Little Ferry Public Schools

RESTART & RECOVERY PLAN:

2020-2021

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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.

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.

THIS PLAN HAS BEEN DEVELOPED IN CONJUNCTION WITH A CROSS SECTION OF STAKEHOLDERS TO PUT FORTH THE BEST PLAN FOR REOPENING THE LITTLE FERRY PUBLIC SCHOOLS IN THE SAFEST WAY POSSIBLE FOR ALL STUDENTS AND STAFF, AS WELL AS PROVIDING THE BEST EDUCATION FOR OUR STUDENTS UNDER THESE CHALLENGING TIMES. WE WILL BE WORKING IN PHASES SO THAT WE CAN ASCERTAIN THE ON-GOING SAFETY FOR ALL INVOLVED. PHASES WILL BE AS FOLLOWS::
PHASE I SEPTEMBER 1-OCTOBER 2, 2020 **PHASE II** OCTOBER 5, 2020-OCTOBER 30, 2020 **PHASE III** NOVEMBER 2, 2020-NOVEMBER 27, 2020 **PHASE IV** NOVEMBER 30, 2020-DECEMBER 18, 2020

The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by the Executive Order of the Governor of New Jersey and are subject to change. Due to the fluidity of the on-going changes during the pandemic, the plan will be updated as determined by directives of the NJDOE & the Office of the Governor of NJ.

THE LITTLE FERRY BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

    A.   Conditions for Learning;

    B.   Leadership and Planning;

    C.   Policy and Funding; and

    D.   Continuity of Learning.

A.   **Conditions for Learning**

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

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

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

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

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

The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are

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

1. **Critical Area of Operation #1** General Health and Safety Guidelines- Anticipated Minimum Standards Incorporated into the Plan

(1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:

(a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.

(b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.

(c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.

(d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.

(e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:

> ➢ 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 IEPs; or
> ➤ 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 & Safety

Guidelines}

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

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

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

> ➤ We acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

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

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

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

(6) All indoor facilities will have adequate ventilation, including rational 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:

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

➢ At entrances and exits of buildings.

➢ Near lunchrooms and toilets.

➢ Children ages five and younger should be supervised when using hand sanitizer.

➢ 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.

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

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

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

(1)   If the school district is providing transportation services on a school bus and is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.

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

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

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

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

(3)   Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six

feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

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

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

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

> ➢ 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.
> ➢ Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
> ➢ Results must be documented when signs/symptoms of COVID-19 are observed.
> ➢ 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:

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

b.   Following current Communicable Disease Service guidance for illness reporting.

c.   An adequate amount of PPE shall be available, accessible, and provided for use.

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

e.   Continuous monitoring of symptoms.

f.   Re-admittance policies consistent with Department of Health guidance and

f.   Critical Area of Operation #6 – Contact Tracing

➢ 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.
➢ School officials should engage the expertise of their school nurses on the importance of contact tracing.
➢ The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

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

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

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

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

➢ A schedule for increased routine cleaning and disinfection.
➢ 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).
➢ 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.

➢ ·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:

➢ Classroom desks and chairs;
➢ Lunchroom tables and chairs;
➢ Door handles and push plates;
➢ Handrails;
➢ Kitchens and bathrooms;
➢ Light switches;
➢ Handles on equipment (e.g. athletic equipment);
➢ Buttons on vending machines and elevators;
➢ Shared telephones;
➢ Shared desktops;
➢ Shared computer keyboards and mice;
➢ Drinking fountains; and
➢ School bus seats and windows.

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:

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

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

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

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

- ➢ Stagger recess, if necessary.
- ➢ 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.
- ➢ The use of cones, flags, tape, or other signs to create boundaries between groups.
- ➢ A requirement that all individuals always wash hands immediately after outdoor playtime.
- ➢ Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
- ➢ 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).
- ➢ Locker rooms will 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.

 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

2. Leadership & Planning

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

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

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

1.   Establishing a Restart Committee

   a. A Restart Committee should be established as collaboration is critical to the development of the Board's Plan.
   b. The Restart Committee should include school district and   school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.
   c. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.
   d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
   e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

            [See Appendix L – Restart Committee]

2. Pandemic Response Team

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:

- School Principal or Lead Person;
- Teachers;
- Child Study Team member;
- School Counselor or mental health expert;
- Subject Area Chairperson/Director;
- School Nurse
- Teachers representing each grade band served by the school district and school;
- School safety personnel;
- Members of the School Safety Team;
- Custodian; and
- Parents.
  g. The Pandemic Response Team is responsible for:

- Overseeing each school's implementation of the district's reopening plan, particularly health and safety measures, and providing safety and crisis leadership.
- Adjusting or amending school health and safety protocols as needed.
- Providing staff with needed support and training.
- Reviewing school level data regarding health and safety measures and the presence of COVID19 and reporting that data to the district as required.
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posted by COVID-19.
- Providing necessary communications to the school community and to the district.
- Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

[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.   b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.

 (1)   In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.

 (2)   School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

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

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

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

   d. The school district should accommodate educators teaching   in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students

completing independent work while students in the classroom receive instruction. School officials may:

1.   Provide teachers common planning time.

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

   a. Virtual learning may create privacy challenges which school districts and schools have not yet faced.
   b. The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.

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

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

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

<p align="center">See Appendix N Scheduling of Students</p>

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 non-tenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.

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

   3. Certification

      a. Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.
      b. Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for

certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

5. In-Person and Hybrid Learning Environments:

Roles and Responsibilities

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

b. Instructional staff should:

1. 2Reinforce social distancing protocol with students and   co-teacher or support staff.
2. Limit group interactions to maintain safety.
3. Support school building safety logistics (entering, exiting, restrooms, etc.).
4. Become familiar with district online protocols and platforms.
5. Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
6. Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
7. Provide regular feedback to students and families on expectations and progress.
8. Set clear expectations for remote and in-person students.
9. Assess student progress early and often and adjust instruction and/or methodology accordingly.
10. Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
11. Instruct and maintain good practice in digital citizenship for all students and staff.
12. Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.

13. Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
14. Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
15. Limiting on-line activities for preschool students.

    c.   Mentor teachers should:

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

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

1. Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
2. Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
3. Prioritize vulnerable student groups for face-to-face instruction.
4. Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
5. Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
6. Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.

7. Define and provide examples of high-quality instruction given context and resources available.
8. Assess teacher, student, and parent needs regularly.
9. Ensure students and parents receive necessary supports to ensure access to instruction.
10. Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
11. Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
12. Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
13. Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
14. Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
15. Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
16. Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
17. Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
18. Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.

   e. Educational services staff members should:
1. Lead small group instruction in a virtual environment.
2. Facilitate the virtual component of synchronous online interactions.
3. Manage an online platform for small groups of in-person students while the teacher is remote.
4. Assist with the development and implementation of adjusted schedules.
5. Plan for the completion of course requests and scheduling (secondary school).
6. Assist teachers with providing updates to students and families
7. Support embedding of SEL into lessons.
8. Lead small group instruction to ensure social distancing.
9. Consider student grouping to maintain single classroom cohorts.

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

f.   Support staff/paraprofessionals may:

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

g.   Substitutes

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

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

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

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

    [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:

Train student teachers to use technology platforms.
Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
Survey assistant teachers to determine technology needs/access (Pre-school).
Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

      c.   Student teachers should:

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

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

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

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

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

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

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

C.   Policy and Funding

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

1. School Funding

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

1. Elementary and Secondary School Emergency Relief Fund;

2. Federal Emergency Management Agency – Public Assistance; and

3. State School Aid.

b. School District Budgets

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

c. School Funding

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

1. Purchasing

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

2. Use of Reserve Accounts, Transfers, and Cashflow

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

3. Costs and Contracting

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

D. Continuity of Learning

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

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

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

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

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

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

b.In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.

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

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

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

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

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

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

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

2. Technology and Connectivity

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

b. Districts should:

1. Conduct a needs assessment.

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

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

3a. The District has an agreement with Spectrum to provide low-cost connectivity for families that do not have connectivity. The District has identified those parents and have worked out those situations to gain connectivity.

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

   a. If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

3.   Curriculum, Instruction, and Assessment

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

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

c. Virtual and Hybrid Learning Environment

Little Ferry Public Schools will reopen on September 8, 2020 with remote instruction through September 11, 2020. Students returning and participating in the Hybrid Model will begin in-person instruction on September 14, 2020. Cohort: Blue will be in district

on Monday and Tuesday while Cohort: Gold will be in district Thursday and Friday. Wednesday will be an all remote day for deep cleaning and sanitizing. Beginning the year with a full remote learning week, as well as every Wednesday during Phase 1, will provide staff and students the opportunity to run through the schedule and practice remote learning should the district be mandated to fully close due to CDC Health Guidelines or Executive Orders.

During the 2019-2020 school year, Little Ferry Public Schools became a 1 to 1 device district. Chromebooks were purchased for the staff as well. In addition, LFPS is looking to extend the Chromebook initiative into preschool with a touch screen model. The district maintains this initiative in the 2020-2021 budget with enhancements and resources. Little Ferry Public School is a Google Apps for Education district and has fully integrated K-8 in Google Classroom. Teachers will utilize Google Meet Enterprise to "see" students daily for instruction, office hours and class meetings. A grade level list of consumables and digital resources was updated and added to the Teacher Resource Section on the district website. Learning packets will be utilized within instruction for grades K-2 to minimize screen time and develop foundational learning skills and personal development skills.

Last, the district purchased and installed Promethean Boards in all instructional classrooms. These boards run off of a Chromebox. In addition, Hovercams were purchased to serve as a document camera with built in video and microphone capabilities. This device can join the class through Google Meet and project tangible materials for instructional purposes. At this point, staff will teach from their classrooms whether hybrid or remote, Monday-Tuesday and Thursday-Friday. The Hovercam can go home with staff on Wednesdays to continue instruction and support learning outcomes and goals. Should the district go all remote and staff not return to the physical building, this tool will enhance the delivery of instruction for all learners.

All staff will receive training on September 1 and 2 regarding remote learning and hybrid models. Staff also has access to online professional development through Simple K-12 and Safe Schools for Covid-19 training, as well as advanced Google Classroom training.

With all of these pieces in place, the Little Ferry Public Schools are ready to move back to remote learning at any time.

1. **Curriculum**

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

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

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

2. **Instruction**

a. As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
b. in crafting an instructional plan, the school district should consider the following:

➢ 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.
➢ Design for student engagement and foster student ownership of learning.
➢ Develop students' meta-cognition.
➢ Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
➢ 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
➢ Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment

3. **Assessment**

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

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

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

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

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

        ➢ 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:

        ➢ Presented prior to the beginning of the year;
        ➢ Presented throughout the school year;

➢ Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remote
➢ Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members; and
➢ Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.

d. Mentoring and Induction

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

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

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

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

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

e. Evaluation

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

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

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

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

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

5. Career and Technical Education (CTE)

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

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

    c.   Guiding Principles

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

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

    d.   Quality CTE Programs

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

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

    e.   Work-Based Learning

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

    f.   Career Advisement and Development

    Strong career 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.

APPENDICES

RESTART & RECOVERY PLAN
TO REOPEN SCHOOLS

LITTLE FERRY BOARD OF EDUCATION

FALL 2020

Appendix A

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

➢ During Phase I, upon entry into any school building, wellness checks will be enforced with temperature checks for all staff & students before the entry into the building.

➢ Primary Grades: Kindergarten to Grade 2 will have temperatures taken in a designated area outside of the building prior to entry.

➢ Grades 3-8 will enter through main entry points that will house the Temperature scanning devices

➢ Anyone displaying a temperature at or above 100.4 degrees will be sent immediately to the sick room, off the nurse's suite. Nurse will assess the situation. If it is a child; parent will be notified and have one hour to pick up the child. If it is an adult, the nurse will be the sole person to make the determination to send that person home.

➢ Social Distancing will be practiced at all times. Students and staff will be required to wear masks in the hallways and common areas. Once inside the classroom, desks will be 6 ft. apart, therefore masks can be relaxed. When a teacher or staff member circulates around the room or children get out of their seat, they must wear the mask.

➢ There will be constant reminders about health and safety at all times, i.e., social distancing reminders, masks in common areas, frequent hand washing, refraining from sharing items, covering your mouth when coughing, etc.

➢ Water fountains will be turned off and covered. Water may be brought in by staff and students. Under No circumstances can items be shared.

➢ There will be one designee from the "Pandemic Response Team" to gather updates from the Bergen County Department of Health to disseminate new guidelines and breaking information to keep the pandemic response Team current.

➢ One-way hallways will be provided where feasible. All students and staff traveling through hallways will be required to wear a mask. It is highly recommended that while traveling through hallways, all human traffic will try to stay at least an arm's length from each other. Staff must also wear their school issued ID.

➢ Where students have the necessity to change classrooms, the use of outside doors will be done where feasible.

➢ Classrooms that are vacated will be disinfected as soon as possible.

- Surveys will be sent out to establish baseline information for those who are at a high risk for severe illness and for those parents who opt to keep their children home for virtual learning. At that point, the district will make provisions for those health compromised individuals to work virtually if possible
- Universal protocols for "Mental Health" will be devised and implemented by the school guidance counselors. Information will be shared with appropriate school personnel such as school administration & CST members
- Isolation measures will be in compliance with CDC guidelines and safe & social distancing. Protocols for those becoming ill after entry to the building will be implemented. If a child becomes ill, the nurse's office will be immediately called to be sure that there is availability to access the nurse's office or "sick" room. Children under grade 5 will be accompanied to nurse by an adult who is masked and keeps within protocol distance. "Sick" Room is attached to the Nurse suite.
- The Little Ferry School District will limit any mandated immunizations to two weeks after immunizations are due. Students cannot attend school with pending immunizations over a two-week period. (N.J.A.C 8:57-4.2); (Policy#5320)
- The district will abide by all applicable local, state, and federal statutes and regulations to make available personal protective equipment (PPE) as required by such laws.
- The district will immediately inform staff, families, and the school community when they have been or may have been exposed to contagious disease, illness, or hazards.
- Screenings, PPE, Response to Students, Staff Member Showing Symptoms
- Students displaying symptoms will be immediately removed from the classroom or area they are in and a call will be made to the Nurse to be sure we can direct the teacher where to send the student. "Sick" Rooms are attached to the Nurses' office. Nurse will assess the situation and determine what action is to be taken. If it is a "presumptive" case of Covid 19; the Nurse will alert the parent to pick up the child within 1 hour of the call.
- Adults displaying symptoms or are presumptive cases will call the Nurse to see where to report. The Nurse will assess the situation and will notify the immediate supervisor of the adult of the situation. If the adult is ill, the nurse will determine the course of action. Only the nurse has the authority to send a sick adult home
- Contact Tracing will be originated in the school by the Nurse and reported to the Local & County Health Department. Contact Tracing Form #1 BC Dept. of Health form 7/28/20; Staff Line List 7/28/20; Student Line List 7/28/20
- *Protocol for High Risk Staff Members*

In general, the more people you interact with, the more closely you interact with them, and the longer that interaction, the higher the risk of COVID-19 spread.

-The best way to protect yourself and to help reduce the spread of the virus that causes COVID-19 is to:

> ➢ Limit your interactions with other people as much as possible.
> ➢ Take precautions to prevent getting COVID-19 when you do interact with others.
> ➢ People who are at higher risk for severe illness from COVID-19 (older adults and people of any age who have serious underlying medical conditions) should consult with their medical provider to assess their risk and to determine if they should stay home if there is an outbreak in their community.
> ➢ Virtual-only activities, events, and gatherings will pose the lowest risk for this vulnerable population.
> ➢ Medium sized and large in-person gatherings where it is difficult for individuals to remain spaced at least 6 feet apart and attendees travel from outside the local area will pose higher risk to this vulnerable population.
> ➢ It is particularly important for those at increased risk of severe illness, including older adults, to receive recommended vaccinations against influenza and pneumococcal disease.
> ➢ Call your healthcare provider or notify school officials immediately if you have any concerns about your underlying medical conditions or if you get sick and think that you may have COVID-19
> ➢ Do not delay getting emergency care for your underlying medical condition because of COVID-19. Emergency departments have contingency infection prevention plans to protect you from getting COVID-19 if you need care.

-There are things you can do to reduce your risk of getting sick.

> ➢ Keep space between yourself and others (stay 6 feet away, which is about two arm lengths).
> ➢ Cloth face coverings should be worn over the nose and mouth. Cloth face coverings are especially important when it is difficult to stay at least 6 feet apart from others or when people are indoors to help protect each other.
> ➢ Wash your hands often.
> ➢ Avoid touching your eyes, nose, and mouth with unwashed hands.
> ➢ Cover coughs and sneezes with a tissue or the inside of your elbow. Then wash your hands.
> ➢ Take precautions as you go about your daily life and attend events.
> ➢ Clean and disinfect surfaces and things you touch often.
> ➢ Staff who are at higher risk for severe illness are encouraged to stay home when appropriate, stay protected by washing hands, practicing social distancing, required the use of face coverings when social distancing is not possible and same for anyone that is around them.
> ➢ Staff who are at higher risk for severe illness have the options of telework or modified job responsibilities.
> ➢ **Students who are at higher risk for severe illness** are encouraged to stay home when appropriate, stay protected by washing hands, practicing social distancing, and require the use of face coverings when social distancing is not possible and same for anyone that is around them.

➢ Students who are at higher risk for severe illness have the option to opt out to virtual learning opportunities.

➢ Please see appendix A and B for measures that have been created to reduce the transmission of COVID -19 that include, social distancing practices, requirement of use of masks in school and hand washing, alternating A and B days for the reduction of class sizes to allow social distancing etc.

APPENDIX B

Critical Area of Operation #2 Classrooms,Testing,& Therapy Rooms-Anticipated Minimum Standards Incorporated into the Plan

Staff:

- ➢ will have temperature taken upon arriving to work anyone above 100.4 will not be allowed admittance – Log sheet will be kept -
- ➢ will be required to wear a mask at all times – One will be provided if needed -
- ➢ will maintain social distancing throughout the process whenever allowable
- ➢ will have a separate bin to put all used materials in from cohort A (Blue) to be disinfected before use by cohort B (Gold)
- ➢ Will provide students with a clear bag of supplies that will stay with them. Supplies will be (but not limited to: crayons, pencils, scissors, etc.)
- ➢ Will wash or disinfect hands between testing of students at a sink or with supplied alcohol-based hand rub.
- ➢ Will wash or disinfect hands upon entering any room and between helping each student.
- ➢ Will wash your hands with soap and water for at least 20 seconds
- ➢ Will, If soap and water are not readily available, use an alcohol-based hand sanitizer that contains at least 60% alcohol to clean hands

Students/Families:

- ➢ Family entry into school will not be permitted. (Exceptions will be Scheduled meeting approved by the Superintendent, administration, and or in person IEP meetings, and in person CST meetings)
- ➢ Family members will be asked to wait outside the building or in cars and students will be escorted to exit upon completion of testing. If the family must drop off a forgotten item (i.e. glasses, etc.) , the family member will leave the item in a bin in an entryway and phone to pick up the item from the bin.
- ➢ Family members will only enter the building when necessary (see above) and then must answer questions, have temperature checked, and wear a mask. No more than two family members may accompany a child into the building.
- ➢ Will be asked if they have displayed any COVID-19 symptoms in the last 24-48 hours – *complete form* -
- ➢ Will be asked to take their temperature before entering the testing room/building

➤ All participants other than children younger than 3 years and younger will be asked to wear masks. A mask will be provided if needed. Masks are recommended for all participants
➤ Will maintain social distance (6ft apart) throughout the process when possible

Testing Rooms, classrooms and Manipulative Material:

➤ Rooms may be reused after disinfected and ventilated for time stated on disinfectant product as per OSHA guidelines.
➤ Rooms will have visible signs and messages showing proper respiratory etiquette and face mask information.
➤ Rooms will have desks that are at least 6 feet apart all facing the same direction. Items will be removed so rooms have only the basic furniture that is needed and allows for proper social distancing to take place.
➤ Coughing, and Sneezing: a box of tissues and hand sanitizer will be readily available. Tissues are to be placed in a no touch trash can immediately after use.
➤ Cover your mouth and nose with a tissue when you cough or sneeze
➤ If you don't have a tissue, cough or sneeze into your elbow, not your hands
➤ All rooms that will be used will have both ingress and egress doors or clearly labeled and reviewed one way hallways.
➤ All rooms will be disinfected immediately after use by the custodial staff using the disinfecting gun.
➤ Rooms will be set up using only what is needed to conduct tests and evaluations, lessons.
➤ For example: Manipulatives, blocks, puzzle pieces, plastic characters, toy houses, etc. No cardboard, stuffed animals, etc.
➤ Windows will be opened and outside doors will be propped open when possible and deemed not a hindrance or obstacle to the testing process.
➤ Parents/Child will be escorted to the designated bathrooms and custodians will disinfect after each use using the disinfecting gun

-Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.

➤ 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).
➤ Signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures that address how to stop the spread of germs, properly washing hands, social distancing practices and the proper use of masks.

- ➢ Resources (posters, fact sheets etc.) from the CDC and videos about preventing the spread of COVID-19 will be available for students, families and staff to assess from school websites, social media, emails etc.
- ➢ Avoid/Eliminate use of hand dryers and opt out for use of disposable towels.
- ➢ Hand sanitizing stations with alcohol-based hand sanitizers will be available throughout the school, that is: in each classroom, at entrances and exits of buildings, near lunchrooms and toilet, offices etc.

Remember to immediately [wash your hands](#) after blowing your nose, coughing or sneezing. (CDC signs posted)

*All participants that indicate on the form that they have symptoms and/or displays a temperature of 100.4 or higher will be asked to reschedule their appointment at a later date and will have no entrance into the building will be granted. *

APPENDIX C

Critical Area of Operation #3 Transportation

A. When applicable students will maintain social distancing, a face covering must be worn upon entering the school bus by all students who are able to do so. If social distancing is not possible, face covering must be worn at all times. 1.

    1. Exceptions to the requirement of face coverings

    ➢ Doing so would inhibit the individuals health
    ➢ The students documented medical condition or disability as reflected in an Individual Education Program (IEP) precludes the use of a face covering

B. <u>**Bus drivers are required to wear face coverings while loading and unloading the bus**</u>

    ➢ Bus drivers may remove face coverings while operating the vehicle
    ➢ Bus attendants are required to wear face coverings at all times
    ➢ Contracted bus companies will be required to follow the same protocols for the use of face coverings as set forth by the Board of Education

C. <u>**Screening and response to students and staff presenting symptoms**</u>

    ➢ All bus drivers and attendants shall be screened upon arrival to work for COVID-19 symptoms and a history of exposure
    ➢ Bus drivers, attendants, or designated staff must visually check students for symptoms upon arrival to the bus. Procedures may include temperature checks and/or confirm with families that students are free of COVID-19 symptoms
    ➢ Results must be documented when signs/symptoms of COVID-19 are observed
    ➢ Screening protocol will take into account students with disabilities and accommodations that may be needed in the screening process for those students with a documented medical condition or disability
    ➢ Anyone exhibiting signs/symptoms of COVID-19 as defined by the New
    ➢ Jersey Department of Health (NJDOH) will be denied entry to the bu

D. Cleaning and Disinfecting School Buses

- ➢ Best practices shall be implemented for cleaning and disinfecting district owned school buses
- ➢ Every school bus, either district owned or contracted, should be cleaned and disinfected before and after each bus route
- ➢ A schedule will be developed to establish cleaning and disinfecting protocols for school buses, as well as methods and materials that will be used.

E. General Operations

- ➢ All curb to curb pick up and drop offs will be adhered to as per the students Individual Education Program (IEP)
- ➢ All pick up and drop offs will be conducted at the students residence only
  - ○ If special accommodations are needed as per the students IEP to pick up/drop off at a child care facility the staff at the facility must comply with Board of Education protocols and policies
- ➢ Students that do not require curb to curb service will be required to take the bus at the designated bus stops for the respective school districts
  - a. Ridgefield park residents designated bus stop will be 98 central Avenue (Special Services)
  - b. Little Ferry residents designated bus stop will be 130 Liberty Street (Memorial School)
- ➢ All students will be assigned to a bus and a time to board the bus for departure
  - a. Students will only be permitted ride their assigned bus
  - b. Students that miss their designated bus will not be permitted to ride another bus. It will be the responsibility of the student and family to transport

- ➢ A staff member will be assigned to each bus stop
  - a. Staff will load the buses when bus is ready to depart
  - b. Students will form a line outside of the bus while maintaining social distancing and wearing face coverings. This will limit the time students spend on the bus
  - c. Students will load the bus efficiently from back to front and unload in the reverse order from front to back
  - d. Windows will remain open at all time to increase air flow
  - e. Students that are siblings will be required to sit in the same row
  - f. – Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and

then unload the bus in a controlled manner upon arrival at the school from front to back by seat

g. – Provide back up masks in case students forget mask at home

h. –Students will not be allowed to change seats when being transported in the school bus.

i. –Parents should be made aware of the ability to waive transportation services for the school year specially for the high risk/vulnerable student population.

APPENDIX D

Critical Area of Operation #3 Student Flow, Entry, Exit, and Common Areas

Elementary School

- ➢ Upon arrival on school property, all persons must be wearing a mask. Cones will be designated when all persons should stand to wait for arrival.
- ➢ Arrival times will be staggered per area of arrival to avoid crowds.
- ➢ Temperatures will be taken prior to entry. (Prior to entry at each main door of the annex - 4 temperature scanning operations will take place (Grades 1 & 2) - Kindergarten - paras will take temperatures on the outside landing of the classroom and students will arrive through classroom doors. 3rd and 4th grade will enter through a main entrance that has a temperature kiosk.
- ➢ Markings; 6 ft apart will be on the floor to emphasize social distancing.
- ➢ One way traffic flow where applicable - one way signs posted on walls, arrows posted on floor
- ➢ Classrooms will be arranged with student desks 6ft apart with blue tape around each area to designate the student's space. (Non essential classroom furniture will be removed.)
- ➢ Students will be on a hybrid model. Only 10 students will be physically in attendance each day. Extensive cleaning will commence after dismissal.
- ➢ No assemblies will take place during the school day.
- ➢ Lunch will not be served but rather a grab and go.
- ➢ Dismissal from classroom doors where applicable. (bottom floor of Primary Wing). Annex dismissal (Nunziato will dismiss, then Zuccato from Main 20, Febbo will dismiss then Crum from Main 19 , Connolly will dismiss from Main 17, then Agresta will dismiss from Main 21, Arrigo will dismiss from Main 21 then Migale from Main 21. Third grade dismissal will be from Main 5 & 6 - Fourth grade dismissal will be from Main 7 and Main 8.
- ➢ No student messengers.
- ➢ Bathrooms will be monitored and cleaned regularly. Stalls,sinks, and urinals will be blocked off so that social distancing can be maintained.
- ➢ Masks should be worn at all times, entering, exiting, walking indoors through hallways.
- ➢ Annex students feeling ill will be walked around the building outdoors and enter through the main door closet to the nurse's office.

Middle School

> - Upon arrival on school property, all persons must be wearing a mask. Stanchions and markers will be utilized to keep students at a distance when they arrive at school.
> - Arrival times may be staggered at areas of arrival to avoid groups from forming.
> - Temperatures will be taken at designated areas of entry for each grade level.
> - Six foot markings will be placed on floors to emphasize social distancing.
> - One way traffic flow where applicable: (one way signs posted on walls, arrows posted on floor)
> - Classrooms will be arranged with student desks 6ft apart with blue tape around each area to designate the student's space. (Non-essential classroom furniture will be removed)
> - Students will be on a hybrid model. Only 10 students will be physically in attendance each day. Extensive cleaning will commence after dismissal.
> - No assemblies will take place during the school day.
> - Grab and go lunch as students are dismissed.
> - Middle school students will be dismissed from homeroom via the classroom exit doors.
> - Bathrooms will be monitored by certified staff from the exterior of the bathrooms to assure that no more than three students are in the bathroom at the same time. Stalls, sinks, and urinals will be blocked off so that social distancing can be maintained, and bathrooms will be sanitized more frequently throughout the school day.
> - Masks should be worn at all times when six feet of social distance can't be maintained.
> - Elimination of lockers
> - Use of backpacks to carry items will be permitted.
> - Teachers will travel to students with support staff supervising students during passing times.
> - Masks will be provided to any student or staff member who does not have one upon entering the building.
>
> - Restrict entrance to building unless absolutely necessary during school hours, such as parents picking up students, vendors etc

APPENDIX E

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

a. *Screening Procedures for Students and Staff*

➢ Everyone that comes into the building must wear a mask and follow social distancing guidelines.
➢ Students and school staff must have their temperature checked and assessed for any symptoms daily before entering the building.
➢ Promote the use of "Daily Home screening for students" worksheet for every parent and school staff to use on a daily basis before reporting to school. file:///C:/Users/Sammy/Desktop/Daily-Home-Screening-for-Students-Checklist-ACTIVE-rev1.pdf
➢ This tool will help a parent or staff become aware and report any symptom or possible exposure/contact to the school nurse or officials, who then will guide them on the steps to follow and limit the rate of transmission in our school.
➢ People with COVID-19 have had a wide range of reported symptoms – ranging from mild symptoms to severe illness. Symptoms may appear **2-14 days** after exposure to SARS-CoV-2. Symptoms can include:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

*This list does not include all possible symptoms and children and youth with SARS-CoV-2 infection may experience any, all, or none of these symptoms.

➢ Look for **emergency warning signs*** for COVID-19. If someone is showing any of these signs, **seek emergency medical care immediately:**

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake

- Bluish lips or face

*This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you.

➢ To protect our staff and students during this pandemic there will also be a physical barrier between nurse's desk and area where students will be assessed and evaluated
➢ Floors will be marked in the hallways (6-foot apart markers) for students to follow social distancing when waiting inside and outside the health office
➢ Teachers should attempt to resolve student complaints before sending the student to the health office and call the nurse if need assistance or if sending a patient to the health office.

b.   *Protocols for Symptomatic Students and Staff*

➢ If a student or staff member comes to school and reports symptoms of COVID-19 or have a temperature 100.4 or higher, they will be immediately escorted to the "isolation room" next to the health office.
➢ Upon recognition of COVID symptoms, the nurse will assess signs and symptoms, need for testing and instruct the student or staff to visit a health care provider.
➢ The nurse will assess the situation and the students should remain in isolation with continued supervision and care until picked up by an authorized adult. The parent or guardian will have one hour after being notified to pick up the student.

The staff member that reports symptoms should be immediately isolated and will be evaluated by the nurse and depending on the nurse's assessment and evaluation will be sent home or arrangements will be made for the employee to be transported to a healthcare facility.

➢ -Students who report any COVID-19 symptoms (please see above) during lecture hours, must be escorted to the health office by an adult, or the nurse should be contacted to assist with escorting the student to the health office. The student reporting COVID-19 symptoms should not be sent alone to the health office.
➢ The local health officials should be notified immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy law.
➢ The school nurse or school officials will coordinate with the local health department and assist with contact tracing.
➢ The methods that will be followed to assist in contact tracing include keeping records/logs of groups/cohorts, assigned staff, and daily attendance for every classroom and staff that work at offices, cafeteria, or any space within the school building.
➢ Daily logs will also be kept for all those who enter the isolation room.

- ➢ Adequate amount of personal protective equipment (PPE) will be available, accessible, and provided for use for staff members, such as school nurses, custodians, and some Special Education teachers, paraprofessionals and service providers, who will be in close contact with students or will handle waste materials.
- ➢ Sick employees should not return to work until they have met NJDOH criteria to discontinue home isolation. Please follow your healthcare recommendations or follow the New Jersey Department of Health recommendations on returning to work guidelines https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf

- ➢ Staff and students should stay home if they have tested **positive** for or are showing COVID-19 symptoms.

- ➢ You can be with others after
- • At least 10 days since symptoms first appeared **and**
- • At least 24 hours with no fever without fever-reducing medication **and**
- • Symptoms have improved

- ➢ It is important to remember that anyone who has close contact with someone with COVID-19 should stay home for 14 days **after exposure** based on the time it takes to develop illness. Talk to your healthcare provider for more information
- ➢ Depending on your healthcare provider's advice and availability of testing, you might get tested to see if you still have COVID-19. If you are tested, you can be around others when you have no fever, respiratory symptoms proved, and you receive two negative test results in a row, at least 24 hours apart.

- ➢ **These recommendations have been provided by the CDC, NJDOH and are guidelines that most healthcare providers are following during this pandemic. You SHOULD always consult your healthcare provider regarding quarantine time, return to work or school etc. and contact school officials and school nurse on steps to follow for your return to school. Please visit CDC website for more information** https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html

https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf

- ➢ Return to school guidelines must be clear for anyone that presents to the school with symptoms and needs evaluation and test before returning to school (staff and students will need to be tested for COVID after following the 14 day quarantine recommendation before returning to school).**??**
- ➢ Be ready to follow CDC guidance on how to disinfect your building or isolation room if someone is sick and has been isolated.

- ➢ The Center for Disease and Control (CDC) will be our source, as well as our local health department and state officials for measures followed for the reopening of Little Ferry school district. The CDC's Guidance for Schools and Childcare Programs recommendations will also be used, if applicable.
- ➢ Steps to follow if COVID-19 is confirmed in a child or staff member:
- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the areas.Wait up to 24 hours or as long as possible before you clean or disinfect to allow respiratory droplets to settle before cleaning and disinfecting.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, and common areas.
- If more than 7 days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.
    - o Continue routine cleaning and disinfection.

c. *Protocols for Face Coverings*

- ➢ School staff, students and visitors are required to wear face coverings when entering school building and are required to do so when social distancing cannot be maintained, unless doing so would inhibit
    - the individual's health
    - individual is in extreme heat outdoors
    - The individual is in water
    - A student's documented medical condition
    - disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering
    - The student is under the age of two (2) and could risk suffocation
- ➢ 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, entry to the school/district facility may be denied.
- ➢ Teach and reinforce use of face coverings among all staff (excluding health exceptions)- Videos will be available for students, staff and families to access on school's website, social media, email etc.

APPENDIX F

Critical Area of Operation #6 Contact Tracing

Importance of contact tracing

> ➢ School nurse should report the signs and symptoms exhibited by students or staff that would require their immediate dismissal from school for a period of time; and conditions for their re-admittance to school.
> ➢ Every classroom should keep a daily attendance log of students and staff that visit the classroom, the health office will also keep logs of anyone that visits and anyone that is isolated, and logs of the staff that work at offices, cafeteria, or any space within the school building.
> ➢ The school nurse will coordinate with the local health department and assist with contact tracing.
> ➢ The local health officials should be notified immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy law.
> ➢ Communication will be established and maintained with local and state authorities to determine current mitigation levels in our community. These officials will help administrators determine a course of action for the school in case there is a positive case of COVID-19.
> ➢ Policy 1648 & 1648.03 (Attached) deals with "Contact Tracing."

APPENDIX G

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

The Little Ferry Public School District (LFPSD) has instituted regular housekeeping practices, which include cleaning and disinfecting frequently used rooms and equipment, and other elements of the district work environment, where possible. Employees should regularly do the same in their personal work areas. Activities included in our cleaning/disinfecting/sanitizing plan but not limited to:

1. Empty all the trash cans

2. Vacuum carpets or swept tiles floors and wet mop

3. Clean white boards

4. Clean all desk tops, tables and chairs

5. Sanitizing class rooms

6. Cleaning sinks/toilets in main bathrooms and in class bathrooms

7. Fill all dispensers for paper product or soap/hand sanitizer

8. Water fountains – will be shut off during Phase I and II of the reopening plan

9. Cleaning all the school offices, copy rooms and hallways including stairways and railings

10. Daily fogging of our school vehicles

11. Locker rooms

12. Playground will be closed off during Phase I and II of the reopening plan.

13. Media center.

14. Multi-purpose room & new café.

15. Changing out class room filters and RTU 4 times a year.

16. Opening class room windows daily.

➢ Schools/Buildings and highly trafficked areas will be cleaned at a minimum of twice per day. Employees performing cleaning will be issued proper personal protective equipment ("PPE"), such as nitrile, latex, or vinyl gloves and masks, as recommended by the CDC.

➢ Trash collection shall be performed only by an employee using nitrile, latex, or vinyl gloves. Trash receptacles shall be changed during the day to ensure that the classroom/work/rest rooms remain sanitary.

➢ All bathrooms will be cleaned and sanitized a least twice per day. The district will ensure that hand sanitizer dispensers are always filled. Frequently touched items (i.e. door pulls and toilet seats) will be disinfected frequently by district staff.

➢ District owned vehicles and equipment will be cleaned at least once daily and shall be cleaned before a change in operator or rider. Disinfectants will be in all vehicles.

➢ In the event that an employee tests positive for COVID-19, that employee's work area, and the school locations to which the employee traveled the day prior will be cleaned again and no other employee shall be permitted to access that class/work/rest room for 24-hours.

➢ The District will provide disinfecting/cleaning materials that are consistent with the CDC's and State's recommendations on supplies that are effective in killing/mitigating COVID-19. The District maintains Safety Data Sheets of all disinfectants used in schools and buildings and shall make those sheets available for any individual requesting them. Currently in use are:

   1. Buckeye system E 22 that kills corvid 19 virus and all other viruses and bacteria.

   2. Using a chlorine disinfectant Electrostatic gun between class and after school.

   3 Using disinfecting spray & wipe that kill corvid 19 and other viruses.

   4. Hand sanitizer in every class room and throughout the school.

➢ The LFPSD will continue to monitor the CDC's guidance on cleaning and disinfecting.
(https://www.cdc.gov/coronavirus/2019-ncov/community/cleaning-disinfecting-decision-tool.htm

➢ We have contracted Detail Associates of Englewood Cliffs to student our ventilation system. They will be performing the following services:

55

- ➢ The COVID 19 crisis and its effect on the indoor air quality environment leads into evaluating the building air handling and circulation parameters. The aspects under consideration may be:
- ➢ 1.   Fresh air supply and distribution – uninvents and main air handling units
- ➢ 2.   Units air filtration system – MERV-13
- ➢ 3.   Site occupancy based on the fresh air supply and social distancing – ASHRAE and COVID 19
- ➢ 4.   HVAC units and associated ductwork cleaning and disinfection
- ➢ 5.   UVC utilization
- ➢ 6.   Indoor Air Quality Assessment

APPENDIX H

Critical Area of Operation #8 Meals

4. Food Service and Distribution of Meals

Note: All Food Service employees MUST wash hands with Soap & water for a minimum of 20 seconds after removal of gloves after food preparation and when they handle food for delivery.

- ➢ **Little Ferry will operate on an "A and B" or "Blue and Gold" schedule for Phase 1**
- ➢ **Group A (Blue Group)**
1. Group A (Blue Group) will have in-session days on Monday and Tuesday.
    a. Breakfast will be delivered on Sundays for all 5 days.
    b. Wednesday Grab and Go lunch will be delivered on Wednesday.
    c. Grab and Go Lunch will be available outside the kitchen window on the days the students are in session.
    d. Group A – Weekly Schedule
        i.   Sunday – Breakfast for the week will be delivered to home.
        ii. Monday – Receive/Pickup Monday and Tuesday lunch upon dismissal.
        iii. Wednesday –Wednesday lunch will be delivered to home.
        iv. Thursday – Receive/Pickup Thursday and Friday lunch upon dismissal.
- ➢ **Group B (Gold Group)**
1. Group B (Gold Group) will have in-session days on Thursday and Friday.
    a. Breakfast will be delivered on Sundays for all 5 days.
    b. Monday Grab and Go lunch will be delivered on Sunday.

    c. Thursday Grab and Go lunch will be delivered on Wednesday.

    d. Grab and Go Lunch will be available outside the kitchen window on the days the students are in session.

    e. Group B – Weekly Schedule

        i. Sunday – Breakfast for the week and Monday lunch will be delivered to home.

        ii. Tuesday – Receive/Pickup Tuesday and Wednesday lunch upon dismissal.

        iii. Wednesday – Thursday lunch will be delivered to home

        iv. Friday – Receive/Pickup Friday lunch upon dismissal

➢ **Pickup Notes**

    a. All breakfast and lunches will be "Cold Meals"

    b. All breakfast and lunches will be served in individual grab and go bags.

    c. Hot meals will not be served.

    d. Pickup schedules will allow for 50% or less of the population to pick up meals on any given day.

    e. Markings, 6 feet apart will be on the ground to emphasize social distancing.

    f. One way traffic flow will be posted on walls and arrows posted on the ground.

● **Plans and schedules will be modified as appropriate**

APPENDIX I

Critical Area of Operation #9 Recess/Physical Education

Recess:
- Recess will be eliminated by the implementation of the minimal day schedule in our schools. They will attend school on a rotating days leaving at 1:30.
- Phase 4 will determine the start of a recess period. Spray paint markings on the playground will assist students with maintaining social distancing from others.

Physical Education:
- Students will be scheduled for physical education with social distancing mandates taken into consideration. Modified non contact activities will be integrated into the curriculum.
- Locker rooms will be closed and students will be encouraged to wear comfortable (comfortable clothing and sneakers) to participate in physical education.
- All equipment will be sanitized after each use.

APPENDIX J

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

- ➤ Virtual Field Trips will be integrated into the curriculum during the 2020-21 school year when applicable.
- ➤ Phase 1 and 2 will not allow facility usage to outside entities with the exception of Aftercare.
- ➤ Aftercare dates will be determined after Phase 1.
- ➤ LFPS fall sports are cancelled for the 2020-21 school year. Winter and Spring sports will be discussed after Phase 2.

APPENDIX K

Supplemental Materials & Explanations for Academic, Social, & Behavioral Supports

➢ Supplemental resources will be provided to differentiate and support curricular needs for students including mindfulness and SEL.
➢ School counselors will be available in-person or remote for crisis/emergency response while students are in school and remotely to support students, parents, and staff for non-urgent matters.
➢ Remote counseling services will be provided utilizing Google Meet for phone calls and online chats.
➢ The school counseling department will provide preventative measures including instructions on self-care, stress reduction, mindfulness activities and other activities designed to maintain a healthy mindset for all students and staff. These resources will be distributed via email, Google Classrooms, School Messenger and school social media accounts.
➢ Needs assessments will be created utilizing Google Forms and distributed to students and families to determine areas of need for appropriate and necessary mental health services and resources that can be provided through the school counseling department and district Crisis Team.

➢ *Multi-Tiered Systems of Support (MTSS)*

- I&RS/504 Considerations for Transitioning Back to School
    - Outreach to families of students with plans prior to start of school
    - Discuss potential accommodation adjustments with families as a result of Return to School Plan parameters
    - Instructional Modifications will be determined to support learners having difficulty with transitioning

- Virtual Meetings with families and 504/I&RS Teams in September to ensure positive transition back to school.

- Continued follow up with I&RS/504 families as school reopening plans changes throughout the school year.

- Establishing Supports based on Need/Tiers:
    - Tier 1 – Prevention and Universal Supports
        - Provide access to resources to self-care and mental health support (Social Emotional Learning and Mindfulness)
        - Promote trauma-sensitive and culturally responsive approach to instruction
        - Educate parents and faculty/staff regarding how to identify struggling students and how to notify the district

- Tier 2 – Establishing more intensive supports (in addition to Tier 1) that can be provided to students who are identified as at-risk for mental health and/or
    - School Psychologists, Social Workers, and/or School Counselors will continue to provide support to students in need
    - Wrap Around Services will be provided via contract with Care Plus

- Tier 3 – Individualized and intensive support for students who are identified as needing mental health and/or substance abuse interventions
    - Individual counseling with school counselors, case managers
    - (when applicable) and Care Plus Mental Health Clinician
- Continued collaboration with local community providers, county resources such as the Traumatic Loss Coalition of Bergen County, and other organizations.

APPENDIX L

Restart Committee

District Level
Frank R. Scarafile   Superintendent of Schools
Tina Trueba   Business Administrator/Board Secretary
Jeanine Ferrara   Board President
Suzanne Ferrante   Board Vice-President
Brian Bonelli   Board Trustee
Michelle Brattoli   Board Trustee
Debra Flanagan   Board Trustee
Nicholas Fytros   Board Trustee
Frank Mele   Board Trustee
Lourdes Vilasuso   Board Trustee
Raymond Vorisek   Board Trustee
Rachael Carletto   Director of Curriculum
Matthew Perrapato Director of Special Services
Louis Albanese   Supervisor of Buildings & Grounds
Mark Horst   Supervisor of Technology
Robert Kilmurray   Transportation Coordinator
Samantha Espinoza School Nurse
Dr. Richard Tancer School Physician
School Level Administrators
Robert Porfido   Middle School Principal

Tonilyn Peragallo   Elementary Principal
LEA Representatives
Debra Leopold   President, LFEA
LFEA Executive Board
Parent Representation
Victoria Bradley, Interim President LFPTA
PTA Executive Board
Community Representation
Ron CallahanSchool Safety Specialist
Chief James Walters, LFPD

APPENDIX M

MEMORIAL MIDDLE SCHOOL PANDEMIC RESPONSE TEAM

Robert Porfido	Principal/District Safety Officer
Rachael Carletto	Director of Curriculum, Instruction, Assessment & Tech
Arthur Rosenberger	Technology Department
Jessica Leone	Guidance Counselor
Emily Anderson	Shared Guidance Counselor
Samantha Espinoza	School Nurse
Ronald Callahan	School Safety Officer
Louis Albanese	Supervisor of Buildings and Grounds
Lourdes Villasuso	Parent
Jennifer Francis	Parent
Donna Doran	Liaison to the Local Board of Health, District Administration
Jacleen Rizzi	6–8 General Education
Amanda Barka	6–8 Special Education
Ryan Buchmuller	6–8 Special Area

WASHINGTON SCHOOL PANDEMIC RESPONSE TEAM

Tonilyn Peragallo	Principal
Mark Horst	Supervisor of Technology
Jocelyn McClatchey	Child Study Team Social Worker
Samantha Espinoza	School Nurse
Missally Ortiz	Nurse Clerk (alt)

Jennifer Ali	School Resource Officer
Banush Muca	Maintenance Staff
Feliz Fidan	Parent
Leana Iulo	Parent
Donna Doran	Liaison to the Local Board of Health, District Administation
Trisha Febbo	2-4 General Education
Jennifer Hacker	PK-1 & Special Education
Melinda DeBell	PK-4 Special Area

APPENDIX N

Little Ferry Public School's plan to restart includes the following instructional models:

- ➢ Hybrid (In person learning (2 days per week)/Remote Learning (3 days per week))
- ➢ Remote Learning (5 days per week)
- ➢ Entering and Exiting the School Buildings
- ➢ Healthy and Safety Procedures
- ➢ Student Services (Technology, Meals, Extra Curricular Activities and Before/Aftercare)

Throughout Phase 1, the district will monitor and revise the plan. Utilizing data provided and NJDOE guidelines, the district will expand services and move into Phase 2.
Scheduling of Students
Attendance by team will reduce class sizes and will allow for social distancing All Remote Practices.

What is Hybrid Instruction?

This model blends traditional in-person instruction blended with remote learning days. Offering this model will reduce the number of students within the school building to properly social distance according to CDC guidelines. During Phase 1, students will

participate in face to face learning two days per week. Learning does not stop when they leave the classroom. Remote days will offer students a model that blends asynchronous and synchronous learning opportunities when they are not at school. Synchronous Learning is online or distance education that happens in real time (live streaming/live teaching) blended with asynchronous learning that occurs through online channels without real time interaction (recorded video clips and online resources).   All activities are carefully planned to support instructional goals and align to the New Jersey Student Learning Standards. Teachers and students can stay connected during remote learning using Google Meet or Zoom. Students will follow a schedule provided by the district to maintain accountability during the school day. The first session will begin at 8:30 and end at 12:42. From 12:42 students will have time to return home if they were in-district and have lunch or Grab & Go with lunch provided from the district. All students will log back on remotely for the afternoon session from 1:45 to 3:05 to complete work and "meet" with teachers if needed. Assignment deadlines are flexible and can be completed "after hours" as determined by the teacher.   Students will follow the standard district approved grading system.

 Looking ahead to September...
- A Remote Learning Handbook will be provided as well as a Revised Student Handbook
- As families begin to plan for restarting in September, we ask that all students have a space that is quiet, well lit, with materials easily accessible when working remotely.
- Parent(s)/Guardian(s) please check email regularly for information and updates.

What is Remote Learning?

Remote learning is where the student and or educator, are not physically present in a traditional classroom environment. It provides an opportunity for students and teachers to remain connected and engaged with the content while working from home through Zoom or Google Meet. Information and instruction is relayed through technology, utilizing board approved learning platforms and resources. Little Ferry's

model will be a blend of asynchronous (recorded videos) and synchronous (live streaming / live teaching) . Students are encouraged to remote into the class from his/her own device during the school day. The day would consist of guided practice, independent work, and small group instruction. Remote learning has more accountability than virtual learning requiring scheduled class times for students to "meet" with teachers. (Please note: Live sessions will not be recorded.) The first session will begin at 8:15 and end at 12:42. From 12:42 students will have a lunch period. Students will log back on remotely for the afternoon session from 1:45 to 3:05 to complete work and "meet" with teachers if needed. Assignment deadlines are flexible and can be completed "after hours" as determined by the teacher. Remote learning expectations will be clearly set and communicated to families that selected this model during the first day of instruction. Students will follow the standard district approved grading system.

Looking ahead to September...

- A Remote Learning Handbook will be provided as well as a Revised Student Handbook
- As families begin to plan for restarting in September, we ask that all students have a space that is quiet, well lit, with materials easily accessible when working remotely.
- Parent(s)/Guardian(s) please check email regularly for information and updates.

Little Ferry Public Schools will reopen on September 8, 2020 with remote instruction through September 11, 2020. Students returning and participating in the Hybrid Model will begin in-person instruction on September 14, 2020. Cohort: Blue will be in district on Monday and Tuesday while Cohort: Gold will be in district Thursday and Friday. Wednesday will be an all remote day for deep cleaning and sanitizing. Beginning the year with a full remote learning week, as well as every Wednesday during Phase 1, will provide staff and students the opportunity to run through the schedule and practice remote learning should the district be mandated to fully close due to CDC Health Guidelines or Executive Orders.

During the 2019-2020 school year, Little Ferry Public Schools became a 1 to 1 device district. Chromebooks were purchased for the staff as well. In addition, LFPS is looking to extend the Chromebook initiative into preschool with a touch screen model. The district maintains this initiative in the 2020-2021 budget with enhancements and resources. Little Ferry Public School is a Google Apps for Education district and has fully integrated K-8 in Google Classroom. Teachers will utilize Google Meet Enterprise to "see" students daily for instruction, office hours and class meetings. A grade level list of consumables and digital resources was updated and added to the Teacher Resource Section on the district website. Learning packets will be utilized within instruction for grades K-2 to minimize screen time and develop foundational learning skills and personal development skills.

Last, the district purchased and installed Promethean Boards in all instructional classrooms. These boards run off of a Chromebox. In addition, Hovercams were purchased to serve as a document camera with built in video and microphone capabilities. This device can join the class through Google Meet and project tangible materials for instructional purposes. At this point, staff will teach from their classrooms whether hybrid or remote, Monday-Tuesday and Thursday-Friday. The Hovercam can go home with staff on Wednesdays to continue instruction and support learning outcomes and goals. Should the district go all remote and staff not return to the physical building, this tool will enhance the delivery of instruction for all learners.

All staff will receive training on September 1 and 2 regarding remote learning and hybrid models. Staff also has access to online professional development through Simple K-12 and Safe Schools.

Monday	Tuesday	Wednesday	Thursday	Friday
"Blue Remote"	"Blue Remote"	**All Remote**	"Gold Remote"	"Gold Remote"
PRE-K 9-11:30 AM 12:30-3:00 PM	PRE-K 9-11:30 AM 12:30-3:00 PM	**All Remote** **Schedule is the same**	PRE-K 9-11:30 AM 12:30-3:00 PM	PRE-K 9-11:30 AM 12:30-3:00 PM
<u>Self-Contained SE K-8</u> 8:15-8:30 AM HR 8:30 AM-12:42 PM	<u>Self-Contained SE</u> 8:15-8:30 AM HR 8:30 AM-12:42 PM	**All Remote** 8:15-8:30 AM HR 8:30 AM-12:42 PM	<u>Self-Contained SE</u> 8:15-8:30 AM HR 8:30 AM-12:42 PM	<u>Self-Contained SE</u> 8:15-8:30 AM HR 8:30 AM-12:42 PM
<u>Kindergarten 4 Days</u> 8:30-8:45 AM 8:45-12:35 PM	<u>Kindergarten</u> 8:30-8:45 AM 8:45-12:35 PM	**All Remote** Schedule is the same	<u>Kindergarten</u> 8:30-8:45 AM HR 8:45-12:35 PM	<u>Kindergarten</u> 8:30-8:45 AM HR 8:45-12:35 PM
Grade 1 Blue 8:15-8:30 AM HR 8:30 AM-12:42 PM	**Grade 1 Blue** 8:15-8:30 AM HR 8:30 AM-12:42 PM	**All Remote** 8:15-8:30 AM HR 8:30 AM-12:42 PM	**Grade 1 Gold** 8:15-8:30 AM HR 8:30 AM-12:42 PM	**Grade 1 Gold** 8:15-8:30 AM HR 8:30 AM-12:42 PM

Grade 2 Blue 8:15-8:30 AM HR 8:30 AM-12:42 PM	**Grade 2 Blue** 8:15-8:30 AM HR 8:30 AM-12:42 PM	**All Remote**	**Grade 2 Gold** 8:15-8:30 AM HR 8:30 AM-12:42 PM	**Grade 2 Gold** 8:15-8:30 AM HR 8:30 AM-12:42 PM
<u>Grade 3 (4 days)</u> 8:15-8:30 AM HR 8:30 AM-12:42 PM	<u>Grade 3</u> 8:15-8:30 AM HR 8:30 AM-12:42 PM	**All Remote** 8:15-8:30 AM HR 8:30 AM-12:42 PM	<u>Grade 3</u> 8:15-8:30 AM HR 8:30 AM-12:42 PM	<u>Grade 3</u> 8:15-8:30 AM HR 8:30 AM-12:42 PM
<u>Grade 4 (4 days)</u> 8:15-8:30 AM HR 8:30 AM-12:42 PM	<u>Grade 4</u> 8:15-8:30 AM HR 8:30 AM-12:42 PM	<u>All Remote</u> 8:15-8:30 AM HR 8:30 AM-12:42 PM	<u>Grade 4</u> 8:15-8:30 AM HR 8:30 AM-12:42 PM	<u>Grade 4</u> 8:15-8:30 AM HR 8:30 AM-12:42 PM
Grade 5 Blue 8:15-8:30 AM HR 8:30 AM-12:42 PM	**Grade 5 Blue** 8:15-8:30 AM HR 8:30 AM-12:42 PM	**All Remote** 8:15-8:30 AM HR 8:30 AM-12:42 PM	**Grade 5 Gold** 8:15-8:30 AM HR 8:30 AM-12:42 PM	**Grade 5 Gold** 8:15-8:30 AM HR 8:30 AM-12:42 PM
Grade 6 Blue 8:15-8:30 AM HR 8:30 AM-12:42 PM	**Grade 6 Blue** 8:15-8:30 AM HR 8:30 AM-12:42 PM	**All Remote** 8:15-8:30 AM HR 8:30 AM-12:42 PM	**Grade 6 Gold** 8:15-8:30 AM HR 8:30 AM-12:42 PM	**Grade 6 Gold** 8:15-8:30 AM HR 8:30 AM-12:42 PM
Grade 7 Blue 8:15-8:30 AM HR 8:30 AM-12:42 PM	**Grade 7 Blue** 8:15-8:30 AM HR 8:30 AM-12:42 PM	**All Remote** 8:15-8:30 AM HR 8:30 AM-12:42 PM	**Grade 7 Gold** 8:15-8:30 AM HR 8:30 AM-12:42 PM	**Grade 7 Gold** 8:15-8:30 AM HR 8:30 AM-12:42 PM
Grade 8 Blue	**Grade 8 Blue**	**All Remote**	**Grade 8 Gold**	**Grade 8 Gold**

8:15-8:30 AM HR	8:15-8:30 AM HR	8:15-8:30 AM HR	8:15-8:30 AM HR	8:15-8:30 AM HR
8:30 AM-12:42 PM	8:30 AM-12:42 PM	8:30 AM-12:42 PM	8:30 AM-12:42 PM	8:30 AM-12:42 PM

All Remote is Same Schedule **8:15 AM-8:30 AM 8:30 AM-12:35 PM**

Kindergarten meets 4 days a week "live" 8:30 AM-8:45 AM HR , then 8:45-12:35 PM

Pre-K Meets 4 days a week "live" 2 sessions: 9 AM-11:30 AM/12:30 PM-3:00 PM

Grades K, 3 & 4 has many opt-outs; therefore they will meet "live" 4 days a week

1:45- 3:00 PM Remote learning: May include the following: small group, whole group, individual instructions and/or office hours. May include Social & Emotional learning activities.

Team Royal - AM /PM (PRE K) Pre K students will be split into two sections AM/PM and report on Mondays, Tuesdays, Thursdays, and Fridays. (Wednesdays will be complete remote days) 9AM-11:30 AM & 12:30 PM-3:00 PM

KINDERGARTEN ONLY

➢ Kindergarten students will be in school and report on Mondays, Tuesdays, Thursdays, and Fridays. (Wednesdays will be complete remote days) Homeroom 8:30 AM RegularDay 8:45 AM-12:35 PM

Team Blue (Grades 1-8)

➢ Consists of half the teacher's roster.
➢ Team Blue students will be present in the building on Mondays and Tuesday. (Wednesdays, Thursday, & Friday will be complete remote days)

Team Gold (Grades 1-8)

➢ Consists of the other half of the teacher's roster.
➢ Team Gold students will be present in the building on Thursday and Fridays. (Monday, Tuesday, & Wednesdays will be complete remote days)

Team Blue and Gold - students in self-contained classes (MD and AUT programs) will be present in the building on Mondays, Tuesdays, Thursdays, and Fridays. (Wednesdays will be complete remote days)

In Person & Remote Phase 1 Bell Schedule (Grades 1-8)

Kindergarten HR is 8:30 AM

Homeroom: 8:15 a.m. – 8:30 a.m.

Period 1   8:30 a.m. – 9:11 a.m.   Dismissal 12:45 p.m.

Period 2: 9:11 a.m. – 9:52 a.m.   *Lunch 12:50–1:45 p.m.*

Period 3: 9:58 a.m. – 10:39 a.m.   *Teacher Office Hours;*

Period 4 / 5: 10:39 a.m.– 11:20 a.m.   *1:45 p.m–3:05 p.m.*

Period 6: 11:20 a.m. – 12:01 p.m.

Period 7: 12:01 p.m. – 12:42 p.m.

20 minute mandatory recess for Grades K–5. Schedule will be transmitted by administration. They will be alternated in every Phase.

APPENDIX O

Staffing

a. The board's plan is to survey teachers on their availability to return to work. Once those numbers are established the administration can assign them accordingly. The board wishes to work with the faculty and staff to establish the best means that will ensure continuity of learning & leverage existing resources & personnel to maximize student success.
b. The district will follow all guidance set up by all ADA, HIPPA and applicable state laws to ensure that all staff members have an opportunity to ply their trade as best as the district can.
c. 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.
d. Instructional staff should:

➢ Reinforce social distancing protocol with students and   co-teacher 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.
➢ 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 regular 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.
➢ Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
➢ 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 assist with school building and safety logistics.
➢ 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.
➢ Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
➢ Limiting on-line activities for preschool students.

c. Mentor teachers should:

➢ 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
➢ 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.

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

➢ 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 Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.

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

e.   Educational services staff members should:

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

7. Support embedding of SEL into lessons.
8. Lead small group instruction to ensure social distancing.
9. Consider student grouping to maintain single classroom cohorts.
10. Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

f.   Support staff/paraprofessionals may:

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

g.   Substitutes

➢ Contingency staffing plans are in place in case of sudden long-term absences and/or vacancies.
➢ Roles and responsibilities for substitute teachers in both virtual and hybrid settings are developed.
➢ Plans for substitutes placed in a single school building or grade level to avoid too much movement between schools are developed
➢ Areas of need are developed where additional staff may be necessary: school nurses, counselors, school psychologist

APPENDIX P
Athletics

During Phase 1 & 2, September 8 through November 2, 2020, all Sports are cancelled. During Phase 3, November 5 through November 27th, the district will revisit this ar

CHART OF USEFUL LINKS

Conditions for Learning		
Section	**Title**	**Link**
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance

	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
Section	**Title**	**Link**
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_ropeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf

	Prepare to Reopen and Renew Your School Community	
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/

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

Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/edevaluation.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://d31hzlhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates

	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf

Policy and Funding		
Section	**Title**	**Link**
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm

Section	**Title**	**Link**
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/

Continuity of Learning		
Section	**Title**	**Link**
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/

	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml
Section	**Title**	**Link**
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html