful minutes throughout the day, Yoga within PE class, mindfulness activities voiced over intercom systems, Teen Mental Health First Aid, brain breaks, etc.
- All school buildings will focus on community building activities such as community service opportunities, drives, virtual PTA meetings, etc.
- All school counselors and teachers will create surveys to check in with students on their mental health status.

Parental Supports for Student Mental Health

- Parents will have access to the school counseling and child study team staff. Upon request, school counselors and child study team members can provide advice and support for parents on a variety of mental health and wellness related topics.
- Parents will also have access to resources for wrap around services. This information will be available on the district website and can also be requested by reaching out to district administration, school counseling staff, and child study team staff.

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- The Fort Lee School district will also provide parents with support and information through the use of newsletters, videos, the district website, and other digital media.

Resources for Staff, Parents, & Students

PerformCare NJ Parent Crisis Hotline 1-877-652-7624 (call this number for immediate access to mental health services at home)

CarePlus NJ 201-986-5000 (call this number to set up counseling service appointments for children or adults)

New Bridge Medical Center 1-800-730-2762 (call this number to set up counseling or inpatient care)

2nd Floor Teen Support Hotline 1-888-222-2228 (students can call this number for 24/7 access to counselors over the phone)

Bergen Resource Net

www.bergenresource.net

West Bergen Mental Health 201-485-7172 (call this number to set up counseling service appointments for children or adults)

www.westbergen.org

Family Support Organization(FSO) (Offers a variety of support services to Bergen County families)

<http://fsobergen.org/>

Fort Lee Housing Authority (Offers housing related assistance to Fort Lee families)

<http://www.flha.org/>

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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

School District Reopening Committee

The Reopening Committee and the Pandemic Response teams (named in Appendix M) for the Fort Lee Public Schools met during the month of June and sub committees met regularly throughout the summer. The goal of the committee is to outline the preparations and messaging essential for the reopening of our schools. Covid-19 has changed the way we are currently educating our students and our organization must prepare for disruptions that will most likely occur throughout the 2020/21 school year.

Committee:

School Representatives

- Superintendent: Mr. Kenneth J. Rota
- Assistant Superintendent: Dr. Sharon Amato
- Business Administrator: Ms. Haquisha Q. Taylor
- Director of Human Resources: Mrs. Jaime Murphy
- Director of Special Services: Mrs. Diana Davis
- Director of School Counseling Services: Mrs. Lauren Carrubba
- School No. 1 Principal: Mrs. Rosemary Giacomelli
- School No. 2 Principal: Mr. John Brennan
- School No. 3 Principal: Mr. Jay Berman
- School No. 4 Principal: Mr. Patrick Ambrosio
- Lewis F. Cole Intermediate School Principal: Mrs. Gina Ruesga

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- Fort Lee High School Principal: Mrs. Lauren Glynn
- Athletics Director: Mr. Michael Raftery
- Supervisor of Buildings and Grounds/Security: Mr. Scott Bendul
- Supervisor of New Construction: Mr. Jack DeNichilo
- District Technology Coordinator: Mr. Jason Ruggiero

Community Representatives

- Board of Education President: Mrs. Esther Han Silver
- Board of Education Vice President: Mrs. Candace Romba
- Board of Education Member: Ms. Elisa Cho
- Board of Education Member: Ms. Paula K. Colbath
- Board of Education Member: Mr. Ralph DiMeglio
- Board of Education Member: Mrs. Holly Morell
- Board of Education Member: Mrs. Kristen Richter
- Board of Education Member: Mr. Michael Rubino
- Board of Education Member: Mrs. Lauren Tuck
- Borough of Fort Lee Health Officer: Ms. Jill Scarpa

Committees of administrators, teachers and board members have met on multiple occasions over the past months and have helped shape the guidance for our reopening.

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Appendix M

Pandemic Response Teams

The district established a school-based Pandemic Response Team in 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 coordinated actions across the district. Members of the school teams include a cross-section of administrators, teachers, and staff and parents. Naturally, decision-making and communication are more effective if decision-makers reflect the makeup of the community.

| Members of the District Pandemic Response Team | |
|---|---|
| Superintendent of Schools | Kenneth Rota |
| Assistant Superintendent of Schools | Dr. Sharon Amato |
| Business Administrator | Haquisha Taylor |
| Director of Human Resources | Jaime Murphy |
| Director of Special Services | Diana Davis |
| Director of Informational Technology | Jason Ruggiero |
| District Director of Guidance | Lauren Carrubba |
| Buildings and Grounds; School Safety Director | Scott Bendul |
| Food Services Manager | Erik Korman |
| School Physician | Dr. Maryann Colenda |
| Building Principals | Lauren Glynn (FLHS) Gina Ruesga (FLMS/IS) Rosemary Giacomelli (School 1) John Brennan (School 2) Jay Berman (School 3) Patrick Ambrosio (School 4) |
| Supervisors | Mark Bitar II Diane Collazo-Baker Dr. Michele Carlor |

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| | |
|------------------------------------|-------------|
| Borough of Fort Lee Health Officer | Jill Scarpa |
|------------------------------------|-------------|

| Members of the Fort Lee High School Pandemic Response Team | |
|--|--|
| Principal | Lauren Glynn |
| Vice Principals | Joseph Finizio William Diaz |
| Guidance | Lauren Carrubba Tara Lawlor |
| Athletics | Michael Raftery |
| Nurse/CST | Naketa Brewton, Nurse Marilyn Lopez Reina Sanduke |
| Teachers | Fran Marrotta Jodi Etra Adrian Rodriguez Heather Glickel Kevin Oliver CJ Turturo Erin Powers |
| Custodian | Lizandro Perez |
| Parents | Lola Nannas Paige Solianto Michelle Jean-Louis |

| Members of the Lewis F. Cole Intermediate School Pandemic Response Team | |
|---|---|
| Principal | Gina Ruesga |
| Vice Principal | Solanlly Ortega |
| Teacher | Carrie Wiederholz Danielle Christal Faith Minutolo Cortney Teitell Genna Kornweiser |

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| | |
|--------------------------|--|
| CST | Lorraine Bortnick |
| School Counselor | Angela Waack |
| Subject Area Chairperson | John Giordano |
| School Nurse | Domenique Kondreck |
| School Safety Personnel | Jerry Conway |
| School Safety Team | Michael Raccioppi |
| Custodian | Joseph Cappellini Miguel Mkcullok |
| Parent | Candi Chan Dr. Cindy Padre Rob and Josefa Santana Linda Chung Julene Stassou |

| Members of the Lewis F. Cole Middle School Pandemic Response Team | |
|---|--|
| Principal | Gina Ruesga |
| Vice Principal | Stephen Dominguez |
| Teacher | Kathleen Larson Joseph Berlingo Cynthia Luciano Laura Gemignani Marjorie O'Connell Carmen Ziro Solannly Ortega |
| CST | Christina Ranaudo |
| School Counselor | Debbie Brigida |
| Subject Area Chairperson | Barbara Milone |
| School Nurse | Holly Alasio |
| School Safety Personnel | Jerry Conway |
| School Safety Team | Cean Spahn |

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| | |
|-----------|---|
| Custodian | Joseph Cappellini |
| Parent | Tanya Beyers, Serena Pak, Audrey Greenberg, Kristen Shulman |

| Members of the School 1 Pandemic Response Team | |
|--|---|
| Principal | Rosemary Giacomelli |
| Secretary | Mary Venizelos |
| Guidance | Marisa Buonomo |
| Nurse/CST | Arianna Egloff, Nurse Lorranine Bortnick |
| Teachers | Anne Marie Kropiewnicki Galo Mendoza Stephanie Holman Brittany Sikoryak Amy Lee Francesca Park |
| Parents | Tanya Byers-Kang Magda Vonderlinden |

| Members of the School 2 Pandemic Response Team | |
|--|--|
| Principal | John Brennan |
| Guidance | Megan Lynch |
| Nurse/CST | Alyssa Marasciulo Christina Fitzsimmons |
| Teachers | Rosa Sgro Elisa Karam Dina Fiorita Michele Dawson |
| Custodian | Demba Mane |
| Parents | Lisa Kim |

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| Members of the School 3 Pandemic Response Team | |
|--|---|
| Principal | Jay Berman |
| Guidance | Aimee DeSheplo |
| Nurse | Kim Bancroft |
| Teachers | Alycia Adams Kristina Casale Michelle Galperin Dana DeLucca Salma Major |
| Parents | Amy Kotang Priya Patel Sara Kriksciun |

| Members of the School 4 Pandemic Response Team | |
|--|--|
| Principal | Patrick Ambrosio |
| Guidance | Andria Fusco |
| Nurse/CST | Cecilia Kim, Nurse Sarah Levy |
| Teachers | Allison Artinger Melanie Markarian Alisha Henry Jaqueline Tozzi |
| Custodian | Val Chiavellio |
| Parents | Anthony Papavasiliou Julie Kim |

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Appendix N

Educational Program

The school district is committed to providing its students with the academic resources and support necessary to continue student mastery of the New Jersey Student Learning Standards. It is the goal to return students to school as soon as safety protocols are in place and appropriate staff members are available to implement the instructional plan. Otherwise, a fully remote instructional plan will be implemented for all students. All K-4 students will receive all-remote schedules from their classroom teacher while 5-12 students have schedules that follow the period-based schedules for each building.

The Fort Lee Board of Education has opted to apply for an all-remote instructional model to begin the 2020-21 school year. The details of the remote model are included in this plan and schedules of the remote instructional day are on the grade level schedules. The district's goal is to begin a hybrid plan of instruction on October 18, 2020. The details of the hybrid plan are included in this document.

During the all-remote instruction period, the district will confirm that all students will have access to a learning device and connectivity through parent surveys and phone communication.

A minimum of (4) hours of instructional contact time will be offered for all students. The Fort Lee Public Schools will provide a minimum of 180 days of instruction. The district will continue to implement all IEPs, 504s, and services for English Language Learners.

This plan is subject to change based on the present pandemic situation and information received from the NJDOE, NJDOH, or local public health officials.

Instructional Models and Schedules

HYBRID INSTRUCTIONAL PLAN

1. Wednesdays will be full remote instruction days for all Pre K-12 students. This will prepare students and staff in the event that a switch to all remote instruction becomes necessary.

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2. Instruction will occur in a hybrid model, including in-person and remote instruction.
3. Students will be divided into cohorts, or groups, to evenly distribute students for in-person instruction.
4. Parents will be informed of their child's cohort by building administration.
5. Students will be expected to log in to their classes using GoogleMeet or Zoom during remote instruction on Wednesdays.
6. Outdoor spaces will be utilized as much as possible for in-person instruction, weather permitting.
7. Time will be scheduled for virtual student-teacher contact each afternoon during teacher "office hours".
8. Any family opting for full remote instruction will be expected to attend on all school days by viewing classes live through Google applications or Zoom (see Section IX for additional information).
9. The inclusion of any co-curricular activities will be determined on an individual case basis for each activity.
10. All K-12 self-contained classes (ASD, LLD, LLD-Severe, BD, MD) will be attending school every day the school is in session (excluding Wednesday). The case managers will contact the parents of the students in these programs to review plans (see Section X for additional information).
11. All self-contained classes will attend school each day (M, T, Th, F) the students are in the schools, and will follow the same half day schedule as the general education students (see Section X for additional information).
12. Related Services will be provided remotely for students that are not attending school every day. Related services would be provided to the greatest extent possible during hybrid and remote learning models.

K - 4 Elementary School Schedule

1. Students will attend school for a half day from 8:40 a.m. with dismissal at 1:00 p.m.
2. Students will be divided into cohorts alphabetically.

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- a. Cohort A meets in school Monday and Tuesday.
 - b. Cohort B meets in school on Thursday and Friday.
 - c. Wednesday is a full remote-instruction day for all students.
 - d. Students receiving 100% remote-instruction will log in remotely each day.
3. Students will receive remote instruction on the days that they are not assigned to be in the building. For example, students in Cohort B will join their class remotely on Mondays, Tuesdays and Wednesdays.
 4. All teachers will be required to record student attendance each day.
 5. The order of the subject areas presented are a model. The actual periods may vary but the time devoted to each subject will remain constant.
 6. Students will not change classrooms during the day, except for pullout support programs.
 7. Student schedules are subject to change to deliver services from pull-out programs such as ESL, BSI, etc.
 8. All specials (Physical Education, Art, Music, Library, Spanish) and the Gifted and Talented program will be provided in a remote/online format using posted assignments and videos. Students will not have live virtual interaction with their teachers for these subject areas.
 9. This plan is for students in the general-education and LLD programs. Students in the LLD programs will attend school four days each week. Students in the ASD, LLD Severe and Pre-Kindergarten programs have a different model.
 10. While elementary teachers may build in short outdoor breaks for students during the in-person day, all school/grade level, traditional recess will not be scheduled. Individual class recess will be scheduled through the classroom teacher and building principal to ensure appropriate spacing for social distancing at this present time. All playground equipment will be unused to minimize surface contact.
 11. There will be no breakfast served in the morning when school reopens in September. Breakfast and lunch will be handed out to each student who desires them in a grab-and-go style at the end of each school day from each location. We will be returning to the National School Lunch Program service of meals which

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means that lunch applications will need to be completed and each student will need to share his/her name/student id when picking up meals so that the lunch status of the student can be identified. Meals will be offered to all students (free, reduced, and paid). Free and reduced status students will be served meals at a \$0 cost to the student. Paid status students will be required to pay for meals. In an effort to minimize touch points, we will not accept cash from paid students. Paid students will be required to load money onto their personal accounts and have a balance that can support the cost of the meal.

12. Aftercare will begin at 1:00 p.m.
13. The day is shortened for students, but staff will work a full day.
14. After the 1:00 p.m. dismissal, teachers will be assigned lunch, prep, and required faculty/staff meetings.
15. Teachers will be available to meet online with students during the following time periods when they are not attending required meetings:
Monday - Thursday: 2:35 p.m. to 3:30 p.m.
Friday - 2:35 p.m. to 3:15 p.m.

Parameters of Remote-Instruction:

1. Reading - The first 10 - 15 minutes of direct instruction will be live-streamed each day. Students at home will complete their independent reading assignment while students in school conference with the teacher. The lesson closure will be live-streamed.
2. Word Study - Monday, Wednesday and Thursday will have live-streamed instruction. Reinforcement activities will be assigned on Tuesday and Friday for students to complete independently.
3. Writing - The first 10 - 15 minutes of direct instruction will be live-streamed on Monday, Wednesday and Thursday. Reinforcement activities will be assigned on Tuesday and Friday for students to complete independently. Students at home will complete their independent writing assignment while students in school conference with the teacher. The lesson closure will be live-streamed.

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4. Snack and Movement - Movement exercises will be provided. Students attending school remotely will complete them independently.
5. Read Aloud - Will be live-streamed each day.
6. Math - The first 10 - 15 minutes minutes of direct instruction will be live-streamed. Students at home will complete their independent practice assignment while students in school conference with the teacher. The lesson closure will be live-streamed. At the end of Math, the teacher will close out the day for all students.
7. Science and Social Studies - Science and Social Studies will be project based to the extent possible. Students will be given assignments to complete when they are not in school. Wednesday will be a live-streamed lesson for all students.
8. The schedule represents a minimum time frame. There is flexibility to adjust times to increase and decrease areas throughout the week.
9. Grades 3 and 4 will dedicate more time for Reading and less for Word Study as is grade level appropriate but the total English language arts time will remain constant.
10. Teachers will post work on district approved platforms.
11. Student schedules are subject to change to deliver services from pull-out programs such as ESL, BSI, etc.

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| Elementary School Weekly Schedule | | | | | |
|-----------------------------------|---|--|---|---|---|
| Time | Monday Cohort A: In-Person Cohort B and 100% Remote: Log in on Google Meet or Zoom | Tuesday Cohort A: In-Person Cohort B and 100% Remote: Log in on Google Meet or Zoom | Wednesday Remote instruction for all students Log in on Google Meet or Zoom | Thursday Cohort B: In-Person Cohort A and 100% Remote: Log in on Google Meet or Zoom | Friday Cohort B: In-Person Cohort A and 100% Remote: Log in on Google Meet or Zoom |
| 8:40 - 9:00 | Attendance and Morning Meeting | Attendance and Morning Meeting | Attendance and Morning Meeting | Attendance and Morning Meeting | Attendance and Morning Meeting |
| 9:02 - 9:40 | Reading | Reading | Reading | Reading | Reading |
| 9:42 - 10:06 | Word Study | Word Study | Word Study | Word Study | Word Study |
| 10:08 - 10:42 | Writing | Writing | Writing | Writing | Writing |
| 10:44 - 11:08 | Snack/ Movement | Snack/ Movement | Snack/ Movement | Snack/ Movement | Snack/ Movement |
| 11:10 - 11:34 | Read Aloud | Read Aloud | Read Aloud | Read Aloud | Read Aloud |
| 11:36 - 12:26 | Math | Math | Math | Math | Math |
| 12:28 - 1:00 | Sci/SS Alt | Sci/SS Alt | Sci/SS Alt | Sci/SS Alt | Sci/SS Alt |
| 1:00 - 2:35 | Teacher Lunch and Prep | Teacher Lunch and Prep | Teacher Lunch and Prep | Teacher Lunch and Prep | Teacher Lunch and Prep |
| 2:35 - 3:30 | PE/Health | PE | PE | Art/Spanish | Music/Library |

Student Expectations

1. Students will receive and submit assignments via Google Classroom and/or SeeSaw
2. Students must log in to their homeroom class at the assigned start time.
3. Attendance will be taken and is required for both remote and in-person learning days.

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4. During remote instruction, students will be required to “attend” and have their cameras on during instruction.
5. All policies and procedures related to the Fort Lee Public Schools’ Code of Conduct will remain in effect.
6. Students are expected to use school devices in full compliance with the Acceptable Use of Technology Policy. Parents must ensure that proper care is taken when handling the school device.
7. Students are expected to complete all assignments. Any missing and/or incomplete assignments must be completed as per the guidelines outlined in the teacher’s grading policy.
8. If a student has questions pertaining to a specific assignment, the student and/or parent should contact the teacher directly.
9. If a student is having difficulty with any of the digital platforms and/or devices, the student’s parent/guardian should notify the school’s building principal.

Lewis F. Cole Intermediate School Schedule

1. Students will attend school for a half day from 8:45 a.m. to dismissal at 1:00 p.m.
2. Students will be divided into two cohorts based on last names to attend alternately in-person and remote on different days.
 - a. Cohort A (last names A - K) will meet in-person on Monday and Tuesday.
 - b. Cohort B (last names L - Z) will meet in-person on Thursday and Friday.
 - c. Wednesday is a fully remote day for all students.
3. All teachers will record student attendance each day.
4. Students in the hybrid model will change classrooms only once during the day, except for pullout support programs.
5. Specials will meet in the afternoon, for 30 minute live-streamed sessions. Schedule of these meeting times is provided in the tables below.

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| Intermediate School Weekly Schedule for Specials | | | | |
|--|-----|-------|---------|-------|
| Monday | Art | Music | Spanish | STEAM |
| 2:00 - 2:30 | 5A | 5B | 5C | 5D |
| 2:30 - 3:00 | 5E | 5F | 5G/5L | 6A |
| 3:00 - 3:30 | 6B | 6C | 6D/6E | 6F/6L |

| Tuesday | Art | Music | Spanish | STEAM |
|-------------|-------|-------|---------|-------|
| 2:00 - 2:30 | 5D | 5A | 5B | 5C |
| 2:30 - 3:00 | 6A | 5E | 5F | 5G/5L |
| 3:00 - 3:30 | 6F/6L | 6B | 6C | 6D/6E |

| Thursday | Art | Music | Spanish | STEAM |
|-------------|-------|-------|---------|-------|
| 2:00 - 2:30 | 5C | 5D | 5A | 5B |
| 2:30 - 3:00 | 5G/5L | 6A | 5E | 5F |
| 3:00 - 3:30 | 6D/6E | 6F/6L | 6B | 6C |

| Friday | Art | Music | Spanish | STEAM |
|-------------|-----|-------|---------|-------|
| 2:00 - 2:30 | 5B | 5C | 5D | 5A |
| 2:30 - 3:00 | 5F | 5G/5L | 6A | 5E |
| 3:00 - 3:30 | 6C | 6D/6E | 6F/6L | 6B |

1. Physical Education/Health will meet on Wednesdays for live-streamed instruction. Students will be tasked with physical education/health assignments and activities on the other four days of the week, one per day.

2. Students attending school remotely will join their class' live instruction and

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complete tasks as directed by the teacher along with their classmates attending school in-person. Teachers will utilize a combination of instructional practices such as lecture, videos, guided and independent practice, and exit tickets during live instruction.

Student schedules are subject to change to deliver services from pull-out programs such as ESL, BSI, etc.

1. Aftercare will begin at 1:00 p.m.
2. There will be no breakfast served in the morning when school reopens in September. Breakfast and lunch will be handed out to each student who desires them in a grab-and-go style at the end of each school day from each location. We will be returning to the National School Lunch Program service of meals which means that lunch applications will need to be completed and each student will need to share his/her name/student id when picking up meals so that the lunch status of the student can be identified. Meals will be offered to all students (free, reduced, and paid). Free and reduced status students will be served meals at a \$0 cost to the student. Paid status students will be required to pay for meals. In an effort to minimize touch points, we will not accept cash from paid students. Paid students will be required to load money onto their personal accounts and have a balance that can support the cost of the meal.
3. The day is shortened for students, but staff will work a full day.
4. After the 1:00 p.m. dismissal, teachers will be assigned lunch, prep, and required faculty/staff meetings.
5. Teachers will be available to meet with students online Monday - Friday from 2:00 p.m. - 3:30 p.m. when they're not attending required meetings.

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| Intermediate School Weekly Schedule | | | | |
|--|---|---|--|--|
| Monday Cohort A Day 1: In-Person Cohort B and 100% Remote: Log in on Google Meet or Zoom | Tuesday Cohort A Day 2: In-Person Cohort B and 100% Remote: Log in on Google Meet or Zoom | Wednesday Remote Instruction for All Students Google Meet or Zoom | Thursday Cohort B Day 2: In-Person Cohort A and 100% Remote: Log in on Google Meet or Zoom | Friday Cohort B Day 2: In-Person Cohort A and 100% Remote: Log in on Google Meet or Zoom |
| Student Entry 8:30 - 8:45 | Student Entry 8:30 - 8:45 | Homeroom/Period 1 8:45 - 9:15 | Student Entry 8:30 - 8:45 | Student Entry 8:30 - 8:45 |
| In-person/Remote Check In 8:45 - 8:50 | In-person/Remote Check In 8:45 - 8:50 | Period 2 9:15 - 9:45 | In-person/Remote Check In 8:45 - 8:50 | In-person/Remote Check In 8:45 - 8:50 |
| ELA/SS (or Math/Sci) 8:50 - 10:40 | ELA/SS (or Math/Sci) 8:50 - 10:40 | Period 3 9:45 - 10:15 | ELA/SS (or Math/Sci) 8:50 - 10:40 | ELA/SS (or Math/Sci) 8:50 - 10:40 |
| Switch Break 10:40 - 10:50 | Switch Break 10:40 - 10:50 | Period 4 10:15 - 10:45 | Switch Break 10:40 - 10:50 | Switch Break 10:40 - 10:50 |
| In-person/Remote Check In 10:50 - 10:55 | In-person/Remote Check In 10:50 - 10:55 | Break 10:45 - 11:00 | In-person/Remote Check In 10:50 - 10:55 | In-person/Remote Check In 10:50 - 10:55 |
| Math/Sci (or ELA/SS) 10:55 - 12:45 | Math/Sci (or ELA/SS) 10:55 - 12:45 | Period 5/6 11:00 - 11:30 | Math/Sci (or ELA/SS) 10:55 - 12:45 | Math/Sci (or ELA/SS) 10:55 - 12:45 |
| In-person/Remote Check Out 12:45 - 1:00 | In-person/Remote Check Out 12:45 - 1:00 | Period 7 11:30 - 12:00 | In-person/Remote Check Out 12:45 - 1:00 | In-person/Remote Check Out 12:45 - 1:00 |
| Dismissal 1:00 | Dismissal 1:00 | Period 8 12:00 - 12:30 | Dismissal 1:00 | Dismissal 1:00 |
| Special (Remote in the p.m.) | Special (Remote in the p.m.) | Period 9 12:30 - 1:00 | Special (Remote in the p.m.) | Special (Remote in the p.m.) |
| Physical Education (Remote in the p.m.) | Physical Education (Remote in the p.m.) | | Physical Education (Remote in the p.m.) | Physical Education (Remote in the p.m.) |
| Teacher Lunch/Prep 1:00 - 2:30 | Teacher Lunch/Prep 1:00 - 2:30 | Teacher Lunch/Prep 1:00 - 2:30 | Teacher Lunch/Prep 1:00 - 2:30 | Teacher Lunch/Prep 1:00 - 2:30 |
| Teacher Office Hours | Teacher Office Hours | Teacher Office Hours | Teacher Office Hours | Teacher Office Hours |

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| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| 2:30 - 3:30 | 2:30 - 3:30 | 2:30 - 3:30 | 2:30 - 3:30 | 2:30 - 3:30 |
|-------------|-------------|-------------|-------------|-------------|

Student Expectations

1. Students must log in to their homeroom class at the assigned start time.
2. Attendance will be taken and is required for both remote and in-person learning days.
3. During remote instruction, students will be required to “attend” and have their cameras on during instruction.
4. All policies and procedures related to the Fort Lee Public Schools’ Code of Conduct will remain in effect.
5. Students are expected to use school devices in full compliance with the Acceptable Use Policy. Parents must ensure that proper care is taken when handling the school device.
6. Students are expected to complete all assignments. Any missing and/or incomplete assignments must be completed as per the guidelines outlined in the teacher’s grading policy.
7. If a student has questions pertaining to a specific assignment, the student and/or parent should contact the teacher directly.
8. If a student is having difficulty with any of the digital platforms and/or devices, the student’s parent/guardian should notify the school’s building principal.

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Lewis F. Cole Middle School Schedule

1. Students will attend school for a half-day from 8:35 a.m. to dismissal at 12:45 p.m.
2. Students will be divided into three cohorts based on last names to attend alternately in-person and remote on different days.
 - a. Cohort A (last names A - H) will meet in-person on A Days
 - b. Cohort B (last names I - O) will meet in-person on B Days
 - c. Cohort C (last names P - Z) will meet in-person on C Days
 - d. Wednesday is a fully remote day for all students.
3. The schedule will follow an AA/BB/CC model, which will include student groups for two days in a row for four periods on Day 1, and four periods on the Day 2 of in-person instruction.
4. All teachers will record student attendance each period.
5. Each class period will be 60 minutes.
6. Specific passing time instructions will be given to all students.
7. All periods will be full, live-streamed classes where teachers will utilize a combination of instructional practices revolving around live instruction (ex. lecture, videos, postings, assignments, guided and independent practice, exit tickets).
8. On days that students are working remotely, they will be joining the live-streamed instruction each period and completing tasks as directed by the teacher along with their in-person classmates.

Lunch/ Food Services

1. There will be no breakfast served in the morning when school reopens in September. Breakfast and lunch will be handed out to each student who desires them in a grab-and-go style at the end of each school day from each location. We will be returning to the National School Lunch Program service of meals which

RESTART & RECOVERY PLAN

means that lunch applications will need to be completed and each student will need to share his/her name/student id when picking up meals so that the lunch status of the student can be identified. Meals will be offered to all students (free, reduced, and paid). Free and reduced status students will be served meals at a \$0 cost to the student. Paid status students will be required to pay for meals. In an effort to minimize touch points, we will not accept cash from paid students. Paid students will be required to load money onto their personal accounts and have a balance that can support the cost of the meal.

2. Lunch periods will still be attended, but food will not be served.
3. During lunch periods, students will be assigned to different locations throughout the building to allow for social distancing.

Physical Education

1. Classes will be conducted outside, weather permitting.
2. Students will not be required to change for Physical Education. Locker rooms will not be utilized.

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The Middle School will follow an AA/BB/CC cohort schedule:

| Cohort A | Cohort B | Cohort C |
|---------------------------------|---------------------------------|---------------------------------|
| Students with Last Names A-H | Students with Last Names I-O | Students with Last Names P-Z |

| Middle School Sample Schedule: Week 1 | | | | |
|---|--|---|---|---|
| <u>Monday</u> Cohort A Day 1: In-Person Cohorts B & C & 100% Remote: Log in on Google Meet or Zoom | <u>Tuesday</u> Cohort A Day 2: In-Person Cohorts B & C & 100% Remote: Log in on Google Meet or Zoom | <u>Wednesday</u> Remote Instruction for All Students Google Meet or Zoom | <u>Thursday</u> Cohort B Day 1: In-Person Cohorts A & C & 100% Remote: Log in on Google Meet or Zoom | <u>Friday</u> Cohort B Day 2: In-Person Cohorts A & C & 100% Remote: Log in on Google Meet or Zoom |
| Student Entry 8:22 - 8:35 | Student Entry 8:22 - 8:35 | Homeroom/Period 1 8:35 - 9:05 | Student Entry 8:22 - 8:35 | Student Entry 8:22 - 8:35 |
| Period 1: 8:35 - 9:35 | Period 5: 8:35 - 9:35 | Period 2 9:10 - 9:40 | Period 1: 8:35 - 9:35 | Period 5: 8:35 - 9:35 |
| Period 2: 9:38 - 10:38 | Period 6: 9:38 - 10:38 | Period 3 9:45 - 10:15 | Period 2: 9:38 - 10:38 | Period 6: 9:38 - 10:38 |
| Period 3: 10:41 - 11:41 | Period 7: 10:41 - 11:41 | Period 4 10:20 - 10:50 | Period 3: 10:41 - 11:41 | Period 7: 10:41 - 11:41 |
| Period 4: 11:44 - 12:44 | Period 8: 11:44 - 12:44 | Period 5 10:55 - 11:25 | Period 4: 11:44 - 12:44 | Period 8: 11:44 - 12:44 |
| Dismissal 12:45 | Dismissal 12:45 | Period 6 11:30 - 12:00 | Dismissal 12:45 | Dismissal 12:45 |
| Teacher Lunch/Prep 12:45-1:30 | Teacher Lunch/Prep 12:45-1:30 | Period 7 12:05 - 12:35 | Teacher Lunch/Prep 12:45-1:30 | Teacher Lunch/Prep 12:45-1:30 |
| Teacher Office Hours 1:30-3:12 | Teacher Office Hours 1:30-3:12 | Period 8 12:40 - 1:10 | Teacher Office Hours 1:30-3:12 | Teacher Office Hours 1:30-3:12 |

RESTART & RECOVERY PLAN

| Middle School Sample Schedule: Week 2 | | | | |
|--|---|--|--|--|
| Monday Cohort C Day 1: In-Person Cohorts A & B & 100% Remote: Log in on Google Meet or Zoom | Tuesday Cohort C Day 2: In-Person Cohorts A & B & 100% Remote: Log in on Google Meet or Zoom | Wednesday Remote Instruction for All Students Google Meet or Zoom | Thursday Cohort A Day 1: In-Person Cohorts B & C & 100% Remote: Log in on Google Meet or Zoom | Friday Cohort A Day 2: In-Person Cohorts B & C & 100% Remote: Log in on Google Meet or Zoom |
| Student Entry 8:22 - 8:35 | Student Entry 8:22 - 8:35 | Homeroom/Period 1 8:35 - 9:05 | Student Entry 8:22 - 8:35 | Student Entry 8:22 - 8:35 |
| Period 1: 8:35 - 9:35 | Period 5: 8:35 - 9:35 | Period 2 9:10 - 9:40 | Period 1: 8:35 - 9:35 | Period 5: 8:35 - 9:35 |
| Period 2: 9:38 - 10:38 | Period 6: 9:38 - 10:38 | Period 3 9:45 - 10:15 | Period 2: 9:38 - 10:38 | Period 6: 9:38 - 10:38 |
| Period 3: 10:41 - 11:41 | Period 7: 10:41 - 11:41 | Period 4 10:20 - 10:50 | Period 3: 10:41 - 11:41 | Period 7: 10:41 - 11:41 |
| Period 4: 11:44 - 12:44 | Period 8: 11:44 - 12:44 | Period 5 10:55 - 11:25 | Period 4: 11:44 - 12:44 | Period 8: 11:44 - 12:44 |
| Dismissal 12:45 | Dismissal 12:45 | Period 6 11:30 - 12:00 | Dismissal 12:45 | Dismissal 12:45 |
| Teacher Lunch/Prep 12:45-1:30 | Teacher Lunch/Prep 12:45-1:30 | Period 7 12:05 - 12:35 | Teacher Lunch/Prep 12:45-1:30 | Teacher Lunch/Prep 12:45-1:30 |
| Teacher Office Hours 1:30-3:12 | Teacher Office Hours 1:30-3:12 | Period 8 12:40 - 1:10 | Teacher Office Hours 1:30-3:12 | Teacher Office Hours 1:30-3:12 |

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Student Expectations

1. Students must log in to their homeroom class at the assigned start time.
2. Attendance will be taken and is required for both remote and in-person learning days.
3. During remote instruction, students will be required to “attend” and have their cameras on during instruction.
4. All policies and procedures related to the Fort Lee Public Schools’ Code of Conduct will remain in effect.
5. Students are expected to use school devices in full compliance with the Acceptable Use Policy. Parents must ensure that proper care is taken when handling the school device.
6. Students are expected to complete all assignments. Any missing and/or incomplete assignments must be completed as per the guidelines outlined in the teacher’s grading policy.
7. If a student has questions pertaining to a specific assignment, the student and/or parent should contact the teacher directly.
8. If a student is having difficulty with any of the digital platforms and/or devices, the student’s parent/guardian should notify the school’s building principal.

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Fort Lee High School Schedule

1. Students must log in to their homeroom class at the assigned start time.
 - a. On A Day 1, B Day 1 and C Day 1, the school day will begin at 8:15 a.m. and conclude at 12:10 p.m.
 - b. On A Day 2, B Day 2 and C Day 2, the school day will begin at 8:15 a.m. and conclude at 1:10 p.m.
2. Students will be divided into three cohorts based on last names to attend alternately in-person and remote on different days.
 - a. Cohort A (last names A - H) will meet in-person on A Days
 - b. Cohort B (last names I - O) will meet in-person on B Days
 - c. Cohort C (last names P - Z) will meet in-person on C Days
 - d. Wednesday is a fully remote day for all students
3. The schedule will follow an AA/BB/CC model, which will include student groups for two days in a row for four periods on Day 1, and five periods on the Day 2 of in-person instruction.
4. All teachers will record student attendance each period. All normal attendance policy procedures will be followed. Specific hybrid attendance procedures will be shared with students and parents.
5. Each class period will be 55 minutes.
6. Specific passing time instructions will be given to all students.
7. ASD and LLD students will come to school daily Monday, Tuesday, Thursday and Friday. All students will have remote instruction on Wednesdays.
8. Students will receive remote instruction on the days that they are not assigned to be in the building.
9. All periods will be full live-streamed classes where teachers will utilize a combination of instructional practices revolving around live instruction (ex. lecture, videos, postings, assignments, guided and independent practice, exit tickets).

RESTART & RECOVERY PLAN

10. On days that students are not physically in the building, they will be following along live via Google Meet or Zoom, completing tasks as directed by the teacher along with their in-person classmates. Fully remote students will be following live via Google Meet or Zoom daily.
11. Science lab periods will not be able to meet in person, virtual labs will be utilized. Students should report to their assigned PE class on lab days.
12. Student lockers will not be assigned at this time.

Lunch/ Food Services

1. There will be no breakfast served in the morning when school reopens in September. Breakfast and lunch will be handed out to each student who desires them in a grab-and-go style at the end of each school day from each location. We will be returning to the National School Lunch Program service of meals which means that lunch applications will need to be completed and each student will need to share his/her name/student id when picking up meals so that the lunch status of the student can be identified. Meals will be offered to all students (free, reduced, and paid). Free and reduced status students will be served meals at a \$0 cost to the student. Paid status students will be required to pay for meals. In an effort to minimize touch points, we will not accept cash from paid students. Paid students will be required to load money onto their personal accounts and have a balance that can support the cost of the meal.
2. Lunch periods will be attended, but food will not be served.
3. Students will be assigned by grade level to two different locations during their scheduled lunch period to allow for even more social distancing:
 - a. Grades 9 and 10 will be in the cafeteria
 - b. Grades 11 and 12 will be in the auditorium

Physical Education

1. Classes will be conducted outside, weather permitting.
2. Students will attend PE instead of their scheduled lab period.

RESTART & RECOVERY PLAN

3. Students will not be required to change for Physical Education classes. Locker rooms will not be utilized.

Fort Lee High School will follow an AA/BB/CC cohort schedule:

| A Day | B Day | C Day |
|---------------------------------|---------------------------------|---------------------------------|
| Students with Last Names A-H | Students with Last Names I-O | Students with Last Names P-Z |

RESTART & RECOVERY PLAN

| High School Sample Schedule: Week 1 | | | | |
|--|---|--|--|--|
| <u>Monday</u> Cohort A Day 1 Cohort A: In-Person Cohorts B & C & 100% Remote: Log in on Google Meet or Zoom | <u>Tuesday</u> Cohort A Day 2 Cohort A: In-Person Cohorts B & C & 100% Remote: Log in on Google Meet or Zoom | <u>Wednesday</u> Remote Instruction Cohorts A, B, C & 100% Remote: Log in on Google Meet or Zoom | <u>Thursday</u> Cohort B Day 1 Cohort B: In-Person Cohorts A & C & 100% Remote: Log in on Google Meet or Zoom | <u>Friday</u> Cohort B Day 2 Cohort B: In-Person Cohorts A & C & 100% Remote: Log in on Google Meet or Zoom |
| Student Entry 8:00 - 8:15 | Student Entry 8:00 - 8:15 | Period 1 8:15 - 8:45 | Student Entry 8:00 - 8:15 | Student Entry 8:00 - 8:15 |
| Period 2: 8:15 - 9:10 | Period 1: 8:15 - 9:10 | Period 2 8:50 - 9:20 | Period 2: 8:15 - 9:10 | Period 1: 8:15 - 9:10 |
| Period 3: 9:15 - 10:10 | Period 6: 9:15 - 10:10 | Period 3 9:25 - 9:55 | Period 3: 9:15 - 10:10 | Period 6: 9:15 - 10:10 |
| Period 4: 10:15 - 11:10 | Period 7: 10:15 - 11:10 | Period 4 10:00 - 10:30 | Period 4: 10:15 - 11:10 | Period 7: 10:15 - 11:10 |
| Period 5: 11:15- 12:10 | Period 8: 11:15 - 12:10 | Period 5 10:35 - 11:05 | Period 5: 11:15- 12:10 | Period 8: 11:15 - 12:10 |
| Dismissal 12:10 | Period 9: 12:15 - 1:10 | Period 6 11:10 - 11:40 | Dismissal 12:10 | Period 9: 12:15 - 1:10 |
| Teacher Office Hours 12:15 - 1:10 | Dismissal 1:10 | Period 7 11:45 - 12:15 | Teacher Office Hours 12:15 - 1:10 | Dismissal 1:10 |
| Teacher Lunch 1:10 - 1:53 | Teacher Lunch 1:10 - 1:53 | Period 8 12:20 - 12:50 | Teacher Lunch 1:10 - 1:53 | Teacher Lunch 1:10 - 1:53 |
| Teacher Meetings 1:53 - 2:36 | Teacher Meetings 1:53 - 2:36 | Period 9 12:55 - 1:25 | Teacher Meetings 1:53 - 2:36 | Teacher Meetings 1:53 - 2:36 |

RESTART & RECOVERY PLAN

| High School Sample Schedule: Week 2 | | | | |
|--|---|--|--|--|
| <u>Monday</u> Cohort C Day 1 Cohort C: In-Person Cohorts A & B & 100% Remote: Log in on Google Meet or Zoom | <u>Tuesday</u> Cohort C Day 2 Cohort C: In-Person Cohorts A & B & 100% Remote: Log in on Google Meet or Zoom | <u>Wednesday</u> Remote Instruction Cohorts A, B, C & 100% Remote: Log in on Google Meet or Zoom | <u>Thursday</u> Cohort A Day 1 Cohort A: In-Person Cohorts B & C & 100% Remote: Log in on Google Meet or Zoom | <u>Friday</u> Cohort A Day 2 Cohort A: In-Person Cohorts B & C & 100% Remote: Log in on Google Meet or Zoom |
| Student Entry 8:00 - 8:15 | Student Entry 8:00 - 8:15 | Period 1 8:15 - 8:45 | Student Entry 8:00 - 8:15 | Student Entry 8:00 - 8:15 |
| Period 2: 8:15 - 9:10 | Period 1: 8:15 - 9:10 | Period 2 8:50 - 9:20 | Period 2: 8:15 - 9:10 | Period 1: 8:15 - 9:10 |
| Period 3: 9:15 - 10:10 | Period 6: 9:15 - 10:10 | Period 3 9:25 - 9:55 | Period 3: 9:15 - 10:10 | Period 6: 9:15 - 10:10 |
| Period 4: 10:15 - 11:10 | Period 7: 10:15 - 11:10 | Period 4 10:00 - 10:30 | Period 4: 10:15 - 11:10 | Period 7: 10:15 - 11:10 |
| Period 5: 11:15 - 12:10 | Period 8: 11:15 - 12:10 | Period 5 10:35 - 11:05 | Period 5: 11:15 - 12:10 | Period 8: 11:15 - 12:10 |
| Dismissal 12:10 | Period 9: 12:15 - 1:10 | Period 6 11:10 - 11:40 | Dismissal 12:10 | Period 9: 12:15 - 1:10 |
| Teacher Office Hours 12:15 - 1:10 | Dismissal 1:10 | Period 7 11:45 - 12:15 | Teacher Office Hours 12:15 - 1:10 | Dismissal 1:10 |
| Teacher Lunch 1:10 - 1:53 | Teacher Lunch 1:10 - 1:53 | Period 8 12:20 - 12:50 | Teacher Lunch 1:10 - 1:53 | Teacher Lunch 1:10 - 1:53 |
| Teacher Meetings 1:53 - 2:36 | Teacher Meetings 1:53 - 2:36 | Period 9 12:55 - 1:25 | Teacher Meetings 1:53-2:36 | Teacher Meetings 1:53- 2:36 |

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Student Expectations

1. Students must log in to each class at the assigned start time.
2. Attendance will be taken and is required for both remote and in-person learning days.
3. During remote instruction, students will be required to “attend” and have their cameras on during instruction.
4. All policies and procedures related to the Fort Lee Public Schools’ Code of Conduct will remain in effect.
5. Students are expected to use school devices in full compliance with the Acceptable Use Policy. Parents must ensure that proper care is taken when handling the school device.
6. Students are expected to complete all assignments. Any missing and/or incomplete assignments must be completed as per the guidelines outlined in the teacher’s grading policy.
7. If a student has questions pertaining to a specific assignment, the student and/or parent should contact the teacher directly.
8. If a student is having difficulty with any of the digital platforms and/or devices, the student’s parent/guardian should notify the school’s building principal.

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Full Remote Instruction

(For parents who opt their child(ren) out of in-person instruction)

1. Should a parent decide to opt their child out of in-person instruction, this decision will be in effect for the first marking period of the 2020 - 2021 school year.
2. Students may only switch from remote to in-person learning at the end of each marking period or trimester. Parents that choose to change their child's instructional model from remote to in-person instruction must submit a written notice to their child's building principal no later than 10 days prior to the end of the first marking period (for the high school, middle school and intermediate school), or first trimester (for elementary schools only). This will provide the schools time to ensure that state and New Jersey Department of Education guidelines are followed. Deadlines for written notification of a switch from remote to in-person instruction are:
 - a. November 2, 2020 (10 days prior to the end of the first marking period)
 - b. November 28, 2020 (10 days prior to the end of the first trimester for elementary schools only)
3. Parents may provide written notification to the principal of their child's school at any time to switch their child from in-person to remote instruction. This switch will be in effect until the end of the marking period.
4. The students from any family opting for full remote instruction will be expected to remotely attend on all school days by viewing classes live through Google applications.

RESTART & RECOVERY PLAN

Pre-K and Self-Contained Classrooms September Special Education

Preschool

| | |
|-----------------|---|
| Pre-K ABA | 8 am - 11 am every day students are present in the schools. |
| Pre-K Inclusion | 8 am - 11 am every day students are present in the schools. |
| Pre-K PSD | 8 am - 11 am on an AA/BB schedule |

Elementary Special Education Programs

| | |
|---------------|---|
| LLD-S Program | 8:40 am - 12:00 pm every day students are present in the schools. |
| ASD Program | 8:40 am - 12:00 pm every day students are present in the schools. |
| LLD Program | 8:40 am - 1:00 pm every day students are present in the schools. |
| BD Program | 8:40 am - 1:00 pm every day students are present in the schools. |

Middle School Special Education Programs

5/6

| | |
|-------------|--|
| LLD Program | 8:45 am - 1:00 pm every day students are present in the schools. |
|-------------|--|

7/8

| | |
|-------------|---|
| LLD Program | 8:35 am - 12:44 pm every day students are present in the schools. |
| MD Program | |

High School Special Education Programs

| | |
|-------------|--|
| LLD Program | attend every day students are present in the schools on 1 / 2 day schedule |
| MD Program | |

Day 1 - 8:15 am - 12:10 pm

Day 2 - 8:15 am - 1:10 pm

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| Preschool Schedule | | | | | |
|---|--|---|---|---|---|
| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
| 8:00 a.m. - 8:30 a.m. Circle Time | Daily Greeting Calendar Skills Group Skills | | | | |
| 8:30 a.m. - 9:00 a.m. Imitation Group | Gross Motor Imitation – Cosmic Kid Yoga video link (Posted or screen share) | Directed Draw Pre-Record Model for Students | Gross Motor – Go Noodle link (Posted or screen share) | Following Directions (Pre-Recorded) Provide time for students to do activity. Teacher models the answer for students. | Gross Motor Imitation – following directions to complete an art project |
| 9:00 a.m. - 9:30 a.m. | Snack/ Break Time Daily Sign-off Google Meet or Zoom | | | | |
| 9:30 a.m. - 10:00 a.m. Read-Aloud | Pre-Recorded book either read aloud by teacher or on Vooks. *Follow up of teacher questions and student responses | | | | |
| 10:00 a.m.- 10:30 a.m. Math | Pre-recorded math video *Math game that goes along with corresponding skill *Math activity | | | | |
| 10:30 a.m. – 11:00 a.m. Wrap-up | Goodbye Circle Recall of day Goodbye to friends Sign out | | | | |

RESTART & RECOVERY PLAN

Social-Emotional Learning Plan

The Fort Lee Public Schools will make self-care and wellness a priority in all schools during the 2020-2021 school year.

Educator Well-Being

Educator well-being will be supported by administrators, nurses, and school guidance counselors who will be available to address staff concerns as relates to their social and emotional health and the school climate. Educators will be referred to wellness resources available through the district's health benefits provider so they can access available mental and behavioral resources. We will also create opportunities to regularly practice and reflect on social and emotional competencies of staff, including through conversations with staff to discuss impacts of COVID-19 on students and themselves and the world around them, including potential increases in bullying behavior and bias, prejudice, and stigma.

1. We will prioritize educator self-care and wellness through the summer and at the start of the 2020-2021 school year. Multiple communications have come from our Human Resources department promoting self-care:
 - a. Revolutionize School Reopening webinar: "Discover how district leaders and educators are revolutionizing the reopening of schools in September"
 - b. Unlocking Your Resilience webinar: "A Certified Mental Health Counselor will help you understand how various physical, mental, social and spiritual factors impact resilience"
 - c. New Jersey Wellness webinar: "Your Gut: The Key to Your Health"
 - d. "Understanding your Immune System" webinar
 - e. Extended Telemedicine Coverage for Horizon Insurance Members
 - f. Communication regarding mental health services and referrals from the School Employee Health Benefits Program

2. To ease staff anxiety, each school will host an optional virtual faculty meeting in August to discuss concerns surrounding the start of the school year. The topics will include but are not limited to social distancing in classrooms, disinfecting plans, substitute process, COVID-19 testing, a quarantine process, and reporting COVID-19 diagnosis.

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3. We will provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support to promote healing.
 - a. Time will be allotted during grade level meetings, departmental meetings, and PDP meetings multiple times per week to promote communication and self-care amongst colleagues. This will create opportunities for staff to regularly practice and reflect on their social and emotional competencies.
 - b. Spaces will be provided where teachers can go for a “mask-free” break / breath of fresh air to clear their minds and relax, or have a socially distant lunch break.
4. We will continue to identify and provide mental health and behavioral resources and encourage faculty and staff to use these services.
 - a. Faculty/Staff may also receive mental health related referrals from the building school counselor.
5. Once the school year begins, there will be weekly meetings with administration to reflect on what is happening in the classrooms and to discuss the following:
 - a. What is working? What is not?
 - b. Where are the struggles?
 - c. What is the pulse of the student body and the community?

Self- Care and Wellness Resources

1. Teacher Resources
 - a. [Five Strategies for Teacher Self-Care](#)
 - b. [Supporting Teachers During COVID-19](#)
 - c. [Resiliency Resources At University Behavioral Health Care](#)
 - d. [Educator Stress Spectrum Guide](#)
 - e. [Bergen Resource Net](#)
 - f. [West Bergen Mental Healthcare](#)
2. Administrator Resources
 - a. [Supporting Teachers Through Stress Management](#)
 - b. [Strategies for Districts to Support Self-Care for Educators During the COVID-19 Pandemic](#)

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Trauma-Informed Social and Emotional Learning for Students

The Fort Lee Public Schools will focus on trauma-informed social and emotional learning by creating Social-Emotional Learning Teams that will assist in establishing routines and maintaining clear communication with staff and parents. Both the Intervention and Referral Services and School Safety/Climate Teams will take part in this effort. These teams will serve as the pulse for the social-emotional and school climate related wellness of the school community. We will prioritize relationships and well-being over assignments and behavioral compliance. The Fort Lee Public Schools will support students and staff in feeling safe, connected and hopeful. Sample activities and programs are listed below:

1. All students and families will be offered counseling services with school counselors, social workers and school psychologists during the school day as well as before and after school to accommodate all family situations.
 - a. Students may be referred for services by school staff, the student's family and/or by self-referral from the student.
 - b. The need for services will be assessed by the counselor in charge of their case.
 - c. Counselors reserve the right to refer out any student mental health challenges that they deem are beyond the scope of their practice. In these cases, families will be provided with a confidential referral to a community mental health center for further assessment and treatment. All information received during the counseling session will remain confidential between the counselor and the family except in the following cases:
 - i. The counselor believes that the student is in imminent danger of severely harming themselves.
 - ii. The counselor believes that the student has an imminent plan to harm others.
 - iii. The counselor believes that child abuse may be occurring.
 - iv. For clinical supervisory and consultation purposes with the Student Assistance Coordinator or Director of School Counseling Services; these communications are confidential as well.
 - v. The student discloses that he/she/they are being bullied.

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- vi. The student discloses or is showing signs of acute alcohol or drug use during the session.
 - vii. The student is having a medical emergency and requires immediate medical assistance.
2. All staff will participate in trauma informed training to be able to identify behaviors and signs of trauma, and how to speak to their students about it.
3. All school buildings will support the integration of social-emotional learning into all subjects including skills to foster positive learning environments. Teachers will be given specific time frames to speak to their students about environmental stressors.
 - a. Teachers will be required to view School Reentry: Promoting Social and Emotional Wellness for Students with Dr. Scott Poland, Ed.D. which highlights the following:
 - i. All students have a quarantine story and listening to everyone's story is important to build trust in the classroom.
 - ii. How teachers can speak to students about the COVID 19 crisis
 - b. Additional resources that will be utilized to support the integration of social-emotional learning are:
 - i. Building SEL Practices into Your Classroom
 - ii. Building a Mental Health Friendly Classroom
 - iii. Helping Children Cope with Changes Resulting From COVID-19
4. All school buildings will adopt stress management and social-emotional skill building procedures for all students, such as mindfulness activities throughout the day, yoga exercises integrated in Physical Education classes, Teen Mental Health First Aid, brain breaks, etc.
5. All school buildings will emphasize community building activities, such as community service opportunities, drives, virtual PTA meetings, etc.
6. All school counselors and teachers will conduct surveys to check in with students on their mental health status.

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Additional Resources for Staff and Families

1. **PerformCare NJ Parent Crisis Hotline** 1-877-652-7624 (Call this number for immediate access to mental health services at home.)
2. **CarePlus NJ** 201-986-5000 (Call this number to set up counseling service appointments for children or adults.)
3. **New Bridge Medical Center** 1-800-730-2762 (Call this number to set up counseling or inpatient care.)
4. **2nd Floor Teen Support Hotline** 1-888-222-2228 (Students can call this number for 24/7 access to counselors over the phone.)
5. Bergen Resource Net - Resources for children and families in Bergen County
6. West Bergen Mental Health 201-485-7172 (Call this number to set up counseling service appointments for children or adults.)
7. Family Support Organization (FSO) - Offers a variety of support services to Bergen County families
8. Fort Lee Housing Authority - Offers housing related assistance to Fort Lee families

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NOTE: Exclusion criteria for a case's household members in the Fort Lee Public School System will differ from non-household close contacts in the school system (household member quarantine will be longer than 14 days). Exclusion timeframes for a positive COVID-19 case and identified close contacts who become symptomatic will be made in conjunction with the respective healthcare provider and the Fort Lee Health Department. A positive COVID-19 case and a symptomatic close contact should be evaluated by his/her healthcare provider. Generally, laboratory confirmed COVID-19 cases should stay home until at least 10 days have passed since symptom onset and at least 24 hours have passed after resolution of fever without fever reducing medications and improvement in symptoms. Persons who test positive for COVID-19, but who are asymptomatic should stay home for 10 days from the positive test result.

Notify the school community as per school protocol. Employ Positive Case in School Notification Template provided in [NJDOH guidance](#) Page 18.

If the Fort Lee Health Department notifies the school of a positive COVID-19 case, follow the above-mentioned procedures starting at second bullet point.

The Notification Contact Information is as follows:

- Superintendent or designee contacts the Health Officer and vice versa.
- Public Health Nurse contacts respective School Nurse and vice versa.
- Provide school contact information for students, parents/guardians or staff members to report a positive COVID-19 case.

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Appendix O

Staffing

The school district includes 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.

Staffing:

The school district considers access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year will consider the unique needs of each staff member, such as access to technology, social and emotional health, and childcare concerns. When making staffing scheduling and assignments, the school district will 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, the School Districts has consulted with the Fort Lee Education Association and the Fort Lee Administrators' Group. The Board's Plan identifies the 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. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

In a fully in-person or hybrid learning environment, the school district will leverage staff to monitor student movement, hallway traffic, and maintain safety according to CDC, NJDOE, and NJDOH guidelines.

Instructional staff will:

- Reinforce social distancing protocols with students, co-teachers, and/or support staff.
- Limit group interactions to maintain safety.
- Support school building safety logistics (entering, exiting, restrooms, etc.).
- Become familiar with district online protocols and platforms.

RESTART & RECOVERY PLAN

- 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.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide consistent feedback to students and families on expectations and progress.
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly. (see Appendix N.)
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.). (see Appendix N.)
- Instruct and maintain good practice in digital citizenship for all students and staff.
- Instructional staff with additional capacity or limited time spent with students may be required to assist with school building and safety logistics.
- Teacher leaders or instructional coaches will support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
- Limiting online activities for preschool students.

Mentor teachers may:

- Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.

RESTART & RECOVERY PLAN

- Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
- Continue to maintain logs of mentoring contact.
- Mentor teachers should consider all health and safety measures when doing in-person observations.
- Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Consider alternative methods for classroom observations and avoiding in-person contact where possible.

The School District Administrators, to ensure the quality of continued learning in person and/or virtually, will:

- Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- Provide time for staff collaboration and planning (See Appendix N).
- Prioritize vulnerable student groups for face-to-face instruction.
- Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- Define and provide examples of high-quality instruction given context and resources available.
- Assess teacher, student, and parent needs regularly.

RESTART & RECOVERY PLAN

- Ensure students and parents receive necessary supports to ensure access to instruction.
- 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).
- Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- 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.
- Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- Ensure the Director of Special Services is involved in the planning in order that developmental activities and supports are in place for Preschool and supports transition to Kindergarten.

RESTART & RECOVERY PLAN

Educational services staff members will:

- Lead small group instruction in a virtual environment and/or in-person.
- Facilitate the virtual component of synchronous online interactions.
- Manage online platforms for small groups of in-person students while the teacher is remote.
- Assist with the development and implementation of adjusted schedules.
- Plan for the completion of course requests and scheduling (secondary school).
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.
- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

Support staff/paraprofessionals will:

- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through 12). Caption pre-recorded instructional videos from general education teachers.
- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Support families and students in accessing and participating in remote learning.

RESTART & RECOVERY PLAN

- Paraprofessionals can be added to online classes as co-teacher.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.

The school district will develop contingency staffing plans utilizing Substitutes in the event of sudden long-term absences and/or vacancies. Substitute staff (teachers, school nurses, counselors, school psychologists, etc...) may:

- Assume active roles and responsibilities in both virtual and hybrid settings.
- Be assigned to a maximum of two schools to restrict movement between schools.
- Be provided with district assigned technology resources and access based on need.

To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the School District will:

- Designate staff members to provide ongoing support with technology to students, teachers, and families.
- Survey teachers and families to determine technology needs/access.
- Provide one-to-one instructional devices for all students in grades 3 to 12 prior to the start of the school year.
- Provide one-to-one instructional devices and connectivity for all students in grades Pre-K to 2, as requested by parents/guardians, prior to the start of the school year.
- Provide connectivity for all students in grades Pre-K to 12, as requested by parents/guardians, prior to the start of the school year.

RESTART & RECOVERY PLAN

- Provide digital access to the appropriate resources including the district email address and network (Google Apps for Education Platform, Classlink, and other applications deemed necessary), prior to the start of the school year.
- Survey paraprofessionals to determine technology needs/access.
- 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.

To ensure student teachers are prepared to start supporting instruction on day one, the School District should:

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

Student teachers will be required to obtain a substitute credential to gain the ability to support students without supervision as needed. They may:

- Lead small group instruction (in-person to help with social distancing).
- Co-teach with cooperating teachers and maintain social distancing.
- Manage online classrooms for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
- Implement modifications or accommodations for students with special needs.
- Facilitate one-to-one student support.
- Lead small group instruction virtually while the classroom teacher teaches in-person.
- Provide technical assistance and guidance to students and parents.
- Develop online material or assignments.
- Pre-record direct-instruction videos.
 - Facilitate student-centered group learning connecting remote and in-person students.

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.

The District will adhere to the guidelines put forth by the NJSIAA. All coaches will be trained and updated on the regulations as they are released by the NJSIAA. The School District intends to move forward with Athletics for the 2020/21 school year, as dictated by NJSIAA, the DOH and NJDOE. Activity Dates will be on the district website.

RESTART & RECOVERY PLAN

CHART OF USEFUL LINKS

| Conditions for Learning | | |
|--------------------------------|--|---|
| Section | Title | Link |
| Critical Area of Operation #1 | CDC Activities and Initiatives supporting the COVID-19 Response and the President’s Plan for Opening American Up Again | https://www.cdc.gov/coronavirus/2019-ncov/downloads/plp/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschoo-lday-camps.html%20-%20page=46 |
| | Childcare, Schools, and Youth Programs | https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html |
| | People Who Are at Increased Risk for Severe Illness | https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html |

RESTART & RECOVERY PLAN

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| | Considerations for Schools | https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html |
| | Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries | https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief |
| Critical Area of Operation #2 | ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance | https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance |
| | When and How to Wash Your Hands | https://www.cdc.gov/handwashing/when-how-handwashing.html |
| Critical Area of Operation #3 | Bullock announces phased approach to reopen Montana | https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana |
| | What Bus Transit Operators Need to Know About COVID-19 | https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html |
| Critical Area of Operation #4 | Stop the Spread of Germs (Printable Poster) | https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf |

RESTART & RECOVERY PLAN

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| | Handwashing (Printable Posters) | https://www.cdc.gov/handwashing/posters.html |
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| Critical Area of Operation #5 | Communicable Disease Service | https://www.nj.gov/health/cd/ |
| Section | Title | Link |
| | COVID-19: Information for Schools | https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml |
| | | https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TB.pdf |
| | Guidance for Child Care Programs that Remain Open | https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html |
| | General Business Frequently Asked Questions | https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html |
| Critical Area of Operation #7 | Guidance for Cleaning and Disinfecting | https://www.epa.gov/sites/production/files/2020-04/documents/316 |

RESTART & RECOVERY PLAN

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| | | 485-c_reopeningamerica_guidance_4.19_6pm.pdf |
| | EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19) | https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19 |
| Critical Area of Operation #8 | EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19) | https://www.epa.gov/pesticide-registration/list-n-disinfectants-us |
| | | https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus |
| | CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community | https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf |
| Multi-Tiered Systems of Support (MTSS) | New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines | https://www.nj.gov/education/njts/s/guidelines.pdf |
| | RTI Action Network | http://www.rtinetwork.org/ |

RESTART & RECOVERY PLAN

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| | The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS | https://challengingbehavior.cbcs.sf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf |
| Wraparound Supports | SHAPE | http://www.schoolmentalhealth.org/SHAPE/ |

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| | Child Care Resource and Referral Agencies | https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx |
| | Coronavirus Resources for Mentoring | https://nationalmentoringresourcecenter.org/ |
| Section | Title | Link |
| Food Service and Distribution | Benefits of School Lunch | https://frac.org/programs/national-school-lunch-program/benefits-school-lunch |
| Quality Child Care | Child Care Resource and Referral Agencies | https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx |
| | Division of Early Childhood Education | https://www.nj.gov/education/ece/hs/agencies.htm |

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| Leadership and Planning | | |
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| Section | Title | Link |
| | | https://www.nj.gov/education/covid19/sped/guidance.shtml |
| Staffing | Mentoring Guidance for COVID-19 Closures | https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml |
| | Educator Evaluation During Extended School Closure as a Result of COVID-19 | https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml |
| | Performance Assessment Requirement for Certification COVID-19 Guidance | https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml |
| | Educator Preparation Programs and Certification | https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml |
| Athletics | Executive Order No. 149 | http://d31hzhk6di2h5.cloudfront.net/ |

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| | | 20200530/7d/e6/d1/5c/09c3dc4d1d17 c4391a7ec1cb/EO-149.pdf |
| | NJSIAA COVID-19 Updates | https://www.njsiaa.org/njsiaa-covid-19-updates |
| | NJSIAA provides return-to-play guidelines – Phase 1 | https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1 |
| | Guidance for Opening up High School Athletics and Activities | https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf |
| Policy and Funding | | |
| Section | Title | Link |

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| Elementary and Secondary School Emergency Relief Fund | CARES Act Education Stabilization Fund | https://www.nj.gov/education/covid19/boardops/caresact.shtml |
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RESTART & RECOVERY PLAN

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| | NJDOE EWEG | https://njdoe.mtwgms.org/NJDOEGM_SWeb/logon.aspx |
| FEMA – Public Assistance | Request for Public Assistance (RPA) Process | https://njemgrants.org/site/rpasubmission.cfm |
| Section | Title | Link |
| Purchasing | New Jersey School Directory | https://homerom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission |
| | NJSTART | https://www.njstart.gov/bs/ |
| | Division of Local Government Services | https://www.nj.gov/dca/divisions/dlgs/ |
| | Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves | https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf |
| | Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance | https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf |

RESTART & RECOVERY PLAN

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| Costs and Contracting | E-rate | https://www.usac.org/e-rate/ |
| | Technology for Education and Career (NJSBA TEC) | https://www.njsba.org/services/school-technology/ |
| Continuity of Learning | | |
| Section | Title | Link |
| Ensuring the Delivery of Special Education and Related Services to Students with Disabilities | IDEA | https://sites.ed.gov/idea/ |
| | Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020 | https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml |
| Technology and Connectivity | Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education | https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders- |

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| | during the COVID-19 Pandemic School Closures and Beyond | on-COVID-19-School-Closure-Updat ed-FINAL-as-of-5.15.2020.pdf |
| Curriculum, Instruction, and Assessment | Learning Acceleration Guide | https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf |
| | Mathematics: Focus by Grade Level | https://achievethecore.org/category/774/mathematics-focus-by-grade-level |
| | Teacher Resources for Remote Instruction | https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml |
| | NJDOE Virtual Professional Learning | https://www.nj.gov/education/covid19/teacherresources/virtualprofessionallearning.shtml |
| Section | Title | Link |
| Professional Learning | Distance Learning Resource Center | https://education-reimagined.org/distance-learning-resource-center/ |
| Career and Technical | Communicable Disease Service | https://www.nj.gov/health/cd/topics/covid2019_schools.shtml |

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| Education (CTE) | | |
| | Considerations for Schools | https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html |

ADMINISTRATION

1648.03/Page 1 of 3

Restart and Recovery Plan – Full-Time Remote Instruction (M)

Aug 20

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[See **POLICY ALERT No. 221**]

1648.03 RESTART AND RECOVERY PLAN – FULL-TIME
REMOTE INSTRUCTION

On June 26, 2020, the New Jersey Department of Education published “The Road Back - Restart and Recovery Plan for Education” (NJDOE Guidance), a guidance document for reopening New Jersey schools during the COVID-19 pandemic. The Guidance, including revisions, provided school officials with the information necessary to ensure that schools reopen safely and are prepared to accommodate staff and students’ unique needs during these unprecedented times. The NJDOE Guidance required school districts to develop, in collaboration with community stakeholders, a “Restart and Recovery Plan” (Plan) to reopen schools that best fit the district’s local needs.

The NJDOE Guidance requires the Board of Education to adopt certain policies and the Board previously adopted Policies 1648 and 1648.02 to address these policy requirements. Board policies related to Covid-19 shall only be effective through the current COVID-19 pandemic and will take precedence over any existing Policy on the same or similar subject, unless determined otherwise by the Superintendent.

On August 13, 2020, the Governor of New Jersey signed Executive Order 175 indicating public school districts shall resume partial or full-time in-person instruction during the fall of school year 2020-2021. However, Executive Order 175 also indicates public school districts that are or become unable to satisfy the health and safety requirements for in-person instruction delineated in the NJDOE’s “Checklist for Re-Opening of School 2020-2021” and detailed in the “The Road Back - Restart and Recovery Plan for Education” Guidance, may provide full-time remote instruction to all students pursuant to N.J.S.A. 18A:7F-9.

Public school districts that determine they cannot provide in-person instruction must submit documentation to the Department of Education that identifies:

1. The school building(s) or grade level(s) within the district that will provide full-time remote instruction;



Restart and Recovery Plan – Full-Time Remote Instruction (M)

2. The specific health and safety standards delineated in the NJDOE’s “Checklist for Re-Opening of School 2020-2021,” and detailed in the “The Road Back - Restart and Recovery Plan for Education” Guidance, that the school is unable to satisfy;
3. The school’s anticipated efforts to satisfy the identified health and safety standard(s); and
4. A date by which the school anticipates the resumption of in-person instruction.

Such documentation must be submitted to the Department of Education at minimum one week prior to the public school district’s first day of school.

The NJDOE, by way of the Executive County Superintendent, shall request periodic updates from the Superintendent of Schools of a public school district offering only remote instruction to demonstrate the school district is actively engaged in good-faith efforts toward the resumption of in-person instruction.

All instruction, whether in-person instruction or remote instruction, for the 2020-2021 year, shall adhere to the following requirements, and any other requirements imposed by Order, statute, or regulation:

1. A school day, whether in-person or remote must consist of at least four (4) hours of active instruction to students by an appropriately certified teacher, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten, pursuant to N.J.A.C. 6A:32-8.3.
2. District and school 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 pursuant to N.J.S.A. 18A:7F-9.
3. All instructional time shall be provided in accordance with the New Jersey Student Learning Standards (NJSLS).



All public school districts participating in the National School Lunch and Breakfast Programs, regardless of whether they are required to participate or voluntarily opt-in to the programs, must offer the required meals to all children, regardless of eligibility, when the school day involves at least four hours of in-person or remote instruction.

For the 2020-2021 school year, the use of student growth data based on standardized assessment or student growth percentile shall be waived and shall not be used as a measure of educator effectiveness in the overall evaluation of any educator in accordance with N.J.S.A. 18A:6-123(b)(2) and (4).

Paragraph 8 of Executive Order No. 107 (2020), which prohibits in-person dining at certain establishments that are open to the public, shall not apply to school district cafeterias provided that social distancing can be maintained and access is limited to staff and students and not available to the general public. Such cafeterias must adhere to infection control practices outlined for dining in the applicable reopening documents issued by the Department of Education.

Executive Order 175 – August 13, 2020

Adopted:

DRAFT: 8 September 2020



5350 STUDENT SUICIDE PREVENTION (M)

The Board of Education recognizes that depression and self-destruction are problems of increasing severity among children and adolescents. A student under severe stress cannot benefit fully from the educational program and may pose a threat to himself or herself or others.

The Board directs all school personnel to be alert to the student who exhibits behavioral warning signs of potential self-destruction or who threatens or attempts suicide. Any such signs or the report of such signs from another student or staff member should be taken with the utmost seriousness and reported immediately to the building Principal. The Principal or designee shall notify the student's parent and other professional staff members in accordance with administrative regulations.

A potentially suicidal student shall be referred to the student assistance counselor (SAC), **school social worker** and/or school psychologist for appropriate evaluation and/or recommendation for independent medical or psychiatric services. In the event that the parent objects to the recommended evaluation or indicates an unwillingness to cooperate in the best interests of the student, school personnel may contact the Department of Children and Families, Division of Child Protection and Permanency to request that agency's intervention on the student's behalf.

In accordance with the provisions of N.J.S.A. 18A:6-111 and 18A:6-112, as part of the required professional development for teachers as outlined in N.J.A.C. 6A:9C-3 et seq., every teaching staff member must complete at least two hours of instruction in suicide prevention, to be provided by a licensed health care professional with experience in mental health issues, in each professional development period. The instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

Any school district staff member, volunteer, or intern with reasonable cause to suspect or believe that a student has attempted or completed suicide, shall immediately report the information to the Principal or designee or their immediate supervisor who will immediately report it to the Superintendent or designee. The Superintendent or designee shall promptly report it online to the New Jersey



Department of Children and Families, or as otherwise required by the Department of Children and Families in accordance with N.J.S.A. 30:9A-24. In accordance with N.J.S.A. 30:9A-24i, any person who reports an attempted or completed suicide shall have immunity from any civil or criminal liability on account of the report, unless the person has acted in bad faith or with malicious purpose.

The Superintendent shall prepare and disseminate regulations for the guidance of staff members in recognizing the student who contemplates suicide, in responding to threatened or attempted suicide, and in preventing contagion when a student commits suicide.

N.J.S.A. 18A:6-111; 18A:6-112

N.J.S.A. 30:9A-23; 30:9A-24

N.J.A.C. 6A:9C-3 et seq.

Adopted: 23 August 2010
Revised: 12 September 2011
Revised: 22 August 2016
Revised: 20 February 2018
Revised: 13 August 2018
DRAFT: 8 September 2020



R 5350 STUDENT SUICIDE (M)

The following regulations are established for guidance of staff members in recognizing the student who contemplates suicide, in responding to threatened or attempted suicide, and in preventing contagion when a student commits suicide. Because a prompt response may be essential to a student's life, the designation of a district position in these regulations includes the person who holds that position and, if the position holder is absent or unavailable, the person temporarily charged with the responsibilities of the position.

A. Recognition of Potential Suicide

All school personnel, both teaching staff members and support staff members, shall be alert to any sign that a student may be contemplating suicide. Such signs include, but are not necessarily limited to, a student's:

1. Overt suggestion, regardless of its context, that he/she is considering or has considered suicide or has worked out the details of a suicide attempt;
2. Evidence of preparation of a will, intention to dispose of his/her effects and belongings, or otherwise get life "in order";
3. Obsession with death or afterlife;
4. Possession of a weapon or other means of suicide or obsession with such means;
5. Sense of hopelessness or unrelieved sadness;
6. Lethargy or despondency, or, conversely, a tendency to become more impulsive or aggressive than usual;
7. Drop in academic achievement, slacking off of energy and effort, or inability to focus on studies;
8. Isolation from others by loss of friends, withdrawal from friends, lack of companionship, or family disintegration;
9. Preoccupation with nonexistent physical ills;



10. Loss of weight, appetite, and/or sleep;
 11. Substance abuse; and
 12. Loss of economic resources.
- B. Response to Potential Suicide Risk
1. Any indication of potential suicide risk, whether personally witnessed or received by report from another, must be taken seriously and must be reported to the Principal immediately.
 2. The Principal shall immediately inform the student assistance counselor (SAC), **school social worker**, and/or school psychologist, which shall investigate the matter promptly and conduct such evaluations as may be appropriate.
 3. The Principal or designee will inform the student's parent in a conference if possible, of the signs demonstrated by the student and of the district's concern and seek parental approval of the student's evaluation. In the event parental abuse or neglect is suspected, the Principal or the employee who forms the suspicion will immediately so inform the Department of Children and Families, Division of Child Protection and Permanency in accordance with Policy 8462.
 4. If the threat of suicide is immediate and serious, the Principal may appoint a SAC, **school social worker**, and/or school psychologist to a suicide intervention team, which shall determine the potential of the threat by directly questioning the student, without mincing words, about:
 - a. Whether any suicide plans have been made, how detailed the plans are, and whether any preliminary actions have been taken,
 - b. The student's feelings of hopelessness and the length of time the student has had such feelings,
 - c. The student's thoughts of suicide and how persistent and strong those thoughts are, and



- d. Whether the student has considered alternative courses of action to resolve his/her problems.
5. After gathering information, the suicide intervention team shall determine the life-threatening risk of the situation based on the student's signs of possible suicide (paragraph A1) and the student's responses to questioning.
6. If it is determined that a substantial risk of suicide exists, the Suicide Intervention Team shall:
 - a. Assign staff members as required to assure that the student is never out of the presence of an adult who has been fully informed that the student may be in danger of self-destruction,
 - b. Refer the student to a SAC, **school social worker**, and/or school psychologist for further risk assessment and referral.
 - c. Notify the student's parent immediately and strongly recommend consultation with a licensed mental health professional or agency. Students may also be required to obtain an evaluation and clearance by a licensed mental health professional in order to return to school based on the needs of the situation.
 - d. Request the parent to sign a release of information form authorizing the chosen mental health professional or agency to share with appropriate district personnel such relevant information as premature termination of treatment, additional threats and/or attempts of suicide, and continuing warning signs.
7. A member of the Suicide Intervention Team will be appointed to follow up on the student's progress and to determine whether the student's parent has consulted a mental health professional or agency. Follow up reports will be made to the Principal.
8. If the student's parent does not sign the release of information form or does not cooperate in a comprehensive evaluation by the SAC/**school social worker**/school psychologist or does not seek treatment for the student, the Principal shall inform the Department of Children and Families, Division of Child Protection and Permanency.



C. Response to Suicide Attempt

1. Any school district staff member, volunteer, or intern with reasonable cause to suspect or believe a student has attempted suicide, shall immediately report the information to the Principal or designee or their immediate supervisor.
2. A Principal or designee or supervisor who receives a report of a student who has attempted suicide will immediately report it to the Superintendent or designee, who shall promptly report it online to the New Jersey Department of Children and Families, or as otherwise required by the Department of Children and Families.
3. The school district staff member who witnesses a suicide attempt on school grounds, at a school sponsored event, or on a school bus shall immediately contact local law enforcement and emergency medical services, as appropriate.

D. Prevention of Suicide Contagion

1. All district Principals will be promptly informed when a student of this district commits suicide.
2. Each Principal will assemble teaching staff members prior to the opening of school to provide them with accurate information, plans for the school day, and guidelines for handling the concerns of students.
3. The Principal of the school or building that the victim attended will assign a crisis team from the student personnel staff to assist the staff in dealing with the general school situation and any individual problems that may arise.
4. The suicide will not be given prominence by public announcement or a school-wide assembly. School will not be closed in order to permit students and staff members to attend the victim's funeral.
5. Teachers will respond to the needs of students with as little interruption of the educational program as possible.



6. Students will be provided with accurate information and will be given the opportunity to discuss their feelings of loss and their memories of the victim, both good and bad, without penalty.
7. All school personnel shall be especially alert to signs of contemplated suicide among the victim's peers.
8. Teaching staff members, under the direction of the Principal, shall attempt to prevent social contagion by:
 - a. Preventing glorification or romanticization of the suicide,
 - b. Helping students recognize that suicide is irreversible and permanent and does not truly resolve problems,
 - c. Encouraging students to ask probing questions when a fellow student suggests suicide and to report such suggestions to a teaching staff member, and
 - d. Discussing ways of handling depression and anxiety without resort to self-destruction.
9. Students who were close to the victim and their parent shall be offered special counseling services and notified of available community mental health services.

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