

Restart and Recovery Plan to Reopen Schools - Template 2



Fairfield Public Schools Board of Education

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RESTART & RECOVERY PLAN



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Introduction

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

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

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

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

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

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

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

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

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

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THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

A. Conditions for Learning

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

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

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

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

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

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

Ten Critical Areas of Operation

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

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

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

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

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

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

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

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

- (1) If the school district is providing transportation services on a school bus, a face covering must be worn by all students upon entering the bus unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (a) Exceptions to the face covering requirements shall be those outlined in A.1.e.(6) below.

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

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

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

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

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

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

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

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

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

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be impractical for young children or individuals with disabilities.

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

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

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

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

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

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

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

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

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

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

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- (xi) Shared computer keyboards and mice;
 - (xii) Drinking fountains; and
 - (xiii) School bus seats and windows.
- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

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

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

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

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

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:

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

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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 utilized
- Being developed by school officials
- Currently being utilized

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

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c. Wraparound Supports

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

e. Quality Child Care

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

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

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B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

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

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[See Appendix L – Restart Committee]

2. Pandemic Response Teams

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

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

[See Appendix M – Pandemic Response Team]

3. Scheduling

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

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- b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
 - (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
 - (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

- c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
 - (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
 - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

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

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

[See Appendix N – Scheduling of Students]

4. Staffing

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

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- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.
- c. The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success as described in job descriptions, and/or service agreements.
- 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).

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(3) Certification

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

[See Appendix O – Staffing]

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

- a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.
- b. Instructional staff should:
 - (1) 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.

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

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- (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
 - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
 - (5) Continue to maintain logs of mentoring contact.
 - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
 - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
 - (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
 - (3) Prioritize vulnerable student groups for face-to-face instruction.
 - (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
 - (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.

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- (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- (7) Define and provide examples of high-quality instruction given context and resources available.
- (8) Assess teacher, student, and parent needs regularly.
- (9) Ensure students and parents receive necessary supports to ensure access to instruction.
- (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
- (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.

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- (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
 - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.
 - (2) Facilitate the virtual component of synchronous online interactions.
 - (3) Manage online platform for small groups of in-person students while teacher is remote.
 - (4) Assist with the development and implementation of adjusted schedules.
 - (5) Plan for the completion of course requests and scheduling (secondary school).
 - (6) Assist teachers with providing updates to students and families.
 - (7) Support embedding of SEL into lessons.
 - (8) Lead small group instruction to ensure social distancing.
 - (9) Consider student grouping to maintain single classroom cohorts.
 - (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- f. Support staff/paraprofessionals may:
- (1) Lead small group instruction to ensure social distancing.

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- (2) Consider student grouping to maintain single classroom cohorts.
 - (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
 - (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
 - (5) Provide real-time support during virtual sessions.
 - (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
 - (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
 - (8) Lead small group instruction in a virtual environment.
 - (9) Facilitate the virtual component of synchronous online interactions.
 - (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).
- g. Substitutes
- (1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
 - (2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
 - (3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.
 - (4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

[See Appendix O – Staffing]

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6. Educator Roles Related to School Technology Needs

- a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:
 - (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
 - (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
 - (3) To the extent possible, provide district one-to-one instructional devices and connectivity.
 - (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
- b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:
 - (1) Train student teachers to use technology platforms.
 - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
 - (3) Survey assistant teachers to determine technology needs/access (Pre-school).
 - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- c. Student teachers should:
 - (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.

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- (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.
 - (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).

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- (3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
- (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
- (5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

7. Athletics

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

[See Appendix P – Athletics]

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C. Policy and Funding

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

1. School Funding

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

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

- b. School District Budgets

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

- c. School Funding

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

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(1) Purchasing

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

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

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

(3) Costs and Contracting

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

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D. Continuity of Learning

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

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

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

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

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

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

2. Technology and Connectivity

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

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- b. Districts should:
 - (1) Conduct a needs assessment. A survey was sent out on 8/19/2020 to determine the technology needs of the students.
 - (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. New devices have been purchased for the 2020-2021 school year. Students will be provided with a device if needed. Students who have internet access needs, can contact the local cable company for discounted internet. The link for Comcast internet is as follows: <https://www.internetessentials.com/>. If there are issues with the technology at home, parents are to contact the IT department for support. If necessary the chromebook can be sent out for repair under the current manufacturer warranty.
 - (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).

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- b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.
- c. Virtual and Hybrid Learning Environment
 - (1) Curriculum
 - (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.
 - (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
 - (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate support necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.
 - (2) Instruction
 - (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
 - (b) In crafting an instructional plan, the school district should consider the following:
 - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments

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(hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.

- (ii) Design for student engagement and foster student ownership of learning.
- (iii) Develop students' meta-cognition.
- (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
- (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
- (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(3) Assessment

- (a) For the purposed of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
- (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
- (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.

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- (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
- (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
 - (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

4. Professional Learning

- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
- b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.
- c. Professional learning opportunities should be:
 - (1) Presented prior to the beginning of the year;
 - (2) Presented throughout the school year;
 - (3) Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remotely;

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- (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.
 - (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.

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- (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.
5. Career and Technical Education (CTE)
 - a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
 - b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
 - c. Guiding Principles
 - (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
 - (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.
 - d. Quality CTE Programs
 - (1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLS, CTE Core Content Standards, industry certifications, college credit agreements, etc.
 - (2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.

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e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

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E. Full-Time Remote Learning Options

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



Appendices

Restart and Recovery Plan to Reopen Schools - Template 2



Fairfield Public Schools Board of Education

Fall 2020

Dr. Susan Ciccotelli
Superintendent of Schools

August 7, 2020

Revised 8/21/2020

Revised 9/3/2020

Revised 3/16/2021

Appendix A

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

GENERAL GUIDELINES FOR SAFETY, HEALTH, AND WELLNESS

In all stages and phases of pandemic response and recovery, schools must comply with the Center for Disease Control and Prevention (CDC), state, and local guidelines. Schools must also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.

Basic Physical Safety Needs

- Social and emotional strategies will be incorporated to support student and staff safety, health, and wellness.
- Environmental factors that can impact educators' capacity to teach and students' capacity to learn have been considered and incorporated.
- FPS has developed protocols for social distancing on buses and will ensure that students understand social distancing best practices while awaiting pickup at bus stops.
- FPS will create contingency plans as needed for considering the needs of medically vulnerable students and staff and learners with special needs within the plans for hybrid and virtual instruction.
- FPS has developed plans to pivot to completely virtual learning to ensure a smooth transition if necessary and ensure students and staff have everything they need to transition on short notice.
- FPS has adopted a protocol for screening students and employees for symptoms of COVID-19 and history of exposure and will strive for social distancing within the classroom and on school buses.
- FPS has adopted cleaning and disinfecting procedures as recommended by CDC.
- 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. Schools will allow for social distancing within the classroom to the maximum extent practicable. This is achieved by ensuring students are seated at least 6 feet apart and considering the flow of student traffic around the room.
- Students will be required to wear face coverings and are required to maintain social distancing from others. Should a mask not be allowed due to a medical

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concern, a note must be provided. Accommodations will be made, such as the requirement to wear a face shield.

CDC Health and Safety Guidelines

In all stages and phases of pandemic response and recovery, the CDC recommends actions, which Fairfield Public Schools has incorporated into the reopening plan:

- Establishing and maintaining communication with local and state authorities to determine current mitigation levels in your community
- Protecting and supporting staff and students who are at higher risk for severe illness, such as providing options for telework and virtual learning
- Following CDC's Guidance for Schools and Childcare Programs
- Promoting behaviors that reduce spread
- Stay home requirement when appropriate
- Hand hygiene and respiratory etiquette
- Face coverings
- Signs and messages
- 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 8 and older) and individuals with disabilities or serious underlying medical conditions, which may include:
 - ✓ Chronic lung disease or asthma (moderate to severe)
 - ✓ Serious heart conditions
 - ✓ Immunocompromised
 - ✓ Severe obesity (body mass index, or BMI, of 40 or higher)
 - ✓ Diabetes
 - ✓ Chronic kidney disease undergoing dialysis
 - ✓ Liver disease
 - ✓ Medically fragile students with Individualized Education Programs (IEPs)
 - ✓ Students with complex disabilities with Individualized Education Programs (IEPs)
 - ✓ Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan)

Screening, PPE, and Response to Students and Staff Presenting Symptoms

FPS will safely and respectfully screen students and employees for symptoms of and history of exposure to COVID-19. Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. If the district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, we will notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

The protocol for screening students and employees upon arrival for symptoms and history of exposure will include the following:

- Staff must visually check students for symptoms upon arrival and/or confirm with families that students are free of COVID-19 symptoms.
- Health checks will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
- Results will be documented when signs/symptoms of COVID-19 are observed.
- All screening practices will consider students with disabilities and accommodations that may be needed in the screening process for those students.

Protocols include:

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

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- Requirement of students to wear face coverings when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities. Accommodations will be considered should medical documentation be presented to justify a modification to the district's requirement for students to wear a mask.
- If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, entry to the school/district facility may be denied.

Additional Protocols:

- Students and staff will be asked to leave or not come into school if they or a member of their immediate household test positive for COVID-19.
- Students or staff members may be asked to be medically excluded should they exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained:
 - ✓ A fever of 100.0° F or greater
 - ✓ Cough
 - ✓ Shortness of breath or difficulty breathing
 - ✓ Chills
 - ✓ Repeated shaking with chills
 - ✓ Muscle pain
 - ✓ Headache
 - ✓ Sore throat
 - ✓ New loss of taste or smell
 - ✓ Fatigue
 - ✓ Congestion or runny nose
 - ✓ Nausea or vomiting
 - ✓ Diarrhea

When Illness Occurs

This guidance is based on what is currently known about the transmission and severity of coronavirus disease 2019 (COVID-19). This is an evolving situation and guidance is subject to change. Please check the NJDOH and CDC websites frequently for updates.

- Children and staff with fever, cough, or difficulty breathing should be placed away from others in an ISOLATION AREA and asked to wear a face mask until they can be sent home. Your child will need to be picked up within **30 minutes** of notification from the school. This time frame will be strictly enforced. Make arrangements for alternate individuals to be available to pick up your child if needed.
- If your child is not feeling well either in the evening or morning as per the plan do not send your child to school.
- Whenever possible, cover children's (age 2 and older) noses and mouths with a mask or cloth face covering.
- If a mask is not tolerated by the child, staff should use a face covering and follow social distancing guidelines (6 ft. away).
- Individuals should be sent home and advised to follow "What to Do If You Are Sick" (<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>).
- When an individual tests positive for COVID-19, the facility should notify local health officials and administrators. Staff and families of a confirmed case will be notified while maintaining confidentiality.
- Schools should be prepared to provide the following information when consulting public health:
 - ✓ The identity of the person with COVID-19 or probable COVID-19 (i.e. staff, student, household contact)
 - ✓ The date the person with COVID-19 or probable COVID-19 was last in the school; The date the person developed symptoms and/or tested positive
 - ✓ Types of interactions the person may have had with other persons in the school or in other locations
 - ✓ How long their interactions were with other persons in the school
 - ✓ If other persons in the school have developed any symptoms
 - ✓ Information related to other group activities the person engaged in and
 - ✓ Any other information to assist with the determination of next steps.

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Individuals with Suspected or Confirmed COVID-19

- Signs and symptoms of COVID-19 in children may be similar to those for common viral respiratory infections or other childhood illnesses.
- It is important for pediatric providers to have an appropriate suspicion of COVID-19, but also to continue to consider and test for other diagnoses.
- Individuals with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness.
- Symptoms may appear 2-14 days after exposure to the virus. Individuals with these symptoms may have COVID-19:
 - ✓ Fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea.
 - ✓ This list does not include all possible symptoms. CDC will continue to update this list as more is learned about COVID-19.
- Individuals (e.g., children, care providers, or staff) who have any symptom(s) consistent with COVID19, should be sent home or denied entry and referred to a healthcare provider for evaluation on whether testing is needed.
- Children and staff who are COVID-19 positive or who have symptoms consistent with COVID19 and have not had a medical evaluation or COVID-19 test must not return until they have met the criteria for discontinuing home isolation (see table below).
- ✓ Individuals with an alternate diagnosis that would explain the reason for their symptom(s) should:
 - Stay home and follow the NJDOH School Exclusion List for the diagnosed illness.
 - Provide a negative Covid-19 PCR test.
 - If symptoms related to an alternate diagnosis change or worsen, the individual should consult a healthcare provider to determine next steps.
- ✓ The other individuals of the small group/cohort of the symptomatic person may also be sent home by the school nurses in consultation with the Local Health Dept.. These contacts should be instructed to quarantine and may return:
 - If the ill person tests positive - after 14 days from the last exposure and no symptoms develop.
 - After the ill person has an alternate diagnosis that would explain the symptoms with a negative PCR Covid-19 test.

Personal Protective Equipment (PPE)

Special consideration will be given to protection for staff members, such as school nurses, custodians, and some special education teachers, paraprofessionals and service providers, who will be in close contact with students or will handle waste materials.

- Cloth face coverings protect others if the wearer is infected with COVID-19 and is not aware.
- Evidence continues to mount on the importance of universal face coverings in interrupting the spread of COVID-19.
- For individuals who have difficulty with wearing a cloth face covering and it is not medically compromised to wear a face covering, medical documentation must be provided, and an accommodation of a face shield may be considered.
- For certain populations, the use of cloth face coverings by teachers may impede the education process. These include students who are deaf or hard of hearing, students receiving speech/language services, young students in early education programs, and English-language learners. The district will provide products (e.g., face coverings with clear panels in the front) to facilitate student learning among these populations, if the PPE is available.
- Students and staff will be trained in how to properly wear (cover nose and mouth) a cloth face covering, to maintain hand hygiene when removing for meals and physical activity, and for replacing and maintaining (washing regularly) a cloth face covering. Educational material will be provided and posted throughout the buildings. Floors will be marked to aid in social distancing recommendations.
- School health staff will be provided with appropriate medical PPE to use in health suites. This PPE includes N95 masks, surgical masks, gloves, disposable gowns, and face shields or other eye protection.
- School health staff will be made aware of the CDC guidance on infection control measures. Asthma treatments using inhalers with spacers are preferred over nebulizer treatments whenever possible.
- The CDC recommends that nebulizer treatments at school should be reserved for children who cannot use or do not have access to an inhaler (with spacer or spacer with mask).
- If required while waiting for a student to be picked up to go home or for emergency personnel to arrive, when using nebulizer or a peak flow meter, school health staff will wear gloves, an N95 facemask, and eye protection.
- Nebulizer treatments and suctioning should not be performed.
- Nurses will communicate with parents and physicians to consider prescribing only MDI inhalers with spacers for students with reactive airways during school hours.

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- Aerosol nebulization is considered to be a high risk for transmission and requires gown, gloves, N95 respirator, and eye protection and a negative airflow room is preferred
- Rooms will be well ventilated, or treatments will be performed outside. After the use of bronchodilators, the room will undergo routine cleaning and disinfection.

Health Screening and Temperature Check

- Parents will be instructed to keep their child at home if he/she is ill.
- Any student or staff member with a fever of 100.0 degrees or greater or symptoms of possible COVID-19 virus infection should not be present in school.
- Each day your child will be in school, parents will be asked to report on symptoms and temperature checks done at Home with online reporting.
- Staff and students' temperatures will be checked prior to entering the school building.
- School nurses and staff members will be equipped to measure temperatures for any student or staff member who may become ill during the school day and will have an identified area to separate or isolate students who may have COVID-19 symptoms.

Suspected COVID-19 Case

- Nurses and administrators will coordinate with local health officials. Once learning of a COVID-19 case in someone who has been in the school, the Local Health Dept. will be notified. Local health officials will help administrators determine a course of action.
- Local health officials' recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of school closure will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.
- The District will coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure to staff, students and community.
- In such a circumstance, it is critical to maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.
- Staff will close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Staff will open outside doors and

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windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning disinfection.

- Cleaning staff will clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
- If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
- The school district will seek guidance from local health officials to determine when students and staff should return to schools and what additional steps are needed for the school community.
- In addition, students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.

Teach and Reinforce Healthy Hygiene Practices

- CDC offers several free handwashing resources that include health promotion materials, information on proper handwashing technique, and tips for families to help children develop good hand washing habits.
- The District will ensure adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) to support healthy hygiene practices.

Monitor and Plan for Absenteeism

- District administration will alert local health officials about large increases in student and staff absenteeism, particularly if absences appear due to respiratory illnesses (like the common cold or the “flu,” which have symptoms similar to COVID-19).
- Students and staff will be encouraged to stay home when sick, even without documentation from doctors. The District will use flexibility, when possible, to allow staff to stay home to care for sick family members.

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Requirement of Sick Students and Staff to Stay Home. Establishment of Procedures for Students and Staff Who are Sick at School.

- The District will issue frequent reminders to staff, students and parents to stay home if they are not feeling well.
- Administration and school nurses will ensure students and staff who become sick at school or arrive at school sick are sent home as soon as possible.
- Nursing staff will keep sick students and staff, particularly those with symptoms of respiratory illness, separate from well students and staff until they can leave. Each school has established areas where these individuals can be isolated from well students and staff until they can leave the school.

Cleaning and Disinfection

- Department of Buildings and Grounds will clean and disinfect frequently touched surfaces (e.g., bathrooms, playground equipment, door handles, sink handles, drinking fountains will be turned off) within the school and on school buses at least daily or between use as much as possible. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) will be disinfected between each class use. Students will wash hands before and after.
- Bathrooms, in particular, will receive frequent cleaning and disinfection throughout the school day and a thorough cleaning will be performed after students and staff leave the building at the end of the day.

Contact Tracing

Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19. Close contact is defined as being within six feet for a period of at least 15 minutes. It is a long-standing practice and is an integral function of local health departments. All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, have been provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. FPS will collaborate with the local health department and engage their school nurses as we develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.

Our contact tracing protocol will:

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- Be developed in consultation with the local health department and with school nurses
- Identify the criteria an individual must meet in order to activate the district's contact tracing policy
- Provide the district's responsibilities regarding notification of:
 - ✓ The local health department
 - ✓ Staff, families and the public
 - ✓ Identify the school and district's role in assisting the local health department to conduct contact tracing activities, including ongoing communication with the identified individual and/or their contacts.
- Ensure adequate information and training is provided to school and District staff as necessary to enable staff to carry out responsibilities assigned to them under the policy; and
- Adhere to all applicable federal and state requirements regarding privacy of educational records (e.g. FERPA).
- Designate a staff liaison or liaisons responsible for providing notifications and carrying out other components of the District's contact tracing policy.
- Include open communication systems that allow staff, students, and families to self-report symptoms and/or suspected exposure could assist school districts provide prompt notification.

Individuals who have symptoms of COVID-19 AND have tested positive (by PCR, rapid molecular or antigen testing) or have not been tested (i.e. monitoring for symptoms at home) should stay home and away from others until:

- At least 10 days have passed since their symptoms first appeared AND
- They have had no fever for at least 24 hours (one full day without the use of medicine that reduces fever) AND
- Symptoms have improved (e.g. cough, shortness of breath).

Individuals who have NO symptoms and have tested positive should stay home and away from others until:

- 10 days have passed from the collection date of their positive COVID-19 diagnostic test AND they have not developed symptoms.
- Retesting is not required for a negative result before returning.

Individuals who have symptoms and have tested negative should stay home and away from others until:

- 24 hours after their fever has ended without the use of fever reducing medications and other symptoms improve.

Individuals who are identified as a close contact of a confirmed case should:

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- Self-quarantine and monitor for symptoms for 14 days from the last date of exposure with the confirmed case, even if contact tested negative.

When to Visit Health Office

Student may independently ambulate to office for variety of individualized needs, so long as **none** of the following symptoms are present:

- Confusion/ “doesn’t seem to be themselves”/disorientation
- Decreased level of consciousness
- Shortness of Breath/Respiratory Distress
- Dizziness/Lightheadedness
- Spinal Cord Injury/Head Injury complaining of neck pain - DO NOT MOVE POSITION
- Vision impairment
- Diabetic “Lows” and potential hypoglycemia
- Hemodynamic compromise
- Individualized triage judgement call of faculty/staff or based off reported condition as directed by school nurse

Students need to stay in place for in-person evaluation (classroom) to office if any of above-mentioned criteria are met, or per faculty/staff best judgement.

- Don appropriate PPE, or bring a PPE “go” bag prior to mobilization and response to the scene.
- If it is an emergency, 911 should NEVER be delayed. Activate EMS and delegate as appropriate.

Health Office Procedures During Visit:

- Temperature and symptoms will be checked **outside** of the office with brief triage to ensure correct isolation or care area provided for student.
- Will be isolated from triage area if presenting with high-risk COVID symptoms and will need immediate pickup from parent or guardian.
- Must wash hands or use hand gel entering and leaving the office.
- Student must wear school-mandated mask or face covering, unless indicated otherwise.

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- 6-foot distancing of visitors to office.
- If congested, line will be outside the Health Office and student will be on designated marking on ground to wait.
- No visitors unless medically necessary.
- Only medically indicated visits as listed above.
- If a student is being picked up, the parent/guardian will sign out the student in the school vestibule. The school nurse will escort the student to meet the parent/guardian.

In order to prevent potential exposure to infectious diseases, promote isolation, and decrease office congestion do NOT send student to the Health Office with the following common situations:

- Paper cuts, small abrasions, picked scabs - have them wash hands and apply band aid if needed.
- Minor headaches and/or fatigue - take temperature (if available) and allow them to drink water first, or lay head on desk. Better after 20 minutes.
- Mild stomach ache and/or nausea - take temperature (if available), allow to use the restroom, drink water, and better after 20 minutes.
- Localized bug bite - if no allergy history and not spread over a large area of skin, apply cool paper towel or crushable ice packs to the area to help prevent scratching.
- Anxiety/Stress/Psychosocial Issues - if not affecting breathing or medical health redirection, or refer to counseling or other applicable services for collaboration.

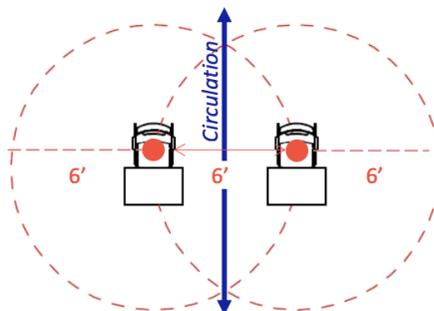
Appendix B

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

- Provide a 6 foot radius around students desks when students are in a seated position (six-feet from seat center to seat center)



- This will affect the total number of students in a course as well as classroom configurations that we have emphasized in the past that allowed for increased collaboration
- We will work to rearrange student schedules to reduce their movement throughout the school day - i.e., special classes (art, music, etc.) will be virtual in the afternoon as opposed to students moving to those classrooms
- Hallways and Common Areas:
 - Reduce the amount of students traveling in hallways throughout the day
 - Schedule times for students to move through hallways during the day
 - Physical guides and markings in the form of CDC Social Distancing posters and floor dots (P-3) have been installed to help ensure that staff and students remain at least six feet apart in lines to enter or exit the building and at other times that require utilization of face coverings when physical distancing (six feet) cannot be maintained for individuals waiting to enter or exit a building
 - Sanitizing Stations already established in each classroom/hallway/common use area
- Cafeteria:
 - Provide appropriate distance around all occupiable seats
 - Add shields at payment and checkout stations

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- No cash exchange - all done via student ID and website for prepayment
- Students will eat in classrooms in grades K-6
- Additional eating areas will be established in the upper grades as much as possible
- Work with Maschio's to provide individually wrapped portions and disposable wares
- Gymnasium:
 - PE classes will be offered virtually on a daily basis- adjust curriculum to include this option
 - If in person instruction for PE is offered in the future, avoid activities that would bring students into close physical contact
 - If in person instruction for PE is offered in the future, disinfect equipment after each use

B. Procedures for Hand Sanitizing/Washing

- Parents will be notified that CDC offers several free handwashing resources that include health promotion materials, information on proper handwashing technique, and tips for families to help children develop good hand washing habits.
- The District will ensure adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) to support healthy hygiene practices.
- Department of Buildings and Grounds will clean and disinfect frequently touched surfaces (e.g., bathrooms, playground equipment, door handles, sink handles, drinking fountains will be turned off) within the school and on school buses at least daily or between use as much as possible. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) will be disinfected between each use. Bathrooms, in particular, will receive frequent cleaning and disinfection throughout the school day and a thorough cleaning will be performed after students and staff leave the building at the end of the day.
- Hand-washing provisions provided during these times: e.g. before eating, after using the bathroom, after using toys and after blowing their nose/coughing/sneezing.

C. Ventilation

We follow Policy #7421.

The Fairfield School District Sanitizer Dispensers from Purell

Purell advanced hand sanitizers americas #1 hand sanitizer and kills 99.9% of most common germs that may cause illness. Purell is made with Ethyl alcohol 70%



Appendix C

Critical Area of Operation #3 – Transportation

SCHOOL BUS PROTOCOLS DURING COVID-19

Social distancing practices (at least six feet of distance between riders) must be maintained on school buses the maximum extent possible.

There will be one student seated per row. Students in the same household may be seated in the same row.

Students, bus drivers, and any other staff member must wear a face covering upon entering the school bus, unless a student is unable to wear a face mask or doing so would inhibit the individual's health. 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.

School buses shall be cleaned and sanitized including seats, windows, rails, and highly touched surfaces daily and before each route. There will be a two-step process for cleaning and disinfecting school buses. School buses will first be cleaned with soap and water or an all-purpose cleaner to remove dirt and germs from surfaces. School buses will then be disinfected to kill the remaining germs using EPA-approved sanitizing agents. The sanitizing agents used are limited to the U.S. EPA's list of products that have been shown to be effective against COVID-19. The manufacturer's instructions for all cleaning and disinfection products, e.g., concentration, application method, and contact time, etc., shall be used. Each bus driver and/or person responsible for cleaning and disinfecting the bus must be trained and demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus. Topics of training may include proper use of cleaning and disinfecting agents, the cleaning schedule for various surfaces, and safety precautions that need to be taken, e.g., ensuring adequate ventilation while cleaning and sanitizing. Each bus driver and/or person responsible for cleaning and sanitizing the bus shall complete and sign the attached **Cleaning and Disinfecting School Bus Checklist** each day certifying that the required process was completed before each route.

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To limit possible physical interaction among students, students will board the school bus by filling the back rows first, and then progressing forward. When leaving the bus, students should exit in the opposite order.

Students will have assigned seating on the bus.

Windows will be opened, whenever possible.

Signs will be displayed in the bus to reinforce social distancing and hygiene rules, such as staying home when sick, covering coughs and sneezes, washing hands often, and avoid touching eyes, nose, and mouth.

Bus drivers shall practice all safety actions and protocols as indicated for other staff, e.g., hand hygiene and face coverings.

Bus drivers will be screened before their shift begins pursuant to the District's policy for health screening employees.

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.

A bus driver shall immediately notify the principal and the school nurse when he/she observes a student on the bus with symptoms consistent with COVID-19. The student shall respectfully be kept away and isolated from well students with continued supervision. If it occurs on the way to school, the school nurse will examine the student before the student enters the school building, notify the parents, and may refer him/her for testing and treatment. If it occurs on the way home from school, the bus driver and/or staff member shall deliver the student to his/her parent or to an authorized adult at the student's home or if no one is home the student will be transported back to the school district until a parent or an authorized adult can pick up the student. Students exhibiting symptoms of COVID-19 are required to submit to a COVID-19 test. The school nurse shall require the certification of a physician that the student is contagion free before readmitting a student to school. The school nurse shall report all students testing positive for COVID-19 to the local health department. The local health department shall conduct the contact tracing.

Symptoms of COVID-19 include:

- A fever of 100° F or greater;

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- Cough;
- Shortness of breath or difficulty breathing;
- Chills;
- Repeated shaking with chills;
- Muscle pain;
- Headache;
- Sore throat;
- New loss of taste or smell;
- Fatigue;
- Congestion or runny nose;
- Nausea or vomiting;
- Diarrhea

CLEANING AND DISINFECTING SCHOOL BUS CHECKLIST

Please check off when completed and sign. Call your supervisor before moving vehicle if students are not following rules or issues arise.

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Driver: _____

Bus No.: _____

Date: _____

BEFORE EACH ROUTE CLEAN AND DISINFECT THE FOLLOWING PURSUANT TO SCHOOL BUS PROTOCOLS DURING COVID-19

Route 1:

Before Operating Vehicle:

- _____ Inside and Outside of Door (students touching points)
- _____ Door Hardware including the Driver's Door Opening Panel
- _____ All Seats Front and Back
- _____ All Seat Belts & Buckle Guards
- _____ All Windows and Window Frames
- _____ Side Walls of Bus at Each Seat
- _____ Wheelchair Lift Frame and Contact Points of Seat Belt
- _____ Tie Downs for Wheelchair
- _____ Car Seats or Booster Seats
- _____ Harness Contact Points
- _____ Steering Wheel and All Drivers Touch Points

During Operation Monitor Students:

- _____ Social Distance pursuant to the District's School Bus Protocols During COVID-19
- _____ Wearing Mask
- _____ Physical Illness Signs

Route 2:

Before Operating Vehicle:

- _____ Inside and Outside of Door (students touching points)
- _____ Door Hardware including the Driver's Door Opening Panel
- _____ All Seats Front and Back
- _____ All Seat Belts & Buckle Guards
- _____ All Windows and Window Frames
- _____ Side Walls of Bus at Each Seat
- _____ Wheelchair Lift Frame and Contact Points of Seat Belt
- _____ Tie Downs for Wheelchair
- _____ Car Seats or Booster Seats
- _____ Harness Contact Points
- _____ Steering Wheel and All Drivers Touch Points

During Operation Monitor Students:

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- Social Distance pursuant to the District's School Bus Protocols During COVID-19
- Wearing Mask
- Physical Illness Signs

Route 3:

Before Operating Vehicle:

- Inside and Outside of Door (students touching points)
- Door Hardware including the Driver's Door Opening Panel
- All Seats Front and Back
- All Seat Belts & Buckle Guards
- All Windows and Window Frames
- Side Walls of Bus at Each Seat
- Wheelchair Lift Frame and Contact Points of Seat Belt
- Tie Downs for Wheelchair
- Car Seats or Booster Seats
- Harness Contact Points
- Steering Wheel and All Drivers Touch Points

During Operation Monitor Students:

- Social Distance pursuant to the District's School Bus Protocols During COVID-19
- Wearing Mask
- Physical Illness Signs

AFTER THE LAST ROUTE OF THE DAY:

- Inside and Outside of Door (students touching points)
- Door Hardware including the Driver's Door Opening Panel
- All Seats Front and Back
- All Seat Belts & Buckle Guards
- All Windows and Window Frame
- Side Walls of Bus at Each Seat
- Wheelchair Lift Frame and Contact Points of Seat Belt
- Tie Downs for Wheelchair
- Car Seats or Booster Seats
- Harness Contact Points
- Steering Wheel and All Drivers Touch Points
- Clean and Sweep Inside of Bus

During Operation Monitor Students:

- Social Distance pursuant to the District's School Bus Protocols During COVID-19
- Wearing Mask
- Physical Illness Signs

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DRIVER'S SIGNATURE: _____

Appendix D

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

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

A. Location of Student and Staff Screening

It is not feasible for our school nurses to perform temperature screenings on the hundreds of students as they arrive at the building daily. More importantly, we do not want our staff and students traveling to school if they are exhibiting symptoms. Therefore, all students and staff members are required to check their temperature at home prior to leaving for school and must complete a home-based online report. Temperatures will be checked by trained staff prior to entering the building. In its most recent update on screening K-12 students for symptoms of COVID-19 (July 23, 2020), the CDC indicates that if a student or staff member has COVID-19 symptoms, they should not attend school and should schedule an appointment for COVID-19 testing at their earliest convenience. Any student or staff member testing positive for COVID-19 must isolate him/herself for 19 days and should cooperate with health officials with regard to contact tracing to minimize the spread of the virus. Contact tracing will be handled by the school nurses and the local health department. Given that a symptomatic staff member may infect others or symptomatic students may spread the virus to other students on the bus on the way to school, the district feels strongly that the most important screening that needs to occur is a daily temperature check at home. Any student or staff member with a fever of 100 F degrees or greater or symptoms of possible COVID-19 virus infection should remain at home. Parents and staff will be required to report this information through a computer "Daily COVID-19 Form" each morning. School nurses will conduct temperature screenings for any students or staff members who may become ill or exhibit symptoms during the school day.

B. Social Distancing in Entrances, Exits, and Common Areas

- Entrance/Exits, Hallways and Common Areas:
 - Students will be socially distanced as they enter/exit the building in accordance with CDC Guidelines.
 - Reduce the amount of students traveling in hallways throughout the day.

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- Space students out 6 feet apart as much as possible. Schedule times for movement through the hallways during the day.
- Physical guides and markings in the form of CDC Social Distancing posters and floor dots(Grades P-3) have been installed to help ensure that staff and students remain at least six feet apart in lines to enter or exit the building and at other times that require utilization of face coverings when physical distancing (six feet) cannot be maintained for individuals waiting to enter or exit a building while providing accommodations as appropriate for young students or students with disabilities.
- Sanitizing Stations already established in each hallway/common use area.

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

It is not feasible for our school nurses to perform temperature screenings on the hundreds of students as they arrive at the building daily. More importantly, we do not want our staff and students traveling to school if they are exhibiting symptoms. Therefore, all students and staff members are required to check their temperature at home prior to leaving for school and must complete a home-based online report. Temperatures will be checked by trained staff prior to entering the building. In its most recent update on screening K-12 students for symptoms of COVID-19 (July 23, 2020), the CDC indicates that if a student or staff member has COVID-19 symptoms, they should not attend school and should schedule an appointment for COVID-19 testing at their earliest convenience. Any student or staff member testing positive for COVID-19 must isolate him/herself for 14 days and should cooperate with health officials with regard to contact tracing to minimize the spread of the virus. Contact tracing will be handled by the school nurses and the local health department. Given that a symptomatic staff member may infect others or symptomatic students may spread the virus to other students on the bus on the way to school, the district feels strongly that the most important screening that needs to occur is a daily temperature check at home. Any student or staff member with a fever of 100 F degrees or greater or symptoms of possible COVID-19 virus infection should remain at home. Parents and staff will be required to report this information through a computer application (APP) each morning. School nurses will conduct temperature screenings for any students or staff members who may become ill or exhibit symptoms during the school day.

B. Protocols for Symptomatic Students and Staff

FPS will safely and respectfully screen students and employees for symptoms of and history of exposure to COVID-19. Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. If the district becomes aware that an individual who has spent time in a district

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facility tests positive for COVID-19, we will immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

The protocol for screening students and employees upon arrival for symptoms and history of exposure will include the following:

- Staff must visually check students for symptoms upon arrival and before boarding buses (which includes temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
- Health checks will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
- Results will be documented when signs/symptoms of COVID-19 are observed.
- All screening practices will consider students with disabilities and accommodations that may be needed in the screening process for those students. Protocols include:
- Establishment of an isolation space in each school. Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. Students will remain in isolation with continued supervision and care until picked up by an authorized adult.
- Following current Communicable Disease Service guidance for illness reporting.
- Adequate amount of personal protective equipment (PPE) available, accessible, and provided for use.
- Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
- Continuous monitoring of symptoms.
- Readmittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Services Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
- Written protocols to address a positive case.
- Encouragement of parents to be on the alert for signs of illness in their children and to keep them home when they are sick.
- Requirement of school staff and visitors to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- Requirement of students to wear face coverings when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

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Accommodations will be considered should medical documentation be presented to justify a modification to the district's requirement for students to wear a mask.

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

Additional Protocols:

Students and staff will be asked to leave or not come into school if they or a member of their immediate household test positive for COVID-19.

Students or staff members may be asked to be medically excluded should they exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained:

- ✓ A fever of 100.0° F or greater
- ✓ Cough
- ✓ Shortness of breath or difficulty breathing
- ✓ Chills
- ✓ Repeated shaking with chills
- ✓ Muscle pain
- ✓ Headache
- ✓ Sore throat
- ✓ New loss of taste or smell
- ✓ Fatigue
- ✓ Congestion or runny nose
- ✓ Nausea or vomiting
- ✓ Diarrhea

C. **Protocols for Face Coverings**

We will be strictly adhering to the CDC safety procedures and protocols. All students will be required to wear masks at all times in the building and have an extra mask in their backpack. Neck gaiters/sleeves, bandanas, and single layer face coverings are not permitted. They must wear a mask. Our HSA has been kind enough to purchase Return to School kits for our students and staff. All students and staff members will be given a mask as part of that gift. Unfortunately, the wearing of a mask is non-negotiable. Governor Murphy required all to wear masks at all times earlier this week. If a student chooses to take his or her mask off while indoors, the teacher will redirect him or her. However, if a student continues to choose to remove his or her mask, it is a Code of Conduct violation and will be handled accordingly.

Appendix F

Critical Area of Operation #6 - Contact Tracing

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

Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19. Close contact is defined as being within six feet for a period of at least 15 minutes. It is a long-standing practice and is an integral function of local health departments. All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, have been provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. FPS will collaborate with the local health department and engage their school nurses as we develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.

Our contact tracing protocol will:

- Be developed in consultation with the local health department and with school nurses
- Identify the criteria an individual must meet in order to activate the district's contact tracing policy
- Provide the district's responsibilities regarding notification of:
 - ✓ The local health department
 - ✓ Staff, families and the public
 - ✓ Identify the school and district's role in assisting the local health department to conduct contact tracing activities, including ongoing communication with the identified individual and/or their contacts.
- Ensure adequate information and training is provided to school and District staff as necessary to enable staff to carry out responsibilities assigned to them under the policy; and
- Adhere to all applicable federal and state requirements regarding privacy of educational records (e.g. FERPA).
- Designate a staff liaison or liaisons responsible for providing notifications and carrying out other components of the District's contact tracing policy.

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- Include open communication systems that allow staff, students, and families to self-report symptoms and/or suspected exposure could assist school districts provide prompt notification.

Individuals who have symptoms of COVID-19 AND have tested positive (by PCR, rapid molecular or antigen testing) or have not been tested (i.e. monitoring for symptoms at home) should stay home and away from others until:

- At least 10 days have passed since their symptoms first appeared AND
- They have had no fever for at least 24 hours (one full day without the use of medicine that reduces fever) AND
- Symptoms have improved (e.g. cough, shortness of breath).

Individuals who have NO symptoms and have tested positive should stay home and away from others until:

- 10 days have passed from the collection date of their positive COVID-19 diagnostic test AND they have not developed symptoms.
- Retesting is not required for a negative result before returning.

Individuals who have symptoms and have tested negative should stay home and away from others until:

- 24 hours after their fever has ended without the use of fever reducing medications and other symptoms improve.

Individuals who are identified as a close contact of a confirmed case should:

- Self-quarantine and monitor for symptoms for 14 days from the last date of exposure with the confirmed case, even if contact tested negative.

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.

Routine cleaning and disinfecting is key to maintaining a safe environment for faculty, students, and staff. Cleaning removes dirt and most germs. Disinfecting kills most germs, depending on the type of chemical, and only when the chemical product is used as directed on the label. Routine cleaning and disinfecting, at least daily, frequently touched surfaces and objects such as:

- Face shield
- Door knobs and handles
- Stair rails
- Classroom desks and chairs
- Lunchroom tables and chairs
- Countertops
- Handrails
- Light switches
- Handles on equipment (e.g., athletic equipment)
- Push-buttons on vending machines
- Toys
- Desktops

Kindergarten classrooms will be cleaned and disinfected in between classes and after classes each day. On our virtual day, there will be a thorough cleaning and disinfecting of all bathrooms, classrooms, and offices.

Bathrooms, in particular, will receive frequent cleaning and disinfection throughout the school day and a thorough cleaning will be performed after students and staff leave the building at the end of the day.

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Victory Professional Cordless Electrostatic Sprayer allows the user hours of spraying time without the hassle of dragging a cord. In addition, it is designed to save time and labor, spray less liquid, and cover more surfaces. Victory Sprayers' patent pending technology provides an electrical charge to solutions, allowing them to wrap conductive surfaces with an effective and even coverage. Double-charged particles envelope all conductive surfaces – shadowed, vertical and underneath.



VICTORY INNOVATIONS CO.
VP300ESK

Precise Chemical Application
Plus Cordless Convenience

16.8V LITHIUM ION

MAX COVER
More Coverage in Less Time
With Less Chemical

PROFESSIONAL CORDLESS BACKPACK ELECTROSTATIC SPRAYER

- Lightweight - 10lbs.
- Quiet – Suitable for use in any environment
- Removable tank holds 2.25 gallons
- Save time, use less chemical per square foot with more complete coverage
- Increased Performance
- Great for Sanitizing, Disinfecting, Odor Control, Pest Control, Pesticides, Coatings and More!

Specifications:

Voltage: 16.8V
Max. Tank: 40oz
Weight: 10lbs

Capacity: 2.25 gallons
Parting Size: 4000114
Flow Rate: 2.6-4.0 L/min per min.

Take to Empty: 0.1560172oz
Optimal Spray Distance: 3-5'

Features include:

- Easy Fill Tank
- Ergonomic Handle
- Long Lasting Battery
- Easy Carry Handle
- Highly Padded Comfortable Carrying Straps
- Quick Release Valve

16.8V LITHIUM ION Battery & Charger



Appendix H

Critical Area of Operation #8 – Meals

N.J.S.A. 18A:33-5 allows public school districts with fewer than 5% of its enrolled students eligible for free and reduced-price meals to be exempt from participating in the National School Lunch Program. The number of students eligible for free and reduced-priced meals in our district is less than 5%; therefore, lunch will not be provided during the hybrid schedule.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

A 15 minute recess/mask break has been incorporated into the single-session day. Health and Physical Education classes will take place virtually on a daily basis in the afternoon, provided by our H/PE Teachers.

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Appendix J

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

Field trips, Extra-Curricular Activities, and Use of Facilities outside of school hours, are suspended until further notice.

Appendix K

Academic, Social, and Behavioral Supports

The Fairfield Township School District employs an RTI Model for academic, social and behavioral support. Students will be provided with a universal screener, benchmarked and placed in Tiered Intervention groups for targeted instruction. Interventionists will work with students in small groups virtually during the afternoon sessions.

SOCIAL EMOTIONAL LEARNING, MENTAL HEALTH, AND WELLNESS IN SCHOOL DURING THE COVID-19 PANDEMIC

Social Emotional Learning (SEL)

A comprehensive school counseling program is an integral component of the district's mission and is based upon standards in academic, career, and personal/social development. The Fairfield Public School district has 2 school counselors and one school psychologist who promote and enhance the learning process for all students in grades Pre-K through 6.

Feedback from educators, parents, school administrators, mental health professionals, and students suggests that COVID-19 will have significant psychological and emotional impacts on students. Additionally, the Fairfield Public School district counseling department recognizes the potential negative social and emotional impact on students and staff in an environment that requires minimized social interactions, face coverings, and significant hygiene/cleaning protocols. Appropriate resources and support will be provided for students and staff to process the range of emotions one may experience as a result of COVID-19. To this end, the district's School Counseling department has made plans in preparing for school reopening that includes the following practices:

- Social Emotional Support website on the Fairfield Public School district home page. Included on the this webpage will be the following:
 - Resources for families to help their children emotionally during the pandemic

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- Contact information for school counselors and outside agencies
- Resources for teachers and staff that will include self-care strategies as well as ways they could support their students
- Links for coping skills strategies, mindfulness practices, stress reduction activities plus much more for teachers, staff, students and families
- Procedures for identifying students in need of individualized mental health interventions such as a universal mental/behavioral health screener.
 - Screener can be given remotely
- Multi-tiered support for social and emotional behavioral health.
- Survey for parents to complete in an effort to get feedback on how their children are coping with hybrid learning and the pandemic.
- Survey for teachers to gauge their needs so that the school counselors can create programming to support their SEL; webinars, virtual coffee “talk” with the counselors (group counseling/support) and/or 1:1 virtual counseling/support
- The school counselors will utilize various virtual resources to support students, families, and staff (i.e., virtual 1:1 meetings, small group online meetings, surveys, etc.).
- Virtual open office hours for students, staff and parents.
- Create a google classroom to communicate with students.
- Create a google classroom for teachers. Counselors will be able to share resources for SEL for students, as well as self-care for staff all in one place.
- Create a “How To” webinar series to support families on topics such as; stress reduction, organizational skills, growth mindset and how to create a calm down space at home.
- Create a webinar series geared towards the teachers SEL- topics will be decided when the needs of the staff are determined.
- Create opportunities for staff and students to regularly practice and reflect on their social and emotional competencies.
- Update and provide resources to students, families, and staff during the COVID-19 pandemic
- Creation of a district-wide SEL committee consisting of counselors, staff members, parents and administration
- HIB cases will continue to be investigated and reported as per the NJ State Anti-Bullying Law

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- Section 504 protocols will be followed; referrals, evaluations, meetings, monitoring and updates will be made as needed
- Address topics such as:
 - Potential increases in bullying behavior;
 - Grief and loss;
 - Mental health and supportive behaviors;
 - Hope, grit and resilience;
 - Anxiety
 - Stress

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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.

FAIRFIELD SCHOOL DISTRICT SCHOOL RESPONSE LEADERSHIP COMMITTEE

The Fairfield School District will convene a School Response Leadership Committee (SRLC) comprised of:

- Susan Ciccotelli - Superintendent / Curriculum
- Michael Sapienza - Board Member
- Jeffrey Didyk - Board Member
- Lyanna Rios - Business Administrator
- Raymond Santana - Building Administration
- Michael Trabucco - Building Administration
- Meghan Cafone - Director of Special Services
- Michael Ludwig - Technology
- John Porcino - Buildings and Grounds
- Lisa Capalbo - Home and School Association / Parent
- Denise Maglione - Home and School Association / Parent
- Lisa Carroll - Aide / Fairfield Education Association
- Donna Tabatneck - Nursing / Health Care
- Kristen Pero - Nursing / Health Care
- Nicole Albano - Parent / Fairfield Resident
- Jennifer DeMarco - Parent / Fairfield Resident
- Laura Barra - General Education Teacher
- Jennifer Sarna - General Education Teacher
- Joleen Dickson - General Education Teacher
- Addie Fasulo - Instructional Support Teacher
- Jaime Chavkin - Special Education Teacher

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- Dina Bargiel - Special Education Teacher
 - Tracey Farrell - Special Area Teacher
 - Becky Smith - ESL Teacher
 - Jennifer Zampino - Tiny Treasures Before/Aftercare Program
 - Fran Bunucci - Tiny Treasures Before/Aftercare Program
-
- The Restart Committee will be responsible for the planning of all scenarios within our district plan:
 - Schools reopen in September and remain open;
 - School reopen in September but need to close due to another outbreak of COVID-19
 - Schools do not open on time in September
 - Schools reopen with modified schedules

 - Plans will be submitted to the local health department for review and approval. The plan will also be given to the local police department and the mayor.

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.

Stevenson School

Dr. Michael Trabucco, Principal
Mrs. Kristen Pero, School Nurse
Mrs. Erika, Pilato, Guidance Counselor
Mrs. Jennifer Valenti, Testing Coordinator/Math Coach
Mrs. Katie Prall, Reading Specialist
Ms. Jennifer Singh, School Psychologist
Mrs. Nicole Carnovale, Kindergarten Teacher
Mrs. Laura Barra, First Grade Teacher
Mrs. Vanessa Mayer, Second Grade Teacher
Ms. Gabriella Tornatore, Third Grade Teacher
Mr. John Porcino, Buildings and Grounds Supervisor
Mrs. Caroline Vince-Cruz, Special Education Teacher
Mrs. Nicole Albano, Parent
Mr. Joe Prinzo, SLEO III/Fairfield Police Department

Churchill School

Mr. Raymond Santana, Principal
Mrs. Donna Tabatneck, School Nurse
Mrs. Sarah Kirk, School Counselor
Mr. James Verrengia, Testing Coordinator/Math Coach
Mrs. Erica Santalla, Reading Specialist
Ms. Kristin Crisafi, Fourth Grade Teacher
Mrs. Joleen Dickson, Fifth Grade Teacher
Mrs. Danielle Malinowski, Sixth Grade Teacher
Ms. Jaime Chavkin, Special Education Teacher/FEA Co-President
Mr. John Porcino, Buildings and Grounds Supervisor
Ms. Jennifer Singh, School Psychologist
Mr. Carmine Pelosi, SLEO III/Fairfield Police Department
Mrs. Denise Maglione, Parent
Mrs. Lisa Capalbo, Parent
Mrs. Jennifer DeMarco, Parent

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 – Sections A.1. and B.3., including, but not limited to:

A. School Day

We will be proceeding with a hybrid model of instruction in September. What will this hybrid model look like for Kindergarten? We will be separating our students into two cohorts, morning and afternoon. Students will attend his or her assigned session on Monday-Friday for two and a half hours. We are able to do this as the State daily hourly requirement for Kindergarten is two and a half hours as compared to the four hour requirement for Grades 1-12. The A.M. and P.M. sessions will be divided alphabetically by last name. The **A.M. Cohort** will be students with **last names starting with the letters A-L**. The **P.M. Cohort** will consist of students with **last names starting with the letters M-Z**.

What will this hybrid model look like for Grades 1-3? We will be separating our students into two cohorts. **Cohort A** will be in the school for **in-person instruction on Mondays and Tuesdays**, then home learning through online instruction Wednesday through Friday. **Cohort B** will be home learning virtually Monday through Wednesday, then come into the building on **Thursday and Friday for in-person instruction**. The greatest benefit of this hybrid model is that teachers will get to see all of their students in a given week. The cohorts will be divided alphabetically by last name. **Cohort A** will be students with last names starting with the **letters A-L**. **Cohort B** will consist of students with **last names starting with the letters M-Z**.

What will the school day look like? Your child will be responsible for a full day of school, every day of the week. That means that school starts at 8:55 A.M. every day, and ends at 3:35 P.M. every day (further explained below). **Whether he or she is in the building or at home, the expectations are the same**. Students are expected to be present for live online sessions while at home with their teachers. Those teachers will be streaming live in class for those students. All students will receive the same lesson every day at the same time. It is imperative that your child(ren) be present at all online sessions. In addition to the classroom teacher, we will have staff members available to help monitor the online settings during instruction.

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Students will participate in ELA and Math classes in the AM for 120 minutes each, every day. The reason for this is so that we can identify and remediate any gaps that may have occurred during our distance learning program in the Spring. This is Phase 1 of our Restart Plan. In Phase 2, we will reintroduce Science and Social Studies classes as part of their instructional day. During Phase 1, students will have Reading and Writing for 120 minutes, followed by Math for 120 minutes. At that point, after a 12:55 PM dismissal, your child(ren) will return home for lunch (if he/she was in school and /or break for lunch if your child is home virtually learning). At 2:00 P.M, Special Areas will start their schedule. Your child will have **one** Special Area Class each day. The time for that class could be either 2:00 P.M., 2:30 P.M., **OR** 3:00 P.M.. Outside of his or her Special Area class, your child will be working with staff members in small groups, whether that be with his or her teacher, or with another staff member for Targeted Instruction.

FAIRFIELD PUBLIC SCHOOLS GROUP A/B SCHEDULED DAYS

First two months of school are shown below as examples:

September 2020

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
	PD	PD	PD	CLOSED
7	8	9	10	11
CLOSED	Group A	Group A	Group B	Group B
14	15	16	17	18
Group A	Group A	Virtual	Group B	Group B
21	22	23	24	25
Group A	Group A	Virtual	Group B	Group B
28	29	30		
CLOSED	Group A	Group A		

October 2020

Mon	Tue	Wed	Thu	Fri
			1	2
			Group B	Group B
5	6	7	8	9
Group A	Group A	Virtual	Group B	Group B
12	13	14	15	16
Group A	Group A	Virtual	Group B	Group B
19	20	21	22	23
Group A	Group A	Virtual	Group B	Group B
26	27	28	29	30
Group A	Group A	Virtual	Group B	Group B

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B. Educational Program

	Monday	Tuesday	Wednesday	Thursday	Friday
8:55 AM - 10:55 AM	ELA	ELA	ELA	ELA	ELA
10:55 AM - 12:55 PM	Math	Math	Math	Math	Math
1:00 PM - 1:45 PM	Lunch	Lunch	Lunch	Lunch	Lunch
1:45 PM - 2:25 PM	PREP for Homeroom Teachers & Interventionists				
2:30 PM - 3:00 PM	TI/DI Periods				
3:00 PM - 3:30 PM	TI/DI Periods				

	Monday	Tuesday	Wednesday	Thursday	Friday
8:55 AM - 10:55 AM	ELA Support	ELA Support	ELA Support	ELA Support	ELA Support
10:55 AM - 12:15 PM	Math Support	Math Support	Math Support	Math Support	Math Support
12:15 PM - 12:55 PM	PREP	PREP	PREP	PREP	PREP
1:00 PM - 1:45 PM	Lunch	Lunch	Lunch	Lunch	Lunch
2:00 PM - 2:30 PM	WL - 1A (22) ART - 2A (22) MUSIC - 3A (19) Media - 4A (19) STEAM - 5A (24) Guidance - 6A (24) PE/H (1) - Gr. 1(13)/2(9) OF PE/H (2) - Gr. 3(11)/4(8) OF PE/H (3) - Gr. 5(16)/6(8) OF	WL - 1A (22) ART - 2A (22) MUSIC - 3A (19) Media - 4A (19) (19) STEAM - 5A (24) Guidance - 6A (24) PE/H (1) - Gr. 1(13)/2(9) OF PE/H (2) - Gr. 3(11)/4(8) OF PE/H (3) - Gr. 5(16)/6(8) OF	WL - 1A (22) ART - 2A (22) MUSIC - 3A (19) Media - 4A (19) (19) STEAM - 5A (24) Guidance - 6A (24) PE/H (1) - Gr. 1(13)/2(9) OF PE/H (2) - Gr. 3(11)/4(8) OF PE/H (3) - Gr. 5(16)/6(8) OF	WL - 1A (22) ART - 2A (22) MUSIC - 3A (19) Media - 4A (19) (19) STEAM - 5A (24) Guidance - 6A (24) PE/H (1) - Gr. 1(13)/2(9) OF PE/H (2) - Gr. 3(11)/4(8) OF PE/H (3) - Gr. 5(16)/6(8) OF	WL - 1A (22) ART - 2A (22) MUSIC - 3A (19) Media - 4A (19) STEAM - 5A (24) Guidance - 6A (24) PE/H (1) - Gr. 1(13)/2(9) OF PE/H (2) - Gr. 3(11)/4(8) OF PE/H (3) - Gr. 5(16)/6(8) OF

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2:30 PM - 3:00 PM	WL - 1B ART - 2B MUSIC - 3B Media - 4B STEAM - 5B Guidance - 6B PE/H (1) - Gr. 1/2 OF PE/H (2) - Gr. 3/4 OF PE/H (3) - Gr. 5/6 OF	WL - 1B ART - 2B MUSIC - 3B Media - 4B STEAM - 5B Guidance - 6B PE/H (1) - Gr. 1/2 OF PE/H (2) - Gr. 3/4 OF PE/H (3) - Gr. 5/6 OF	WL - 1B ART - 2B MUSIC - 3B Media - 4B STEAM - 5B Guidance - 6B PE/H (1) - Gr. 1/2 OF PE/H (2) - Gr. 3/4 OF PE/H (3) - Gr. 5/6 OF	WL - 1B ART - 2B MUSIC - 3B Media - 4B STEAM - 5B Guidance - 6B PE/H (1) - Gr. 1/2 OF PE/H (2) - Gr. 3/4 OF PE/H (3) - Gr. 5/6 OF	WL - 1B ART - 2B MUSIC - 3B Media - 4B STEAM - 5B Guidance - 6B PE/H (1) - Gr. 1/2 OF PE/H (2) - Gr. 3/4 OF PE/H (3) - Gr. 5/6 OF
3:00 PM - 3:30 PM	WL - 1C ART - 2C MUSIC - 3C Media - 4C STEAM - 5C Guidance - 6C PE/H (1) - Gr. 1/2 OF PE/H (2) - Gr. 3/4 OF PE/H (3) - GR. 5/6 OF	WL - 1C ART - 2C MUSIC - 3C Media - 4C STEAM - 5C Guidance - 6C PE/H (1) - Gr. 1/2 OF PE/H (2) - Gr. 3/4 OF PE/H (3) - GR. 5/6 OF	WL - 1C ART - 2C MUSIC - 3C Media - 4C STEAM - 5C Guidance - 6C PE/H (1) - Gr. 1/2 OF PE/H (2) - Gr. 3/4 OF PE/H (3) - GR. 5/6 OF	WL - 1C ART - 2C MUSIC - 3C Media - 4C STEAM - 5C Guidance - 6C PE/H (1) - Gr. 1/2 OF PE/H (2) - Gr. 3/4 OF PE/H (3) - GR. 5/6 OF	WL - 1C ART - 2C MUSIC - 3C Media - 4C STEAM - 5C Guidance - 6C PE/H (1) - Gr. 1/2 OF PE/H (2) - Gr. 3/4 OF PE/H (3) - GR. 5/6 OF

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Appendix O

Staffing

**REQUEST FOR EMERGENCY PAID SICK LEAVE
AND/OR
EMERGENCY FAMILY AND MEDICAL LEAVE
UNDER THE FAMILY FIRST CORONAVIRUS RESPONSE ACT (“ACT”)
AND/OR
EXPANDED CATEGORIES OF NEW JERSEY FAMILY LEAVE ACT LEAVE**

Employee Name: _____

Date(s) for which leave is requested: _____

A. Request for emergency paid sick leave under the Act:

Please check one of the COVID-19 qualifying reasons for the emergency paid sick leave and provide the requested information:

1. I am subject to a Federal, State, or local quarantine or isolation order related to COVID-19. Name of the government entity that issued the quarantine or isolation order to which you are subject:

2. I have been advised by a health care provider to self-quarantine due to concerns related to COVID-19. Name of the health care provider who advised you to self-quarantine for COVID-19 related reasons:

3. I am experiencing symptoms of COVID-19 and seeking a medical diagnosis.

4. I am caring for an individual who is subject to an order of quarantine or isolation or is advised to self-quarantine.

Name of the government entity that issued the quarantine or isolation order to which the individual is subject:

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Name of the health care provider who advised the individual to self-quarantine:

5. I am caring for a son or daughter whose school or place of care is closed, or childcare provider is unavailable, due to COVID-19 precautions. Provide all of the following and initial below:

The name of the child being cared for: _____

Age of the child being cared for: _____

The name of the school, place of care, or childcare provider that closed or became unavailable due to COVID-19 reasons:

I hereby represent that no other suitable person is available to care for my child during the period of requested leave.
_____ (Initial Here)

6. I am experiencing any other substantially similar conditions specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.

I understand the following limitations on pay:

Paid sick leave for reasons 1, 2, and 3 above for full-time employees is at the employee's regular rate of pay for up to 80 hours limited to \$511 per day and \$5,110 total.

Paid sick leave for reasons 4, 5, and 6 above for full-time employees is paid at two-thirds employee's regular rate of pay limited to \$200 per day and \$2,000 total.

Paid sick leave for reasons 1, 2, and 3 above for part-time employees is the average hours worked over a two-week period limited to \$511 per day and \$5,110 total.

Paid sick leave for reasons 4, 5, and 6 above for part-time employees is paid at two-thirds employee's average hours worked over a two-week period limited to \$200 per day and \$2,000 total.

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This emergency family and medical leave runs concurrently with the emergency paid sick leave under the Act.

The first 10 days (two weeks) are unpaid. During the first 10 days (two weeks), you can substitute the emergency paid sick leave under the Act or other accrued paid leave. If you are requesting to use emergency paid sick leave under the Act, please complete the above Section A. If you are requesting to use other accrued paid leave, please describe the requested accrued paid leave and amount:

The remaining 10 weeks are paid at two-thirds of the employee's regular rate of pay, for the number of hours the employee would otherwise be scheduled to work. The maximum payment is \$200 per day and \$10,000 total.

Please attach documentation in support of your request such as, a notice of closure or unavailability from your child's school, place of care, or childcare provider, including a notice that may have been posted on a government, school, or day care website, published in a newspaper, or emailed to you from an employee or official of the school, place of care, or child care provider.

I hereby represent that no other suitable person is available to care for my child during the period for which I am requesting emergency family and medical leave under the Act.

D. Request for expanded categories of New Jersey Family Leave Act:

Eligible employees are entitled to up to 12 weeks of unpaid leave in a 24-month period for the following expanded NJFLA categories:

These categories will be triggered when:

- a state of emergency declared by the governor or as required by a public health authority,
- relating to an epidemic, a known or suspected exposure to a communicable disease, or efforts to prevent the spread of a communicable disease,
- requires a covered employee to care for a family member due to:

Please check one of the qualifying reasons and provide the requested information:

- Care for a child whose school or childcare facility is closed by order of a public official due to an epidemic or public emergency.

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Provide the date of the closure:

Provide the reason for the closure:

- Care for a family member subject to a mandatory quarantine order as a result of an illness caused by an epidemic where the family member's exposure would jeopardize the health of others.

Provide the date the public health authority issued the determination:

Provide the probable duration of the determination:

- Care for a family member who is in voluntary self-quarantine recommended by a health care provider or public authority as a result of suspected exposure to a communicable disease.

Provide the date of the recommendation:

Provide the probable duration of the condition:

Provide the medical or other facts within the health care provider or public health authority's knowledge regarding the conditions:

Please note that the following:

- *All existing certification requirements under the Family and Medical Leave Act (FMLA), and New Jersey Family Leave Act (NJFLA) remain in effect if you take leave for one of the existing qualifying reasons under the FMLA and/or the NJFLA. Please complete those separate forms, if applicable.*
- *Pursuant to Board Policies 3431.1 and 4431.1, Family Leave, if a staff member is eligible for leave for reasons permitted under FMLA and NJFLA, then the time shall be concurrent and applied to both laws.*
- *An employee may not use sick leave under N.J.S.A. 18A:30-1 for a qualifying need related to a public health emergency. However, an employee receiving sick leave under the provisions of N.J.S.A. 18A:30-1*

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may only use sick leave because of personal disability due to illness or injury, or because the employee has been excluded from school by the school district's medical authorities on account of a contagious disease or of being quarantined for such a disease in his or her immediate household.

- *NJFLI, which provides wage replacement benefits from the State during an unpaid leave, has been amended to include leave taken to care for a family member related to COVID-19. The employee must file through the State for such benefits.*
- *An employee who has COVID-19, or symptoms of COVID-19 or is advised by a healthcare provider or public health authority to quarantine, may be eligible for NJ Temporary Disability Insurance from the State. The employee must file through the State for such benefits.*

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

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, but not limited to, Section B.5.

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Appendix P

Athletics

Fairfield Public School District is a P-6 district. As such, we do not offer an athletic program.

Appendix Q

REMOTE LEARNING OPTIONS FOR FAMILIES

FULL-TIME REMOTE LEARNING DURING COVID-19 REOPENING AND RECOVERY

Parent/guardian may submit, and the District shall accommodate, requests for full-time remote learning during the COVID-19 reopening and recovery.

Parent/guardian may request any service or combination of services that would otherwise be delivered on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education and related services. A parent/guardian may request that some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the District's reopening plan.

There is unconditional eligibility for full-time remote learning. All students are eligible for full-time remote learning. Eligibility is not conditioned upon a parent/guardian demonstrating a risk of illness or other selective criteria.

Scope and expectations of full-time remote learning.

- Students participating in the Board's full-time remote learning option will be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in the District programs (e.g. students participating in a hybrid mode). This includes for example, access to standards-based instruction of the same quality and rigor as that afforded all other students of the District, the District making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.
- Full-Time remote learning will adhere to the length of the school day requirements pursuant to N.J.A.C. 6A:32-8.3, Board's attendance policy, Board's Student Code of Conduct, Board's HIB policy, Board's acceptable use policy, and all other policies governing delivery of services and District expectations of students.

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- The District will clearly define any additional services, procedures, or expectations that will occur during the transition period between in-person or hybrid delivery to full-time remote delivery.
- The District will endeavor to provide support and resources to assist parents/guardians, particularly those of younger students, with meeting the expectations of the District's remote learning option.

Procedures for parents/guardians to submit a request for full-time remote learning for MP 1 and MP 2:

- Requests to **begin school year** receiving full-time remote learning:
 - The deadline for a parent/guardian to submit a request for full-time remote learning to begin at the start of the school year shall be August 17th.
 - The District's expected timeline for approving requests will be 14 days.
 - The request shall be in writing and submitted to the principal and/or director with the following information:
 - Student's name, grade, teacher, dates for which full-time remote learning is requested, whether he/she has a device and internet service, and specify which services they are requesting to receive full-time remote learning, i.e. instruction, special education program, related services etc.
 - Parent/guardian should contact the principal and/or director with any questions or concerns.
 - Upon satisfaction of these minimum procedures, the District shall approve the student's full-time remote learning request.
- Requests to transition from in-person or hybrid services to full-time remote learning **during the school year**:
 - Parent/guardian may submit a request for full-time remote learning throughout the school year at any time. However, parents must be aware that there will be a transition period of about 14 days.
 - The District's expected timeline for approving requests submitted during the school year will be 14 days.
 - The request shall be in writing and submitted to the principal and/or director with the following information:
 - Student's name, grade, teacher, dates for which full-time remote learning is requested, whether they have a device

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- and internet service, and specify which services they are requesting to receive full-time remote learning, i.e. instruction, special education program, related services etc.
- Parent/guardian contact the principal and/or director with any questions or concerns.
- Upon satisfaction of these minimum procedures, the District shall approve the student's full-time remote learning request.

The following additional services, procedures, or expectations will occur during any transition period from in-person services to full-time remote learning:

The student will transition to virtual learning.

Procedures for parents/guardians to submit a request for transitioning from full-time remote learning to in-person services for MP 1 and MP 2 :

- The minimum amount of time a student must spend in full-time remote learning before being eligible to transition to in-person services is 14 days.
- The deadlines for a parent/guardian to submit a request to transition from full-time remote learning to in-person services are the following: any time with 14 days' notice.
- The District's expected timeline for approving requests will be 14 days.
- The request shall be in writing and submitted to the principal and/or director with the following information:
 - Student's name, grade, teacher, dates for which full-time remote learning is requested, whether they have a device and internet service, and specify which services they are requesting to receive full-time remote learning, i.e. instruction, special education program, related services etc.
- Parent/guardian contact the principal and/or director with any questions or concerns.
- Definition of the specific student and academic services will accompany a student's transition from full-time remote learning to in-person learning to better assist a parent/guardian anticipate their student's learning needs and help educators maintain continuity of services.
 - If the District offers Pre-K curriculum, then the District should consult the Pre-K curriculum providers regarding appropriate measures to assess a Pre-K student's learning progress during the transition from full-time remote learning to in-person learning.

The following additional services, procedures, or expectations will occur during any transition period from full-time remote learning to in-person services: check to see if the student/family has not been out of the State during the past 14 days.

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****For Marking Period 3 and Marking Period 4, parents must commit to either in-person or fully virtual instruction. This will take place through the Genesis Parent Portal. No requests for transition from fully virtual to in-person will be honored after form submission deadline.**

Procedures for communicating District policy with parents/guardians:

The District will provide clear and frequent communication with parents/guardians, in their home language, to help ensure that this important flexibility is as readily accessible as possible. Communication with parents/guardians will include the following:

- Summaries of, and opportunities to review, the District's remote learning policy which includes full-time remote learning;
- Procedures for submitting full-time remote learning requests;
- Scope and expectations of full-time remote learning;
- The transition from full-time remote learning to in-person services and vice-versa; and
- The District's procedures for ongoing communication with parents/guardians and for addressing families' questions or concerns.

Reporting. The District will report to the NJDOE data regarding the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

HYBRID MODEL WITH REMOTE LEARNING AND FULL-TIME REMOTE LEARNING MODEL

The following is applicable to both remote learning in a hybrid model and a full-time remote learning model.

The nature of group remote learning, whether in a hybrid learning model or a full-time remote learning model, means that students' names and live video could potentially be seen by anyone in the background of the students who are participating, and that students may see actions in the background of other students. Students' information, such as, but not limited to, classification status, accommodations, related services, academic levels and/or skills may also be inadvertently disclosed to others during group sessions.

In order to protect the confidentiality of the students and their performance, parents should not be present during virtual learning unless prearranged and approved by the District. Parents may not make an attempt to listen in on sessions and/or record them.

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Recording virtual lessons and instruction between the teacher/instructor and students is a violation of Board of Education policies and may be a violation of state law.

Students and parents are required to adhere and comply with all applicable Board policies governing the use of technology. In addition, it is expected that students and parents adhere to the following guidelines:

- Students must be prepared for virtual learning, i.e. have devices ready and charged if needed, papers/notebook, pencil/pen, etc. at least 10 minutes before the scheduled start time.
- Be on time.
- Video must be turned on with the student's face visible to the teacher.
- If it wouldn't be appropriate in the physical classroom, it isn't appropriate in the virtual setting. This includes attire, language, behavior, topics discussed, by way of examples. See district HIB policy for explanation of virtual/cyber bullying.
- Chats should only be used to ask questions related to the lesson. Any inappropriate language will not be tolerated.
- Always behave as if your camera and mic are on.
- Do not screenshot or record anything during the meeting.
- Do not have side conversations. (The microphone will pick up other noises in the room).
- Students may use school issued devices or personal devices for the purposes of virtual/remote learning.
- School devices should always be treated with respect and handled in a manner that will allow them to function properly.
- See the District's acceptable use policy for further explanation of technology use.
- Students may not use cellular devices during virtual classes, treat virtual classrooms as if they were sitting in the building.
- No eating during class, snack breaks for younger students will be built into the schedule as well as lunch for all students on full virtual days. Eating during class is very distracting to other students.
- We understand that for younger students, parent help/support may be required for logging on. We ask that once a student is logged in, the space be used as a classroom and parents do not engage in the classroom setting. Please do not respond to student questions or interact with the class. We further ask that you please be cognizant that conversations you have off screen are picked up by the microphone and can be heard by the class.

The District takes the confidentiality of our students' educational information and personally identifiable information very seriously. We also hold the same high regard for the integrity, privacy, educational practice, and professionalism of our faculty and staff.

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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%2Fschoo-ols-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fn-need-extra-precautions%2Fpeople-at-hi-gher-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

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Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
Section	Title	Link
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_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/

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	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/
Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
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://d31hzhk6di2h5.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

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Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtbgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Section	Title	Link
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-o

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	during the COVID-19 Pandemic School Closures and Beyond	n-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml
Section	Title	Link
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html