

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

KENILWORTH

Board of Education

Fall 2020

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Dear Kenilworth School Community:

After months of careful thought and consultation, Kenilworth has compiled detailed plans for reopening schools. This “Restart & Recovery Plan” is a result of our strategic process to identify critical questions, determine answers, and address how to adapt the most important functions of our district to comply with health and safety protocols. A contingent of dedicated committee members made up of teachers, administrators and local officials, took the lead in developing detailed reopening plans. We also consulted with the health department and surrounding districts to form policies that addressed the educational, emotional and safety needs of our school community.

Our Reopening Plan reflects adherence to the Governor’s Executive Orders, fulfills the mandates in the NJDOE’s *The Roadback Guidance* and reflects recommendations by such organizations as the CDC and the American Academy of Pediatrics. Additionally, it embodies the Kenilworth Way.

As part of our work, a set of guiding principles emerged from the hard work of our reopening efforts and they formed the basis for our decision making.

- We believe the physical health of our school community members is our top priority.
- We believe we must continue to provide a rigorous academic program that provides for the continuity of learning.
- We believe it’s our responsibility to tend to the social and emotional needs of our students and staff. We believe in equitable access to technology.
- We believe that if we can safely account for athletics and extracurricular activities, we need to provide them for the whole-child experience.

In addition to this full plan, we created a streamlined set of Fact Sheets in the areas of: Health and Wellness Scheduling Academics, Student Personnel Services (including special education, social and emotional health, etc.) Physical and Extra-Curricular Activities, and Technology. We also compiled the most pressing issues from a parent perspective into a Fact Sheet titled “What Parents Need to Know.” These materials, along with a roundup of more than forty frequently asked questions, can be found on our website.

By reviewing our reopening materials, you’ll learn about how we’ve planned for the health and wellness, social emotional, and teaching and learning needs of our school community. We acknowledge that COVID-19 policies are intended to mitigate, not eliminate, risk. No single action or set of actions will completely eliminate the risk of transmission, but implementation of several coordinated interventions can greatly reduce the risk. We think you’ll find that our plan addresses this idea.

We also think you’ll find that our district’s core beliefs are woven throughout these plans. As our mission statement explains, our schools are the center of “**a small, supportive community.**” It’s who we are and what we value. Our reopening plans reflect this.

Sincerely,
Kyle C. Arlington
Superintendent of Schools

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Introduction

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

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

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

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

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

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

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

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

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

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THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

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

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

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

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

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

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

Ten Critical Areas of Operation

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

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

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

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

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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) Face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
 - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (3) Face coverings may be removed during physical education or music classes, provided individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart.
- (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (5) Use of shared objects should be limited when possible or cleaned between use.
- (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
 - (a) In each classroom (for staff and older children who can safely use hand sanitizer).
 - (b) At entrances and exits of buildings.

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

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

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

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

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

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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 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 screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
 - (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
 - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
 - (d) Any screening policy/protocol must take into account students with disabilities and

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accommodations that may be needed in the screening process for those students.

- (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:
 - (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
 - (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
 - (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
 - (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.

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- (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
 - (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
 - (5) Students must wear face coverings unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
 - (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
 - (6) Exceptions to requirements for face coverings shall be as follows:
 - (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.
 - (c) The individual is in water.

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

(e) The student is under the age of two and could risk suffocation.

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

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

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

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

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

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

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- (2) The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
 - (a) A schedule for increased routine cleaning and disinfection.
 - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops, elevators, hallway garbage receptacles).
 - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
 - (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 - (i) Classroom desks and chairs;
 - (ii) Lunchroom tables and chairs;
 - (iii) Door handles and push plates;
 - (iv) Handrails;
 - (v) Kitchens and bathrooms;
 - (vi) Light switches;
 - (vii) Handles on equipment (e.g. athletic equipment);
 - (viii) Buttons on vending machines and elevators;

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- (ix) Shared telephones;
 - (x) Shared desktops;
 - (xi) Shared computer keyboards and mice;
 - (xii) Drinking fountains; and
 - (xiii) School bus seats and windows.
 - (xiv) Wheelchair Lifts
 - (xv) Hallway garbage receptacles
- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

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

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

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

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

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- i. Critical Area of Operation #9 – Recess/Physical Education – Anticipated Minimum Standards Incorporated into the Plan
 - (1) The Board’s Plan regarding recess and physical education should include protocols to address the following:
 - (a) Stagger recess, if necessary.
 - (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
 - (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
 - (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
 - (e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
 - (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
 - (g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
 - (i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.
 - (ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.

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- (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.
- (3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

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

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

- (1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.
- (2) The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

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

2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

b. Multi-Tiered Systems of Support (MTSS)

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

c. Wraparound Supports

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic,

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behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

e. Quality Child Care

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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

B. Leadership and Planning

The Leadership and Planning Section of the Board’s Plan references guidance, requirements, and considerations for the school district regarding district and

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school-wide logistical and operational issues with which administrators will contend in planning to reopen schools.

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

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

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

[See Appendix L – Restart Committee]

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

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

[See Appendix M – Pandemic Response Team]

3. Scheduling

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

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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 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.

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- (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
 - (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
- (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
- (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
- (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board’s Plan.

[See Appendix N – Scheduling of Students]

4. Staffing

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

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

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

[See Appendix O – Staffing]

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

- a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.
- b. Instructional staff should:
 - (1) Reinforce social distancing protocol with students and co-teacher or support staff.
 - (2) Limit group interactions to maintain safety.
 - (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
 - (4) Become familiar with district online protocols and platforms.
 - (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
 - (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.

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- (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
 - (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
 - (11) Instruct and maintain good practice in digital citizenship for all students and staff.
 - (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
 - (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
 - (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
 - (15) Limiting on-line activities for pre-school students.
- c. Mentor teachers should:
- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
 - (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.

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- (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

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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.

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- (3) Manage online platform for small groups of in-person students while teacher is remote.
- (4) Assist with the development and implementation of adjusted schedules.
- (5) Plan for the completion of course requests and scheduling (secondary school).
- (6) Assist teachers with providing updates to students and families.
- (7) Support embedding of SEL into lessons.
- (8) Lead small group instruction to ensure social distancing.
- (9) Consider student grouping to maintain single classroom cohorts.
- (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

f. Support staff/paraprofessionals may:

Aide support for individual students will be determined through the special education IEP process on an individualized basis. Supports for student provided by aides under the direction of a certified staff member can include:

- (1) Facilitation of small group instruction
- (2) Read alouds, live or pre recorded
- (3) Behavioral Supports
- (4) Real time support of synchronous and asynchronous learning activities
- (5) Caption prerecorded instructional videos made by teachers
- (6) Research accessible materials, websites and videos at teacher direction

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(7) Support students and families in accessing and participating in remote learning(aides can be added to virtual class as a co-teacher)

g. Substitutes

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

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

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

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

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

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

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

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

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

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

[See Appendix O – Staffing]

7. Athletics

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

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[See Appendix P – Athletics]

C. Policy and Funding

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

1. School Funding

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

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

- b. School District Budgets

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

- c. School Funding

School officials will review the Policy and Funding section of the NJDOE Guidance that includes information on Federal and State funding sources; purchasing practices; use of reserve accounts,

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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.

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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.

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- (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.
- a. Questions regarding special education services should be directed to the student's case manager or the Director of Student Personnel Services.

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.

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

3. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).
- b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.
- c. Virtual and Hybrid Learning Environment
 - (1) Curriculum
 - (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account 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.

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- (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.
- (2) Instruction
- (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
 - (b) In crafting an instructional plan, the school district should consider the following:
 - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
 - (ii) Design for student engagement and foster student ownership of learning.
 - (iii) Develop students' meta-cognition.
 - (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
 - (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.

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

(3) Assessment

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

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

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

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

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

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

4. Professional Learning

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

b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and

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supporting educators in meeting the social, emotional, health, and academic needs of all students.

- c. Professional learning opportunities should be:
 - (1) Presented prior to the beginning of the year;
 - (2) Presented throughout the school year;
 - (3) Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
 - (4) Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and
 - (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.

- d. Mentoring and Induction
 - (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
 - (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
 - (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
 - (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
 - (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.

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- (2) School districts should develop observation schedules with a hybrid model in mind.
 - (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
 - (4) School districts should consider the School Improvement Panel's (SciP) role in informing professional learning, mentoring, and other evaluation-related activities.
 - (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.
5. Career and Technical Education (CTE)
- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
 - b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
 - c. Guiding Principles
 - (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
 - (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.
 - 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.

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

e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

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Appendix A

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

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

a. Protocol for High Risk Staff Members

Among adults, those who are older are at highest risk for severe illness. Severe illness means that the person with COVID-19 may require hospitalization, intensive care, or a ventilator to help them breathe. As people get older, their risk for severe illness from COVID-19 increases. The greatest risk for severe illness from COVID-19 is among those age 85 or older.

There are also other factors that can increase risk for severe illness, such as any of the following underlying medical conditions:

- Chronic lung disease or moderate to severe asthma
- Serious heart conditions
- Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune-system-weakening medications.
- Severe obesity (body mass index of 40 or higher)
- Diabetes
- Chronic kidney disease that requires dialysis
- Liver disease

For additional information on risk groups and factors, refer to the [CDC Website](#).

SICK TIME/ACCOMMODATIONS

The federally funded [Family First Coronavirus Response Act](#) will offer guidance and compensation for many time-off situations related to COVID-19. With virtual learning now built into the district's educational plans, we will evaluate how teachers should proceed if they are home for reasons other than their own illness. There will be myriad circumstances to take into consideration with this question.

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If you believe that you have a physical or mental impairment that substantially limits your ability to work, the school district must engage in a good-faith interactive process with you to identify accommodations that will enable you to perform the essential functions of your job. To initiate this process, please contact Mr. Arlington. Depending on the requested accommodation, a questionnaire will need to be completed and a doctor's certification may be required.

Source: "District Staff Guidance"

b. Protocol for High Risk Students

- Parent/Guardian whose child has a chronic illness may opt to have virtual learning only.
- Parents should consult with their building principal and school nurse to share needs and medical concerns.
- It may be the case that students will require an Individual Health Plan.
- Medically fragile students with Individualized Education Programs (IEPs) may require changes to their IEPs.
- Other students in need of special accommodations may require a 504 Plan (should be consistent with current 504 policy).
- Points of contact for medical concerns include building principals and school nurses.
- Points of contact for IEP and 504-based medical concerns include building principals, school nurses, Child Study Team Case Manager & the Director of Student Personnel Services.

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Appendix B

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

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

A. Social Distancing in Instructional and Non-Instructional Rooms

Instructional:

- Desks will be set up to face the same direction with the maximum distance possible between desks.
- Student tables may be equipped with clear acrylic separators between students.
- Rooms and Offices which also routinely host students (e.g. physical/occupational/speech therapy, school counseling and evaluation services) may have acrylic separators available for additional safeguard measures.
- Windows will be open to the extent possible.
- Custodial and Maintenance staff will routinely wipe down surfaces and floors in open/empty classrooms throughout the day.
- Supplies will also be available for staff to wipe down surfaces throughout the day.

Main & Health Offices

- Health offices will be equipped with isolation gowns, gloves, goggles or glasses, face shields, face coverings, N95 masks for isolation areas and other health-related instruments for assessment and treatment. Isolation areas will be identified in each building for students and staff members exhibiting COVID-19 symptoms.
- Main offices will have Plexiglas safeguards installed.

B. Procedures for Hand Sanitizing/Washing

In response to the COVID-19 crisis, additional equipment and supplies have been purchased to facilitate access to handwashing and hand sanitizing. Staff and students will be encouraged to wash and/or sanitize hands frequently during the in-person school day.

All handwashing and hand sanitizing supplies in classrooms, bathrooms and hallways will be routinely checked and replenished throughout the school day.

- Sinks in classrooms will be equipped with extra soap and paper towels.

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- Hand Sanitizer will be made readily accessible throughout the school buildings.
- Sanitizers will be in all classrooms.
- Primary and Elementary students will have hand washing/sanitizing of hands included in the daily schedule to the extent possible.
- Handwashing/sanitizing of hands will take place routinely in connection with certain activities (i.e., when returning inside from an outdoor class, prior to the start of a new lesson, etc.).
- All students will be routinely reminded that handwashing is important and provided opportunities to wash their hand and/or use hand sanitizer:
 - After blowing your nose, coughing or sneezing
 - After using the restroom
 - Before eating or preparing food
 - Before and after touching your face
 - After being outside
 - Before putting on or removing gloves or any other PPE
 - After touching frequently touched areas (e.g., door knobs, handrails, shared computers)

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Appendix C

Critical Area of Operation #3 – Transportation

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

- a. Student Transportation
- b. Social Distancing on School Buses

The NJDOE Guidelines state, “School districts should maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students.

The Kenilworth Board of Education uses outside contractors to provide its transportation needs to eligible students. We are requiring contractors follow these guidelines September:

- Recommend, at a minimum, assigned seating, to allow for future contact tracing.
- Windows to be kept open to increase air circulation; weather permitted.
- Students should must wear face coverings in accordance with established guidelines.
- At a minimum, buses should be sanitized in-between the AM and PM run and again after the PM run, using approved sanitizing and disinfecting solutions known to kill COVID-19 virus.
- Hand sanitizers should be available on all buses.

In addition, the following is recommended:

- School Administration will ensure that students understand social distancing best practices while awaiting pickup at bus stops.
- Hand sanitizing stations will be located at the bus stops located at Harding & Brearley Schools.

Bus Procedures to Reduce the Spread of Contagion

A. To the maximum extent practicable, bus drivers will ensure that students and adults comply with appropriate social distancing practices (at least six feet between riders) while on the school bus. Hand sanitizer will be made available at the school bus entrance for use when boarding.

B. Drivers should practice all safety actions and protocols as indicated for other staff,

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including hand hygiene and face coverings.

- C. Students must wear face coverings while riding on the bus. Accommodations for students who are unable to wear face coverings should be consistent with the student's IEP. For adults, accommodations shall be consistent with those provided by the school district for staff and others;
- D. Bus drivers will be reminded to implement certain personal hygiene actions (e.g., frequent hand washing) and be afforded the opportunity to do so (such as having sufficient time between routes);
- E. District vehicles will be cleaned and sanitized including seats, rails, and highly touch surfaces before each run.
- F. Contracted transportation providers shall be required to clean and sanitize seats, rails and highly touched surfaces before each run. The district shall collaborate with the contracted service provider to develop these procedures and ensure that they are consistently followed. The contracted service provider shall collaborate with the district in establishing cleaning/sanitation protocols that are consistent with social distancing practices. The contracted service provider shall ensure that employees are fully trained in the implementation of the established protocols:
- G. All personnel responsible for cleaning school buses shall document the cleaning/sanitizing measures taken. Personnel are required to:
 - 1. Demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus; and
 - 2. Provide a certification that, before the route commenced, the required process was completed as required.
- H. These procedures will include a minimum of two stages: cleaning, which removes dirt and germs from surfaces; and disinfecting, which kills germs on surfaces that remain after cleaning.
- I. The procedures will identify sanitizing agents that may be used and will be limited to products included on the U.S. Environmental Protection Agency's list of products that have been shown to be effective against COVID-19;

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Appendix D

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

Daily pre-screening measures are required. The CDC and NJDOH does not recommend universal symptom screenings (i.e. screening all students grades PK-12) be conducted by schools. Still, we are required to have a procedure for the daily screening of symptoms for students and staff.

We are currently developing a more future ready practice for daily symptom screenings each day. However, for the first weeks of school, these procedures will be in place.

- **Harding** families will need to submit a pre-screening form daily. We will provide you with several copies of the form. Students will need to submit the forms at the door each day. Principal Bubnowski will share more.
- **Brearley** families, parents will need to log into Genesis daily and complete a form. We are setting up a turnstile system using Chromebooks at the schools' entrances. Principal Davies will share more.

Faculty will submit a daily attestation of pre screening through the Frontline Solution. The central office will provide more information. This school district should include in Appendix D the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.d., including, but not limited to:

Based on data and information concerning the transmission of COVID-19, local health authorities have affirmed that the act of passing another person while wearing a mask poses extremely low risk for infection. In an effort to promote and facilitate conditions that support a low risk environment the District will enact the following steps to reduce flow of traffic, streamline movement throughout the buildings, limit the use of common areas and avoid unstructured student gatherings.

- **Physical guides:** such as tape on floors, signs on walls will be used to assist with physical distancing.
- **Building Navigation:** Where social distancing is not possible, there may be the need to create “one-way routes” in hallways and stairwells.
- **Water Fountains:** Students will be encouraged to bring water bottles to school to reduce frequent trips to the water fountain and encouraged to use the touchless bottle fill stations throughout the school. Certain fountains will be turned off, and sanitizing stations will be located by all operational water fountains.

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- **Brearley Computer Labs:** Since Brearley will have a 1:1 Chromebook initiative in place, some Brearley Computer Labs, with the exception of courses that require higher processors such as graphic arts, will be dismantled.
- **Harding Chromebook Carts:** Carts can be used in the classroom for the day. Carts should be limited to one classroom per day. Students should wipe down the Chromebooks prior to placing them back in the cart. Carts will be returned to a central location (to be determined) where they can undergo a disinfecting procedure during the night.
- **Bathrooms:** Bathroom fixtures and devices (sinks, paper towel and soap dispensers) will be upgraded, to the extent possible, to be touchless. Partitions will be installed between sinks and urinals.
- **Locker Rooms:** In an effort to prohibit students and staff from these confined spaces with large amounts of high contact surfaces and multiple student cohorts potentially entering on a daily basis, these rooms will be closed to general student and staff use.
- **Hallway Lockers:** Since the month of September is typically warm enough where coats are not required, and students at the high school will not be bringing lunch, hallway lockers will not be used. This will significantly reduce the number of touch surfaces that need to be cleaned multiple times a day. As weather conditions change, this may need to be reassessed.
- **Shared Books, Toys and Manipulatives:** To the extent possible, students will not share desks, books, toys and manipulatives. If items are shared, teachers should properly clean and sanitize the items with products provided.
- **Classroom Contents & Usable Space:** In an effort to increase “useable” square footage in classrooms to increase student occupancy, teachers should consider what classroom items are “essential” for instruction. Items not needed will be stored safely in an alternate space. In general, items such as beanbag chairs and couches will be prohibited in the classroom.
- **Playgrounds:** Staff should utilize the athletic fields and play areas. Since proper physical distancing will be difficult to maintain and the equipment will be difficult to properly clean and disinfect after each use, the Harding School Playground Equipment will not be available for use. The building principals will provide staff with alternate grade appropriate activities that can maintain physical distancing and not spread the contagion.

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Appendix E

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

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

a. Screening Procedures for Students and Staff

The district is dedicated to providing effective education and services to students during its modified schedule for in-person learning. To balance health screening requirements with the need to maximize our classroom time with students, daily symptom and temperature checks will be performed at home.

At home:

- Regular reminders and educational tools will be sent to parents, students and staff about the importance of daily symptom checks.
- School nurses and/or principals must be notified if a student or staff member has been exposed or has had close contact with someone diagnosed with COVID-19. Close contact is defined as being within 6 feet of someone for approximately 10 minutes or longer.

At school:

- Staff members will be directed to look for symptoms among students as the children enter the buildings and classrooms. A symptom checklist will be provided to assist staff members in this process.
- If a staff member believes a student is showing symptoms of COVID-19, he or she may ask a nurse to see the student; the nurse may administer a contactless temperature scan.
- The district will follow NJDOE recommendations and require that students and staff remain home if they have a temperature of 100 or higher.
- Students and staff members should not come to school if they are sick, even if they do not suspect that they have COVID-19.

These symptoms of COVID-19 may present as another illness:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue

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- 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. The Centers for Disease Control and Prevention will continue to update [this list](#) as more is learned about COVID-19.

b. Protocols for Symptomatic Students and Staff:

Our school nurses will work in tandem with the principals and Superintendent of Schools to monitor students and staff who show symptoms associated with COVID-19, or who test positive for the virus.

- Isolation rooms will be set up to separate students and staff members who exhibit symptoms associated with COVID-19.
- The isolation rooms were selected based on their location, and access to bathrooms and outdoor exits. The designated areas are the Athletic Training Room at Brearley Middle School and High School, and the Boys' Locker Room at Harding Elementary.
- Students will remain in isolation with continued supervision and care until they are picked up by an authorized adult.
- If a staff member becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, the staff member will notify the principal and school nurse. School employees will follow the state's **Communicable Disease Service guidance for illness reporting**, and will immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
- We will work with the NJ Department of Education's County Office, along with the Kenilworth Board of Health on the contact tracing process.
- Decisions regarding quarantining (staying at home for a prescribed amount of time) is based on the **Union County COVID-19 School Community Containment Guidelines**.

c. Protocols for Face Coverings

School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under 2 years of age. **Students are**

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required to wear a face covering (unless doing so would inhibit his or her health) at all times when in a school building, as well as when entering and exiting the buildings. This is a rule instituted by the Governor on Aug. 3. However, [since mask breaks are allowed](#), Teachers will look for, and even create opportunities for students to take time off from face coverings, especially for our elementary students. Kenilworth plans to use the outdoors for mask breaks.

Wear your face covering correctly

- Wash your hands before putting on your face covering.
- Put it over your nose and mouth and secure it under your chin.
- Try to fit it snugly against the sides of your face.
- Make sure you can breathe easily.

Use the face covering to protect others

- Wear a face covering to help protect others in case you are infected but do not have symptoms.
- Do not put the covering around your neck or up on your forehead.
- Do not touch the face covering, and, if you do, wash your hands.

Removing your face covering

- Untie the strings behind your head or stretch the ear loops.
- Handle only by the ear loops or ties.
- Fold outside corners together.
- Be careful not to touch your eyes, nose, and mouth when removing the face covering, and wash hands immediately afterward.

Cleaning your face covering

Washing machine:

- You can include your face covering with your regular laundry.
- Use regular laundry detergent and the warmest appropriate water setting for the cloth used to make the face covering.

Dryer:

- Use the highest heat setting and leave in the dryer until completely dry.

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Appendix F

Critical Area of Operation #6 - Contact Tracing

1. The District will follow the MUNICIPAL COVID-19 SCHOOL COMMUNITY CONTAINMENT GUIDELINES provided by the Kenilworth Health Officer and used across Union County, New Jersey.
2. School community members will be made aware that they must bring to the school district's attention confirmed cases of COVID-19, probable cases, cases of reported symptoms and situations where school community members have been in close contact with another person with a confirmed or probable case of COVID-19, including when s/he has been exposed to someone with reported symptoms.
3. The school nurses, in consultation with the Superintendent of Schools or his or her designee, will review reports of COVID-19 in the school community on a case-by-case basis to determine if the report is a confirmed case, probable case, case of reported symptoms, or close contact situation.
4. Based on the findings of each investigation, the district will follow the containment responses found in the MUNICIPAL COVID-19 SCHOOL COMMUNITY CONTAINMENT GUIDELINES provided by the Kenilworth Health Officer.
5. The Superintendent of Schools will make contact with the Kenilworth Health Officer.
6. The township's Health Officer will lead the contact tracing process. The Kenilworth School District will support the township in the contact tracing process as requested and will comply with the recommendations of the township's health office in all contact tracing matters.

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

Cleaning and Disinfecting Procedures to Reduce the Spread of Contagion

Cleanliness and good hygiene are the responsibilities of the entire school community. Together, we can work to ensure a clean, sanitized school environment.

- All custodial staff will be trained on proper cleaning, sanitizing and disinfecting techniques.
- Custodial staff will clean classrooms, bathrooms, and all public spaces daily.
- In accordance with CDC recommendations, all classrooms will be thoroughly cleaned prior to the start of classes each day.
- High-touch areas, including handrails, doorknobs, elevators, wheelchair lifts, hallway garbage receptacles and bathrooms, will be cleaned throughout the day. Additional custodial staff will be hired for this express purpose.
- To assist the custodial staff in their efforts, the district has purchased the following equipment designed to combat COVID-19:
 - Hydroxyl Air Processing Units
 - Electrostatic Disinfectant Sprayers
 - HEPA Filtration Vacuums
 - Misting Surface Disinfecting Systems

Staff and Student Efforts:

- Classrooms and offices will be supplied with disinfecting wipes and hand sanitizer.
- Faculty and other staff members are encouraged to regularly clean high-touch surfaces (door handles, keyboards, copiers, phones, etc.) within their workspaces.
- Hand sanitizer dispensers will be installed at building entrances and throughout the building hallways, gymnasiums, cafeterias, bathrooms, and other high traffic/occupancy areas.

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Appendix H

Critical Area of Operation #8 – Meals

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

The District will be moving to a “Grab-N-Go” style Lunch and Breakfast offering to all students under National School Lunch Program as follows:

- A limited population of our students based on extended school day schedules will be eating lunch in school. For these students, lunch will be served in the respective aftercare cohorts with social distancing maintained to create necessary space for removal of face coverings during eating.
- Grab-and-Go Meals will be prepared and packaged onsite for all students to purchase. Each unitized meal will follow the NSLP meal pattern and will consist of the following components: Meat/Alternate, Grain, Vegetable, Fruit and Milk.
- Parents will have the ability to prepay for meals online utilizing the District POS System.
- Students will leave school each day with the meals including breakfast (if selected) which is for consumption the following morning. Depending on the cohort, meals for multiple days may be offered.
- Meal pick up times will be coordinated with Building principals at each site.
- Social distancing will be observed at all times while students are in line for pick up of meals. Once students pass the register, they will leave the cafeteria and either return to class or be dismissed at the direction of the building principal.
- All meals will be claimed as appropriate for reimbursement under the USDA NSLP.
- Food preparation areas will continue to be cleaned and sanitized continuously along with all areas of the kitchen and cafeteria as needed and daily.

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Building specific details:

Brearley:

- Several kiosk lines will be open to reduce the congestion at the registers.
- While student learning is on an A/B Cohort, students who qualify for Free and Reduced Lunch will receive meals (breakfast and lunch) for both their A and B days (Virtual & Live Instruction).
- Accommodations should be made for students who are transported to allow time for them to obtain their meals and navigate to the bus stop. This can be a simple adjustment to the departure time of the bus by an additional 10 to 15 minutes. Building administrators should monitor the times and adjust accordingly.

Harding:

- With the modified end time at Harding School, in general lunches will not be eaten in the school. The exception is for students who are remaining in school under the Harding Aftercare Program.
- Building administrators will develop a plan that utilizes existing staff to bring students their lunches prior to the end of the day. Students that are dismissed at the end of the day will eat their meals at home; students who remain will eat their meals in the classroom with their aftercare cohort.

Remote Learning Students: Students who qualify for Free and Reduced Lunch and are on total remote/virtual learning will be able to pick up meals. The building administrators will develop a plan for distribution similar to the plan used successfully in the Spring of 2020.

Future guidance from the Department of Agriculture may expand or contract on this goal.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

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

Recess gives students a chance to take brain breaks, release some energy, and practice social skills. Physical education offers a similar opportunity, and is required by the NJ Department of Education. Our plan addresses ways to reduce risks while continuing these vital elements of the school experience.

- Locker rooms will not be used, because it would be too difficult to continually clean those high-traffic areas with multiple surfaces.
- Large, outdoor spaces such as fields, the track and blacktops, will be used when the weather permits.
- If activities are held indoors, they will conform to social distancing guidelines.
- Individual activities will be prioritized over team activities.
- Classes will avoid sharing equipment, and take steps to clean/disinfect equipment after each use.
- Staff will employ these precautions:
 - Maintain social distancing guidelines within small group activities.
 - Establish boundaries (using cones, tape, etc.) between groups.
 - Facilitate student hand sanitizing after activities.
 - The Physical Education staff will coordinate scheduling to meet these goals.

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Appendix J

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

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

Field Trips: Until further notice, field trips will not be permitted.

Band and Vocal Programs

To return to our active and engaging Band and Vocal Programs, we are following guidance from the National Federation of State High School Associations and the National Association for Music Education.

These [guidelines](#) were released in June 2020 with the caution that strategies may change as new information becomes available.

- There should be **no indoor group or ensemble singing**, until tested mitigation techniques are proven effective.
- Practice social distancing in music classrooms, which may include:
 - Gathering smaller numbers of students instead of traditional large ensembles.
 - Re-arranging classrooms to meet distancing requirements, keeping in mind that straight rows may be better than the traditional arc.
- Face-to-face music education may focus on the other musical processes – *responding, creating and connecting*. Students can continue to work on musical performance skills at home.
- If school performances are permitted, they may be streamed online without live audiences. However, the school must have a proper public performance license.

Responsibilities of Student Performers:

- Instruments, music stands and sheet music should not be shared.
- Percussion students should disinfect mallets between players, or students should wear gloves.

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- Students should have their own recorders, as is the usual practice at Harding. They should not be kept in a common storage area in the classroom.

Extra-curricular activities: Building principals will review the offerings with faculty advisors to determine if the programs can run safely with social distancing guidelines or virtually. Recommendations will be made to the Superintendent.

Until further notice school facilities will not be available for use by outside groups and organizations.

As we monitor the pandemic and receive additional information and guidance from the CDC and New Jersey State and local officials, we will continue to revisit our use of facilities plan and adjust accordingly.

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Appendix K

Academic, Social, and Behavioral Supports

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

The district recognizes that the social and emotional wellbeing of students is of critical importance, especially during this time of pandemic response. In recognition of the potential for increased social and emotional needs from students and staff, the following recommendations have been made by the Department of Student and Personnel Services for the 2020-2021 school year:

- Continued expansion of CASEL Second Step SEL curriculum grades K-7
- Continued use and expansion of universal screeners such as SEL check ins (grades 4-12) and DESSA (K-8)
- Continued monthly MTSS meetings (see MTSS, section d, below)
- Development and expansion of district SEL Advisory Committee for the purposes of SEL related recovery and reopening planning and evaluation of supports for staff and students, including tiered mental health and wellness interventions
- Staff professional development in topics such as Trauma Informed and Resilient Classrooms, Self-Care/Wellness and Psychological First Aid
- Expansion of Tier 2 Skill Groups exploring topics such as Grief and Trauma, Anxiety and Mindfulness, Social Skills
- Partnership with Care Plus including designated full time clinicians in each building to support teacher in SEL in the classroom, work with guidance counselors and members of the CST in the provision of direct and indirect student services, risk assessments/crisis screenings and referrals to outside mental health and wellness supports

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Section A: Social Emotional Learning (SEL) and School Climate and Culture:

Tiered Social and Emotional Learning Supports will be provided as follows:

Social and Emotional Supports for Students and Staff will be provided via a Multi-Tiered System of Supports as follows:

Tier One: Supports for most students. Effective Tier One support establishes a foundation of Social and Emotional Learning in schools. Examples of the Tier One supports planned for the 2020-2021 school year include:

- Routine Contact: Students will be regularly contacted by guidance counselors and members of the child study team, as appropriate.
- Procedures for Concerns: Teachers or parents with concerns or questions related to the social and emotional learning needs of students are encouraged to reach out to guidance counselors and members of the child study team as appropriate
- Universal Screening of Students and Staff: Surveys will be sent periodically to students and staff members as Tier One ‘Check Ins’. Student survey data will be reviewed by guidance counselors, school psychologists and school social workers. Staff survey data will be reviewed by the Director of Student and Personnel Services and the superintendent for follow up
- Teachers will be trained in Trauma Informed and Resilient Classrooms and Wellness Topics such as Mindfulness, Stress Management and Work-Life Balance
- Staff/Student Virtual Wellness Room
- Guidance counselors, school psychologists, school social workers, school nurses and select administrators will be trained in Mental Health First Aid
- Guidance counselors and Care Plus clinicians will work with teachers and guidance counselors at Harding to deliver Social and Emotional Learning curricula in the classroom

Tier Two: Supports students identified as having a need for programming in addition to Tier One supports. Tier Two supports are often delivered to small groups of students. Examples of Tier Two Supports planned for the 2020-2021 school year include:

- Tier Two Skills Groups: Care Plus clinicians will work with school psychologists, social workers and guidance counselors in the establishment of Tier Two Skills

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groups based upon topics such as Grief, Anxiety and Mindfulness. Group topics will be determined by student needs.

- Parent and teacher Education: Parent Support and teacher professional learning sessions will be scheduled for key skill group topic areas throughout the school year. These sessions will help parents and staff to support students in Tier Two programming.
- Administrative and Intervention Team Involvement: Students receiving Tier Two supports will be monitored by the school's intervention team, including school social workers, guidance counselors, school psychologists, behaviorist and members of the administrative team. Student progress will be evaluated and recommendations for continuation, changes or additional programming will be made and communicated, as appropriate.

Tier Three: Supports students who are not responsive to Tier One and Tier Two programming. Tier Three supports typically occur on an individual basis: Tier Three supports may also warrant behavioral assessments or evaluation by the child study team if a disability is suspected.

- Individual Student Counseling: Care Plus clinicians in both buildings will work with members of the child study team and guidance counselors in the provision of Tier Three individualized supports, including individual counselling,
- Individual Student and Parent Meetings: Regularly scheduled follow up meetings will take place to review student progress and areas of need.
- Wraparound Supports and Coordination with Community Resources: Through the district's partnership with Care Plus, licensed therapists will be available to provide wraparound services including student based family therapy, in-house risk/school clearance assessments and referral to community and state resources as appropriate.

Questions about SEL Supports can be directed to the student's guidance counselor, case manager, building principal or the Director of Student and Personnel Services.

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SECTION B: Multi-Tiered System of Supports (MTSS):

The district adopted MTSS Procedures and Guidelines outlined originally in the 2018-2019 school year. These procedures will continue to be followed throughout the school recovery and restart process. As outlined in the document, guidance counselors case monitor students referred for MTSS review and facilitate regular meetings. The purpose of MTSS is as follows:

As specified in 6A: 16-8.2 Functions of Intervention and Referral Services

1. Identify learning, behavior and health difficulties of students;
2. Collect thorough information on the identified learning, behavior and health difficulties;
3. Develop and implement action plans which provide for appropriate school or community interventions or referrals to school and community resources, based on the collected data and desired outcomes for the identified learning, behavior and health difficulties;
4. Provide support, guidance, and professional development to school staff who identify learning, behavior and health difficulties;
5. Provide support, guidance and professional development to school staff who participate in each building's system for planning and providing intervention and referral services;
6. Actively involve parents or guardians in the development and implementation of intervention and referral services action plans;
7. Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plans;
8. Coordinate the services of community-based social and health provider agencies and other community resources for achieving the outcomes identified in the intervention and referral services action plans;
9. Maintain records of all requests for assistance and all intervention and referral services action plans, according to the requirements of 34 CFR Part 98, 34 CFR Part 99, 42 CFR Part II, N.J.S.A. 18A:40A-7.1, N.J.A.C. 6A:16-3.2 and N.J.A.C. 6:3-2.1;
10. Review and assess the effectiveness of the provisions of each intervention and referral services action plan in achieving the outcomes identified in each action plan and modify each action plan to achieve the outcomes, as appropriate; and

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11. At a minimum, annually review the intervention and referral services action plans and the action taken as a result of the building's system of intervention and referral services and make recommendations to the principal for improving school programs and services, as appropriate

MTSS Team members for each building are as follows:

Harding Elementary School

- School Counselor
- Director of Student and Personnel Services
- Building Principal/ Assistant Principal
- School Psychologist
- Learning Disabilities Teacher-Consultant
- Referring Teacher
- Behaviorist, Speech Therapist, Occupational Therapist, School Nurse, as applicable
- Content Area Supervisor, as warranted

David Brearley Middle/High School

- School Counselor
- Director of Student and Personnel Services
- Building Principal/ Assistant Principal
- School Psychologist
- Learning Disabilities Teacher-Consultant
- Referring Teacher
- Behaviorist, Speech Therapist, Occupational Therapist, School Nurse, as applicable
- Content Area Supervisor, as warranted

Inquiries related to referrals to MTSS should be sent to the student's guidance counselor or the Director of Student and Personnel Services. Specific procedures are outlined in the MTSS Handbook

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Section C: Wraparound Supports:

In anticipation of increased mental health needs in the school community due to the pandemic, the licensed therapists from Care Plus stationed in each building will offer a variety of wrap around services. Included services are: crisis intervention, family counselling in support of the student's educational and emotional needs, on site risk /school clearance assessments, parent engagement workshops, community and in-home outreach and connection to state and community resources.

Wraparound services in support of student academic needs will continue to be assessed and provided through programs such as our after-care homework club, virtual programming such as Nessy and supports for our ESL students.

Inquiries regarding wraparound services can be directed to the student's guidance counselor, case manager, building principal or Director of Student and Personnel Services.

Section D: Food Service & Distribution: Refer to Appendix H: Meals

Section E: Quality Child Care:

Harding School: The before care and aftercare program traditionally run at Harding School will be operated in 2020-21. The programs hours will be modified to accommodate the new schedule. The payment structure will also be restructured. Given the extended time that students will be in aftercare, the principal will create a robust program. Students should be grouped into grade/age appropriate cohorts to allow for proper social distancing.

Brearley School: Aftercare may be needed and will be dependent on parental interest.

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Appendix L

Restart Committee

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

The District realizes that reopening our schools is a collaborative effort. To help inform policies and protocols, the Kenilworth Schools established a “Restart Committee” with membership that included:

- Superintendent of Schools
- Administration
- Township Officials
- Teacher and Administrative Union Leadership
- Teachers
- Parents
- Community members

The Restart Committee focused on the critical areas of:

- Operations and Governance
- Health & Wellness (with focus on buildings and grounds and physical health)
- Academics
- Scheduling & Related Matters
- Student Personnel Services (with focus on special education, social and emotional health, and a multi-tiered system of support.)
- Technology
- Physical and Extra Curricular Activities

The Restart Committees will convene throughout the year as needed.

The Superintendent of Schools has the discretion to disband subgroups or create additional ad hoc committees or subcommittees to remain responsive to changing circumstances.

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Appendix M

Pandemic Response Teams

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

Each school building's Crisis Team will serve as the district's Pandemic Response Team. The building principals and Director of Student Personnel Services will serve as the liaisons to the Superintendent of Schools as building-based Pandemic Response Teams meet throughout the year.

The District will review the current membership of each Crisis Team to ensure membership reflects the required contingents of:

- School Principal or Lead Person
- Directors
- Teachers
- Child Study Team member
- School Counselor
- School Nurse
- Custodians
- Parents

The Pandemic Response Team will meet at least quarterly to assess the efficacy of the district's Restart and Recovery Plan. Other focuses of the building-based Pandemic Response Teams may include, but are not limited to: reviewing health & safety measures, making recommendations to the Superintendent of Schools through the committee's liaisons to adjust the plan, generate ideas for improvement, identify professional development needs, review health & safety data, enhance communication and provide support for a healthy school climate.

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Appendix N

Scheduling of Students

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

A. School Day

Safety first

- Schedules were developed with safety in mind, and numerous factors went into the final decision.
- Class sizes were limited to accomplish 6 feet of social distancing, which sometimes meant adding grade-level sections.
- Classroom furniture was rearranged and, in some cases, removed to enable social distancing.
- Older students will be grouped in cohorts to minimize the number of people in school; staggered drop-off and pick-up times will help manage student traffic flow.

Harding Elementary School

Harding will follow an early dismissal schedule that gets every student on-site every weekday, with staggered drop-off and pick-up times to reduce congestion and allow social distancing.

Pre-Kindergarten:

- AM CLASS in session 8:30 to 10:30 a.m.
 - Drop off 8:20 to 8:30 a.m.
 - Pick-up at 10:30 a.m.
- PM CLASS in session 11 a.m. to 1 p.m.
 - Drop off 10:50 to 11 a.m.
 - Pick-up at 1 p.m.

K-6 daily sessions will run from 8:30 a.m. to 12:55 p.m., with staggered drop-off times based on student last names.

- Drop-off
 - A-L from 8:30 to 8:40 a.m.

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- M-Z from 8:40 to 8:50 a.m.
- Pick-up
 - K and Grades 2, 3, and 5 at 12:50 p.m.
 - Grades 1, 4, and 6 at 12:55 p.m.

In addition, specific doors will be designated for drop-off and pick-up to avoid congestion.

David Brearley Middle and High Schools

The hybrid schedule provides in-person learning for every student, balanced by virtual learning to allow the school to meet social distancing guidelines. Blue and Gold cohorts will be grouped by last names.

For Brearley students who opt for the hybrid of in-person and at-home learning	Blue Cohort Alpha A-K learns in-person	Gold Cohort Alpha L-Z learns in-person	Blue Cohort Alpha A-K learns in-person	Gold Cohort Alpha L-Z learns in-person
	L-Z learns from home	A-K learns from home	L-Z learns from home	A-K learns from home
	A DAY	B DAY	C DAY	D DAY
7:30am - 8am	Entering Building Procedures			
8am - 8:55am	Class 1	Class 1	Class 5	Class 5
9am - 9:55am	Class 2	Class 2	Class 6	Class 6
10am - 10:55am	Class 3	Class 3	Class 7	Class 7
11am - 12pm	Class 4	Class 4	Class 8	Class 8
12pm	Dismissal			

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Asynchronous learning occurs after dismissal via Google Classroom.	Class 5 Class 6 Class 7 Class 8	Class 5 Class 6 Class 7 Class 8	Class 1 Class 2 Class 3 Class 4	Class 1 Class 2 Class 3 Class 4
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- Students are grouped into Blue and Gold cohorts. Cohorts report for in-person instruction on an every-other-day basis. This allows in-person instructional class size reductions to 50%, enabling 6 feet of distance between students in classrooms. No academic classroom will exceed 14 students.

B. Educational Program

Continuity of Learning

Kenilworth will meet the challenge of providing a rigorous academic program that continues the standards we strive for when schools operate on the typical, in-person basis. This is one of the core values that anchored Kenilworth’s reopening plan.

- Structure in-person learning to the greatest extent possible within social distancing guidelines and our buildings’ capacities. At Harding, that will mean a five-day modified schedule. At Brearley, students will participate in a combination of in-person and distance learning.
- Build a program for students who choose the full-remote learning option. Those students will have some live instruction, delivered via internet, along with other [synchronous and asynchronous](#) learning opportunities. The full-remote plan will rely on the expertise of our district’s leaders, curriculum and instruction team, teachers, and teachers union leadership.
- Adjust Individualized Education Programs (IEPs) as necessary for students who are identified as having special needs.
- Use a suite of tools, including NWEA MAP and internal assessments, to measure learning growth and potential loss during the Spring and Summer, which will help the district better understand how to plan for 2020-21 instruction.
- Recognize the potentially increased need for supplemental and remedial instruction.

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Professional Development and Other Support

Teachers have already shown their determination and ability to keep our education program running, and Kenilworth will continue to PROVIDE training opportunities and other means of supporting their roles as academic leaders.

- Respond to staff survey results by incorporating the use of online learning platforms in Kenilworth’s plan for continuity of learning.
- Provide teachers with ongoing professional learning both in-person and online.
- Embed professional development opportunities by drawing on the skills and experiences of the district’s technology facilitator, teacher leaders, and Curriculum, Instruction & Assessment Department.
- Continue to advance the district’s future-ready practices and stay abreast of the latest ideas and tools in the areas of curriculum, instruction and assessment. This commitment is an essential element of support for our faculty.

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Appendix O

Staffing

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

The District will:

- Provide staff with technology to ensure the issuance of technology as a critical teaching tool is equitable.
- Provide employees with reasonable accommodations as required under the American Disabilities Act (ADA).
 - The District will enter into the interactive process with employees who require accommodations.
- Consult with the KEA leadership and legal counsel as required.
- Provide teachers with continued professional learning activities.
- Provide expectations for stakeholders in response to Distance Learning.
 - The District created a Distance Learning Guidebook for teachers, parents and students to set firm expectations. The purpose of the guidebook is to ensure all stakeholders are aware of their roles and responsibilities.

Instructional and Support Staff will need to:

- 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.

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

In tandem with the Departments of Curriculum, Instruction & Assessment and Student Personnel Services, the District will:

- 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.
- Create a Social and Emotional Wellness Task Force.
- Continue to enhance its multi-tiered systems of supports.
- Continue to support teachers' professional learning by providing services they need to be successful in navigating the virtual environment.
- Support embedding of SEL into lessons. Small group instruction to ensure social distancing.
- Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.

The District will be responsive to the staffing needs of the school community. We will adjust our practices nimbly and will engage stakeholders as appropriate to facilitate collaboration.

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Appendix P

Athletics

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

David Brearley High School has a [Return to Athletics and Activities Guide](#) that defines responsibilities for students, parents and coaches. It also outlines health screening procedures and a management plan for various scenarios. It designates screening time slots and specific workout areas for teams.

Additional policy and schedule determination is mandated by the New Jersey State Interscholastic Athletic Association (NJSIAA) [Return to Play Plan](#).

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Appendix Q

Remote Learning Options for Families

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

We understand that, despite our health and wellness measures, some parents will not feel comfortable returning their children to the school setting. Parents who do not want a child to attend school in-person must sign and return an acknowledgement and release form to indicate their interest in our fully virtual, remote learning option.

Our Remote Learning protocols are governed by Board Policy **1648.02: Remote Learning Options for Families**

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CHART OF USEFUL LINKS

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

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Section	Title	Link
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TB_P.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/

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

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Section	Title	Link
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bsol/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml

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Section	Title	Link
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html