

RESTART & RECOVERY PLAN



03-1700 Garfield Public School District

NOVEMBER 12, 2020

**GARFIELD PUBLIC SCHOOLS
RESTART AND RECOVERY PLAN
FALL 2020**

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Introduction

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

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

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

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

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

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

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.

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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.

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

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action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Board's Plan.

Ten Critical Areas of Operation

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

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

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

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

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

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

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

(i) Chronic lung disease or asthma (moderate to severe);

(ii) Serious heart conditions;

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- (iii) Immunocompromised;
- (iv) Severe obesity (body mass index, or BMI, of 40 or higher);
- (v) Diabetes;
- (vi) Chronic kidney disease undergoing dialysis;
- (vii) Liver disease;
- (viii) Medically fragile students with Individualized Education Programs (IEPs);
- (ix) Students with complex disabilities with IEPs; or
- (x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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

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

- (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
- (2) When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
 - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face

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coverings can be removed while students are seated at desks, but should be worn when moving about the classroom.

- (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (5) Use of shared objects should be limited when possible or cleaned between use.
- (6) All indoor facilities will have adequate ventilation, including 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 **ethyl** alcohol-based hand MASKs (at least 60% **ethyl** alcohol). Such stations should be:
 - (a) In each classroom (for staff and older children who can safely use hand sanitizer).
 - (b) At entrances and exits of buildings.
 - (c) Near lunchrooms and toilets.
 - (d) Children ages five and younger should be supervised when using hand sanitizer.
 - (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% **ethyl** 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% **ethyl** alcohol) should be used.

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

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

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

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

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

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

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

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

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

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

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

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

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- (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
 - (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
 - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
 - (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.

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

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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 Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (5) Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (a) Accommodation for students who are unable to wear a face covering should be addressed according to that

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

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

f. Critical Area of Operation #6 – Contact Tracing

- (1) The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.
- (2) School officials should engage the expertise of their school nurses on the importance of contact tracing.
- (3) The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

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

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

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- (1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
- (2) The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
 - (a) A schedule for increased routine cleaning and disinfection.
 - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).
 - (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:

(a) Stagger recess, if necessary.

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

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

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

(1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.

(2) The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

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

2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

b. Multi-Tiered Systems of Support (MTSS)

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

c. Wraparound Supports

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

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d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

e. Quality Child Care

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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

B. Leadership and Planning

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

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

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

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

[See Appendix L – Restart Committee]

2. Pandemic Response 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.

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- d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
- e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
- f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
 - (1) School Principal or Lead Person;
 - (2) Teachers;
 - (3) Child Study Team member;
 - (4) School Counselor or mental health expert;
 - (5) Subject Area Chairperson/Director;
 - (6) School Nurse;
 - (7) Teachers representing each grade band served by the school district and school;
 - (8) School safety personnel;
 - (9) Members of the School Safety Team;
 - (10) Custodian; and
 - (11) Parents.
- g. The Pandemic Response Team is responsible for:
 - (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
 - (2) Adjusting or amending school health and safety protocols as needed.
 - (3) Providing staff with needed support and training.

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- (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
 - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
 - (6) Providing necessary communications to the school community and to the school district.
 - (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3. Scheduling

- a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
- b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
 - (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
 - (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
- c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.

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- (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology- based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
 - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:
- (1) Provide teachers common planning time.
 - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - (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.

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

[See Appendix N – Scheduling of Students]

4. Staffing

- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board’s Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.
- c. The Board’s Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
 - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers’ individual needs.
 - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by

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COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).

(3) Certification

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

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

[See Appendix O – Staffing]

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

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

b. Instructional staff should:

(1) 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.

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

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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.
 - (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.

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

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- 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.
 - (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.

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- (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- (8) Lead small group instruction in a virtual environment.
- (9) Facilitate the virtual component of synchronous online interactions.
- (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

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- (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
- b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:
- (1) Train student teachers to use technology platforms.
 - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
 - (3) Survey assistant teachers to determine technology needs/access (Pre-school).
 - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- c. Student teachers should:
- (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
 - (2) Lead small group instruction (in-person to help with social distancing).
 - (3) Co-teach with cooperating 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.

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- (10) Pre-record direct-instruction videos.
- (11) Facilitate student-centered group learning connecting remote and in-person students.

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

- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
- (2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
- (3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
- (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
- (5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

7. Athletics

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

[See Appendix P – Athletics]

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C. Policy and Funding

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

1. School Funding

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- a. The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty. The options the Board shall explore include, but are not limited to, the following:
 - (1) Elementary and Secondary School Emergency Relief Fund;
 - (2) Federal Emergency Management Agency – Public Assistance; and
 - (3) State School Aid.

- b. School District Budgets

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

- c. School Funding

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

 - (1) Purchasing

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

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

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

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(3) Costs and Contracting

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

D. Continuity of Learning

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

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

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

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

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
 - a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
 - b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
 - c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
 - (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
 - (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
 - (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
 - (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.

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

2. Technology and Connectivity

- a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.
- b. Districts should:
 - (1) Conduct a needs assessment.
 - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
 - (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
 - (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

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

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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.
- (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.

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- (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
 - (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

4. Professional Learning

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

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- (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.
- (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

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

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

d. Quality CTE Programs

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

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

e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

RESTART & RECOVERY PLAN



**03-1700 Garfield Public School District – Plan
November 12, 2020**

GARFIELD PUBLIC SCHOOLS RESTART AND RECOVERY PLAN FALL 2020

**AT THE RECOMMENDATION OF THE LOCAL DEPARTMENT OF
HEALTH, THE GARFIELD DISTRICT WILL DELAY IN-PERSON
INSTRUCTION UNTIL JANUARY 25, 2020 DUE TO THE RECENT
RISE IN THE NUMBER OF COVID -19 CASES IN THE GARFIELD
COMMUNITY.**

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Appendix A

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

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

PROTECTING AND SUPPORTING STAFF AND STUDENTS WHO ARE AT HIGHER RISK FOR SEVERE ILLNESS:

a. Protocol for High Risk Staff Members

Reasonable accommodations can be made in the workplace.
Inform staff members of the various options for taking a leave of absence.

b. Protocol for High Risk Students

Option to learn remotely
Reasonable accommodations can be made in the school/ classroom.

Garfield School District will comply with CDC guidelines for Schools and Childcare Programs.

ESTABLISHING COMMUNICATION

The Garfield School District, including representatives from the Pandemic Response Teams, will remain in close contact with the Garfield District Nursing Supervisor, Tana Raymond, and communicate with the Garfield Health Department Public Health Nurse, Darlene Revelle, to discuss confirmed cases of Covid 19 in the district, monitor the number of positive cases in the district, city and state, and bring back the most current information from the Bergen County Department of Health and the CDC.

Nursing Supervisor
Tana Raymond
34 Outwater Lane
Garfield, N.J. 07026
973-340-5000 ext. 2318

Public Health Nurse/ Garfield Health Department
Darleen Revelle, R.N.
dreveille@garfieldnj.org
973-340-2000, ex. 5580

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Administrative Services are provided by the Mid-Bergen Regional Health Commissions Health Officer, **Sam Yanovich**, at

- www.midbergen-regionalhealth.org.
- 201- 599-6290

The District Medical Director will be contacted when there are any questions, concerns, positive cases of Covid-19, etc. to guide the district's actions in collaboration with the Garfield Health Department.

Dr. Donna Koch
(973) 777-2293
(973) 777-9117
297 Passaic St.

PROMOTING BEHAVIORS THAT REDUCE SPREAD OF THE VIRUS

Reference District Policy 1648

Social Distancing will be enforced to the greatest extent possible.

Students, staff and visitors will wear masks/face coverings at all times.

Students must wear masks/ face coverings at all times, other than during designated mask "breaks."

Students and staff should be provided face coverings breaks throughout the day when social distancing can be enforced.

Temperatures of staff and students will be taken upon entry to the schools and visual screening will take place.

All schools will have a designated isolation room to be used to house students and staff members displaying viral symptoms.

Masks /face coverings and PPE for staff will be provided as needed by the district.

Masks / face coverings with political and social messages will be prohibited.

Special PPE will be given to high risk students and staff as necessary, including N95 masks, face shields, disposable gloves, etc.

Desk guards will be installed on staff desks to ensure that contact is limited.

Signage and floor markings will be displayed throughout the schools to reinforce social distancing and indicate directional in hallways where appropriate.

Hand sanitizer (60 % ethyl alcohol) will be provided in every classroom and instructional room as well as offices in every school.

Schedules will include designated times for handwashing and sanitizing.

School nurses will reinforce importance of handwashing and social distancing with each class.

Students will be kept in classes or cohorts whenever possible to limit overexposure.

Communications and meetings with parents should be held remotely when possible; no visitors will be permitted to the buildings without a previously scheduled appointment.

Each school will establish a Pandemic Response team to help establish and administer school safety guidelines.

Facilities will train all staff in the use of CDC and EPA approved and registered Covid-19 disinfectant cleaning agents, techniques and equipment.

Facilities department will provide daily checklists for custodial and non-custodial staff.

Signed checklist will be displayed in classrooms to indicate the type of sanitizing performed.

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All high-traffic touch points and surfaces will be disinfected before, during and after student/staff contact using CDC and EPA Registered Disinfectant Cleaner to kill SARS-CoV-2 microorganisms to provide clean, sanitary and healthy learning spaces, including:

Counters

Tabletops

Desks and Classroom furniture

Doorknobs

Handrails

Bathroom fixtures and toilets

Telephones

Keyboards

Tablets

Drinking fountains will not be utilized until further notice. They will be turned off and covered.

Water may be brought in by staff and students. All water bottles should be labeled and cannot be shared.

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Appendix B

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

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

- a. Social Distancing in Instructional and Non-Instructional Rooms
- b. Procedures for Hand Sanitizing/Washing

Seat students six feet apart in classrooms and instructional rooms.

If social distancing is not possible, additional modifications should be followed including wearing facial covering excluding any student with documented medical condition.

There will be space in every classroom designated for the teacher to present instruction.

The District will provide all staff and students with appropriate PPE as necessary.

Use of shared objects should be limited and disinfected between use.

Windows will be kept open to the greatest possible extent (weather permitting).

Prepare and maintain hand sanitizing stations with alcohol based hand sanitizer (at least 60% **ethyl** alcohol) in each classroom, bathroom, main office, food areas, entrances and exits.

Designate specific time for students to wash hands and/or use hand sanitizer (60% ethyl alcohol).

Set up a bathroom protocol for each school to include limited usage and cleaning of restrooms.

A space within each school should be designated for Child Study Team testing use.

Schools will create cohorts of students and will work to limit interaction between cohorts.

District will develop an efficient means of taking daily student attendance to promote accountability in both in-person and remote environments.

Masks/ face coverings are required to be worn at all times by all students, staff and visitors. In a classroom where social distancing can be enforced (e.g. desks are 6 feet apart) or physical barriers are in place, students will be given a mask "break" by the teacher for a designated period of time.

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All staff should have an emergency plan/lesson plans in place in the event of a return to full remote learning on a short and long term basis.

Testing/Small group instruction areas should:

- Be cleaned after each use

- Include additional barriers if social distancing cannot be maintained

- Include use of facial coverings by staff and students .

All high-traffic touch points and surfaces will be disinfected before, during and after student/staff contact using EPA Registered Disinfectant Cleaner to kill SARS-CoV-2 microorganisms to provide clean, sanitary and healthy learning spaces.

- Counters

- Tabletops

- Desks and Classroom furniture

- Doorknobs

- Handrails

- Bathroom fixtures and toilets

- Telephones

- Keyboards

- Tablets

Facilities will train all staff in the use of EPA approved and registered Covid-19 disinfectant cleaning agents, techniques and equipment.

Facilities department will provide daily checklists for custodial and non-custodial staff.

Signed checklist will be displayed in all classrooms and offices upon completion of cleaning and disinfecting.

RESTART & RECOVERY PLAN

Appendix C

Critical Area of Operation #3 – Transportation

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

Student Transportation

Social Distancing on School Buses

Reference Policy # 1648 A.1

Bus aide will conduct temperature check and assign seating on the bus. Parent will be notified immediately if student **temperature is above 100.4** and student will not be permitted on the bus. Upon the advice of the Garfield District medical director, 100.4 degrees is the maximum temperature that is allowable for entry on school busses and in school buildings.

Students will fill the back row first and exit in the opposite order.

Every effort will be made to enforce social distancing on the bus.

Limit the number of passengers on a three bench seat by keeping the center seat vacant if possible.

Bus drivers will be trained to follow all safety and sanitizing protocols.

Provide signage to reinforce social distancing and hygiene rules.

Bus drivers must clean and disinfecting seats, railings, door frames, handles, windows and controls with EPA approved disinfecting cleaners before and after all bus runs.

All passengers, bus aides and drivers must wear face covering.

Improve ventilation by opening windows, and or setting the air ventilation/air conditioning on non-recirculation mode.

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Appendix D

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

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

- a. Location of Student and Staff Screening
- b. Social Distancing in Entrances, Exits, and Common Areas

Students will line up at designated entrances ; 6 ft apart guided by floor markings where necessary.
Temperatures will be taken at multiple entrances, immediately after the first bell, which rings 5 minutes prior to the start of the instructional day.
 Use all available entrances to limit number of students in one area.
 Establish separate entrances and exits to school facilities when possible .

Implement the one session day schedule in all district schools PreK -12 , not less than four hours in duration, to limit exposure to one another, avoid serving meals, and allow adequate time for cleaning and sanitizing rooms.

School opening times for grades will be staggered whenever possible, within 15 minutes of one another **during phase 1.**

PRE SCHOOL SCHEDULE:

ECLC (Ray Street) will have staggered entry times. Schedule is as follows:

Entry Time	Dismissal
4-Year-Old Program – 8:05 AM	12:05 PM
3-Year-Old Program – 8:25 AM	12:25 PM

GPPA 1 and GPPA 3 - entry time schedule is as follows:

Entry Time		Dismissal		
8:05 AM		12:05 PM		
Monday A-Day Purple	Tuesday B-Day Purple	Wednesday Remote Day	Thursday A-Day Gold	Friday B-Day Gold
9/7 Labor Day.... School Closed	9/8	9/9	9/10	9/11
9/14	9/15	9/16	9/17	9/18
9/21	9/22	9/23	9/24	9/25
9/28	9/29	9/30	10/1	10/2

RESTART & RECOVERY PLAN

ELEMENTARY SCHEDULE:

*Start times will be staggered as follows

LEVEL		START/ DISMISSAL		
Grade 4 & 5		8:30-12:30		
Grade 2 & 3		8:45 –12:45		
PK classes within Elem. Schools		9-1:00		
Monday A-Day Purple	Tuesday B-Day Purple	Wednesday Remote Day	Thursday A-Day Gold	Friday B-Day Gold
9/7 Labor Day... School Closed	9/8	9/9	9/10	9/11
9/14	9/15	9/16	9/17	9/18
9/21	9/22	9/23	9/24	9/25
9/28	9/29	9/30	10/1	10/2

o 4 Hour DAILY Schedule

- 90 min ELA daily
- 90 min Math daily
- Students will be receiving (WINN) What I Need Now on Mondays and Fridays.
- Students will receive instruction in Science on Tuesdays, and Social Studies on Thursdays.
- On Remote Wednesdays, Social Studies and Science project- based lessons will be posted. Science and Social Studies will also be embedded within ELA lessons.
- During WINN time, teachers will work with cohorts of students based on results of our Universal Screening Tool in order to provide additional Math or ELA support or enrichment to students. They will be placed into Tiers for instruction during this time. The embedded WINN period will serve to support instruction and fill in the gaps that were created during remote learning in the Spring of 2020.

GARFIELD MIDDLE SCHOOL

Schedule

- The following courses will be available to the students of GMS for the 2020-2021 school year:

Social Studies

Science

Language Arts

Math

Specials

Physical Education

Dynamic Math/Creative Writing (Students who need RTI will be placed in Boilermaker Math and/or Boilermaker Writing)

- Two student cohorts, purple and gold, will be determined.

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- Purple cohort students come to school on Monday and Tuesday; log on remotely Wednesday, Thursday and Friday.
- Gold cohort students come to school on Thursday and Friday; log on remotely Monday, Tuesday and Wednesday
- On the days that students are remote; the expectation is to log onto the class at the **scheduled time for that class.**
- Teachers will also schedule ‘office hours’ during the week (Students will be able to email or meet with teachers through Teams, at mutually agreed upon times).

Sample Schedule

Monday A-Day Purple	Tuesday B-Day Purple	Wednesday Remote Day	Thursday A-Day Gold	Friday B-Day Gold
9/7 Labor Day... School Closed	9/8	9/9	9/10	9/11
9/14	9/15	9/16	9/17	9/18
9/21	9/22	9/23	9/24	9/25
9/28	9/29	9/30	10/1	10/2

Time Schedule

HR 6:	8:00 - 8:10
Block 1:	8:12 - 8:42
Block 2:	8:44 - 9:14
Block 3:	9:16 - 9:46
Block 4:	9:48 - 10:18
Block 5:	10:20 - 10:50
Block 6:	10:52 - 11:22
Block 7:	11:24 - 11:54
HR 7/8	11:56 - 12:06
Grab & Go Lunch	6 th grade students will be permitted to the cafe after their 7 th block 7 th and 8 th grade students will be permitted to the cafe after they are released from HR

RESTART & RECOVERY PLAN

GARFIELD HIGH SCHOOL

Schedule

- Two student cohorts, purple and gold, will be determined.
- Purple cohort students come to school on Monday and Tuesday; log on remotely Wednesday, Thursday and Friday.
- Gold cohort students come to school on Thursday and Friday; log on remotely Monday, Tuesday and Wednesday.
- On the days that students are remote, the expectation is to log onto the class at the **scheduled time for that class**, for example: the student would be logged on to their second block Teams between 9:38 and 10:38.
- Teachers will also schedule ‘office hours’ during the week. Students will be able to email or meet with teachers through Teams, at mutually agreed upon times.
- Counselors will also have office hours and will meet with students, either in person or through Teams, at a mutually agreed upon time.
- Sample schedule:

Monday A-Day Purple	Tuesday B-Day Purple	Wednesday Remote Day	Thursday A-Day Gold	Friday B-Day Gold
9/7 Labor Day... School Closed	9/8	9/9	9/10	9/11
9/14	9/15	9/16	9/17	9/18
9/21	9/22	9/23	9/24	9/25
9/28	9/29	9/30	10/1	10/2

- Student Arrival: Doors open at 7:45 a.m.

Block 1: 8:30 - 9:33
Block 2: 9:38 - 10:38
Block 3: 10:43 - 11:43
Block 4: 11:48 - 12:48
Grab & Go Lunch: 12:48

DISTRICT PROTOCOLS:

Dismissal times will also be staggered in accordance with compliance of the four hour day.

Students, staff and visitors are required to wear masks/ face coverings at all times while in the schools.

Elementary students will remain in cohorts to limit overexposure whenever possible.

Departmentalization will be limited during phase 1.

Minimize the number of non-essential interactions between students, staff, and visitors throughout the

RESTART & RECOVERY PLAN

day.

Hallway and bathroom doors will be kept open and number of students using restrooms at any given time will be monitored.

Sanitizer (60% ethyl alcohol)will be provided at school entrances, in offices, and in all classrooms and instructional rooms.

Lockers will not be utilized during phase 1 and Middle School and High School students will be given clear backpacks.

Limit visitors into school/Security will handle any interactions.

Lunches will be grab and distributed at the end of the day in a designated area.

Large gatherings will not be permitted. Minimize large group gatherings.

Parent meetings will be held remotely during phase 1.

All staff meetings will be Virtual meetings unless otherwise noted.

All high-traffic touch points and surfaces will be disinfected before, during and after student/staff contact using EPA Registered Disinfectant Cleaner to kill SARS-CoV-2 microorganisms to provide clean, sanitary and healthy learning spaces.

Counters

Tabletops

Desks and Classroom furniture

Doorknobs

Handrails

Bathroom fixtures and toilets

Telephones

Keyboards

Tablets

Facilities will train all staff in the use of EPA approved and registered Covid-19 disinfectant cleaning agents, techniques and equipment.

Facilities department will provide daily checklists for custodial and non-custodial staff.

Signed checklist will be displayed in all classrooms and offices upon completion of cleaning and disinfecting.

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Appendix E

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

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

- a. *Screening Procedures for Students and Staff*
- b. *Protocols for Symptomatic Students and Staff*
- c. *Protocols for Face Coverings*

Reference : District Policy 1648 A.2 (a)

Screening

- Students and staff will be screened visually upon entrance to the schools and a temperature will be taken. A temperature above 100.4 degrees will be reason for placement in the designated isolation room.
- Verbal questioning upon temperature check, including but not limited to fever, cough, shortness of breath, any close contact with an ill family member and recent out of state or out of country travel will be addressed.
- Additionally Parents/students and staff shall be encouraged to review the daily symptom screening questionnaire, which can be found on the home page of the district website and contact the school with any concerns for possible COVID exposure.
- Parents will be advised to report any family illness, travel plans, and unusual circumstances to the school nurse and or principal accordingly.
- Any and all health related questions or concerns by parents/students and staff shall be addressed by the nurses who will document and date details for each individual case.
- As necessary, the nurse will provide guidance on signs and symptoms of Covid-19 to assist parents in determining if presenting symptoms may be COVID related and give guidance accordingly.

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- All staff will be trained with screening protocols prior to the first date of returning to school. Training will take place by school nurses.

***Symptom Response - Procedures for staff and students presenting with Covid-19 symptoms:**

- Detain staff member/student in designated isolation room.
- School Nurse will conduct an assessment and document symptoms: temperature above 100.4 degrees, fever chills, rigors, myalgia, headache, sore throat, new olfactory and taste disorder(s), cough, shortness of breath, or difficulty breathing.
- An individual with such presenting symptoms is sent home immediately and advised to seek medical attention. The local Health Department may be contacted as per CDC guidelines.
- *Covid test will be ordered, at the discretion of the medical provider, to determine positive or negative results.*
- If results are positive, the individual must remain home for a minimum of *10 days* and cannot return to school or work until the following conditions are met:
 - There is resolution of fever, without the use of fever reducing medication for at least 24 hours
 - AND
 - There is complete resolution of all respiratory and constitutional symptoms. A doctor's note is required upon return to school or work.
- If initial results are negative, individual must remain home until fever free without the use of fever reducing medications and without COVID related symptoms AND present a doctor's note upon return to school or work.
- *If the sick individual did not have a Covid test taken as per the recommendation of the medical provider, a doctor's note that excludes a diagnosis of Covid-19 or provides an alternate diagnosis MUST be provided prior to returning to school or work.*
- If a staff member or student voluntarily takes a Covid test without the recommendation of a medical provider and is completely asymptomatic, the individual is permitted to report to the schools. The school nurse should be apprised of the test and the results.

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QUARANTINE

- Staff and students will be quarantined for 14 days, or appropriate number of days, in compliance with most current CDC guidance regarding exposure to Covid-19 and identification as a close contact, and/ or travel to another state or country that is listed as high risk on the most current CDC Travel advisory.
- Staff and students must remain in quarantine if a COVID-19 test has been ordered by a medical provider until results are complete. School nurse will advise return date based on test results and appearance of symptoms.
- All close contacts will be in quarantine for the fourteen day required period of time and report any changes in health and/or symptoms to the school nurse.
- All non-essential travel to high risk locations is discouraged by the district.
- All Pre-K -12 staff are classified as “Critical Infrastructure workers” under the definition set forth by U.S. Department of Homeland Security Cyber and Infrastructure Security Agency and adopted by the State of New Jersey. This classification exempts district staff from the travel advisory and self-quarantine requirement.
- The Garfield District will make exceptions to the 14-day quarantine requirement when the performance of an individual’s job responsibilities are absolutely essential and necessary to the successful operation of the district whereby absence from the job can potentially endanger the welfare of the district.
- If an individual is permitted back to the workplace and exempted from the required 14 day quarantine period or any part of the quarantine period, the individual must present a negative Covid -19 test prior to return, consult with the medical director and/or nursing supervisor on a daily basis, have temperature recorded twice daily, wear a mask and maintain social distance at all times from other employees.
- All positive cases of Covid will be reported to the Garfield Health Department and they will conduct contact tracing in collaboration with the district. Individuals will be quarantined as per the direction of the Health Department. Reference District Policy 1648 A.5 (a) (b) (c) (d) (e)
- *The Garfield District will comply with all guidance as set forth by the CDC regarding staff and students presenting with symptoms. The district will keep current on all changes within the CDC guidelines and the DOH regulations to comply with best practice measures.
- Members of the Pandemic Response Team will have meetings as necessary with Nursing Supervisor and Public Health Nurse. The Medical Director will continue to give guidance and oversee that regulations are being met satisfactorily and will be available for meetings and consultations as needed.

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PPE

- PPE will be provided to students and staff to ensure the health and safety of all members of the school community.
- The Pandemic Response Teams will provide the staff and students with the necessary support and training regarding the protocols in place and the appropriate use of PPE and other safety measures that are being implemented in the schools.

MASKS / FACE COVERINGS /GLOVES/SHIELDS/ PLEXIGLASS SHIELDS FOR DESKS

Reference District Policy # 1648 Section A. 2 (b) (c) (d)

- Masks / Face coverings will be worn by all staff, students, and visitors at all times . Designated breaks will be allowed when social distancing is possible.
All district students and staff members will be provided a Boilermaker mask and additional PPE upon request.
Students will be permitted to wear any other face covering provided it does not contain social / political messages.
Disposable masks will also be available in all classrooms for emergent issues.
- Disposable gloves will be available for all staff members.
- Accommodations will be made for students / staff who cannot wear face covering due to medical conditions, disabilities, etc.
- Students who are able to wear and mask and who do not comply with the mandatory wearing of face coverings will be subject to disciplinary consequences as outlined in out student conduct relevant to insubordination as per our conduct code/ behavioral support.
- Staff members who will receive N95 mask, shield, and/or additional protections:
 - Nurses
 - Speech teachers
 - Guidance Counselors/ Social Workers
 - ABA teachers and paraprofessionals
 - PreK teachers and assistants
 - OT and PT personnel

PLEXIGLASS SHIELDS/ SNEEZE GUARDS:

- Will be in main offices on secretaries desks/ counters
- Principals' desks
- Every teacher's desk

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HAND SANITIZER (60 % ethyl alcohol)

- Will be available in every instructional room, classrooms, and main offices .
- Will be available at entry and exit points in the schools.
- Protocols will be established to insure that students use sanitizer at designated times, such as when leaving and entering the classroom.
- Visitors will be required to use sanitizer when entering the school buildings.

VENTILATION

- Air Flow / keep windows open to the greatest extent possible.
- Open windows when possible.
- Make sure that AC filters are clean .
- Permit fans without blades in classrooms and instructional areas .

BATHROOMS

- Schedule use of restrooms facilities to avoid overcrowding .
- Assign hall monitors when possible to monitor bathroom activity.

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Appendix F

Critical Area of Operation #6 - Contact Tracing

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

Contact Tracing District Policy 1648 Section 5 (a-e)

Contact tracing is conducted by the local Health Department in collaboration with the Garfield School District.

Upon notification that a student or staff member has tested positive for Covid 19 , the local health department will be notified by the Nursing Supervisor and identify close contacts , where close contact is being defined as anyone who was within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to test specimen collection) until the time the patient is isolated.*

Contact Tracing: Contact tracing should also be performed on PROBABLE cases. If prioritization is needed due to high case volume, persons with presumptive laboratory evidence should take precedence. PROBABLE cases who haven't been tested for COVID19 should be considered for testing if testing is available.

The **Nursing Supervisor** shall be designated by the Superintendent and shall be responsible for providing notifications and carrying out other components that could help ensure notifications are carried out in a prompt and responsible manner.

Trained Personnel in the district will include the school Nurses ,School Safety Officer , and designated members of the Pandemic Response teams .

Webinar is available to train personnel on contact tracing.
District personnel can participate in training in the afternoons or on Wednesdays.

Names of tracers will be submitted to the District Pandemic Committee and tracers will work with the Local Health Department to assist when a staff or student is positive for Covid 19. Submit names of tracers to the District Committee .

· Maintain HIPPA/FERPA compliance

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

Garfield School District will comply with CDC guidelines for cleaning and sanitizing the schools.

All high -traffic touch points and surfaces will be disinfected before, during and after student/staff contact using EPA Registered Disinfectant Cleaner to kill SARS-CoV-2 microorganisms to provide clean, sanitary and healthy learning spaces.

- Counters
- Tabletops
- Desks and Classroom furniture
- Doorknobs
- Handrails
- Bathroom fixtures and toilets
- Telephones
- Keyboards
- Tablets

A schedule will be developed for increased routine cleaning and disinfecting and will be included in the district policy. The schedule will provide for deeper cleaning to take place on Wednesdays in between Purple and Gold cohorts of students.

Facilities Director will train all staff in the use of EPA approved and registered Covid-19 disinfectant cleaning agents, techniques and equipment.

Facilities department will provide daily checklists for custodial and maintenance staff.

Signed checklists will be displayed in cleaned classrooms, offices, and instructional rooms to indicate that cleaning and sanitizing has been done.

12" adhesive directional disc will be visible for entrances, bathrooms and other strategic locations to maintain 6' distancing.

In the event that a positive case of Covid 19 has been identified, areas used by the sick person will be closed off and there will be a 24 hour wait period prior to cleaning and disinfecting the area.

Outside doors and windows will be opened to increase air circulation in those areas.

All areas used by the sick person will be disinfected, including common areas , bathroom and frequently touched surfaces.

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SANITIZING DESKS IN BETWEEN CLASSES AT GMS AND GHS

Disinfecting wipes will be provided in all classrooms to ensure that desks are cleaned when classes are changed. Students will be given the wipe upon entry to the class and teachers will supervise that all students wipe down the desk and chair prior to being seated.

If a student or staff member has an allergy and cannot wipe down the desk with the wipes that are supplied, accommodations will be made.

Desks will be wiped down as soon as students enter and will not interfere with the start of class and/or instructional time. Students will dispose of wipes in the designated receptacle with social distancing enforced at all times.

PROVISIONS OF WIPES, HAND SANITIZER IN ALL CLASSROOMS

The district will provide disinfecting wipes and hand sanitizer (60 % ethyl alcohol)in all classrooms, instructional rooms, and offices to ensure the cleanliness of all areas and encourage good healthy habits of keeping hands clean and free from germs.

BATHROOMS

Bathroom doors will remain open.

Hallway monitors will be used to manage the number of students in the bathrooms at the MS and HS.

Times will be designated in the elementary schools for students to use bathrooms to avoid overcrowding .

Students will wear masks/ face coverings at all times when using school bathrooms.

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Appendix H

Critical Area of Operation #8 – Meals

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

- District will provide Grab and Go meals for all students regardless of income eligibility June 30, 2021.
- Meals will continue to be distributed at two locations during fully remote learning:
- GPPA1 and School #10 from 11:00 a.m. until 2:00 p.m. Evening hours will also be available at GPPA1 from 4:30 p.m.-6:30 p.m.
- When the Hybrid schedule is implemented, meals will be distributed to students when they exit the school at the end of the day . Meals will continue to be distributed at GPPA1.
- Cafeterias will not be utilized in any schools to accommodate feeding students.
- Breakfast will be provided with grab and go lunches upon student departure .
- No sharing of meals will be permitted.
- All family style meals served in PreK will be discontinued until further notice.
- The purple cohort of students who attend school on Monday and Tuesday will receive breakfast in school and lunch on the way out of school on Monday, breakfast in school on Tuesday, and will receive three breakfast and four lunch meals to take home for the rest of the week.
- The gold cohort of students who attend school on Thursday and Friday will receive breakfast in school on Thursday and lunch on the way out of school , will receive breakfast in school and receive one breakfast and lunch on the way out of school on Friday. This cohort of students will return to school on Monday at a designated time and place and will receive two breakfast meals and three lunches to hold them until reporting back to school on Thursday.
- MS and HS students will report to designated area to receive meals to take home.
- Students who are learning completely remotely will also report to designated area to receive meals as they did during recent school closure.
- Food Service personnel will follow all guidelines in accordance with the NJ Department of Agriculture and Child Nutrition Program rules and regulations.
- All decisions will be determined in compliance with guidance from the USDA.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

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

Recess will provided during the four hour day for each class. Every school will devise a schedule that allows twenty minutes to each class for recess. Students will wash hands after recess and all equipment will be sanitized between usage.

Health classes will be scheduled during first marking period when possible for middle school and high school . Locker rooms will not be utilized until further notice at the MS and HS. Students will be encouraged to wear sneakers to school to allow safe movement and participation in PE activities without the use of lockers.

PE activities will include non-contact activities, and focus on conditioning, exercising, and walking while maintaining social distance.

Time will be provided for students to wash hands after all Physical Education activities.

Elementary PE will be done remotely through Livestreaming and videos .

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Appendix J

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

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

FIELD TRIPS

Field trips will not be approved until further notice.

All requests for exceptions must be made directly to the Superintendent.

*ASSEMBLIES/MEETINGS

All School Assemblies for students will be prohibited until further notice.

All Home and School meetings will be conducted remotely until further notice.

Back To School Nights will be conducted remotely until further notice.

If any in-person meetings are necessary, all safety protocols will be followed, including wearing masks/face coverings, social distancing, temp checks when entering the building, and adhering to the allowable maximum number of people for indoor gatherings.

EXTRACURRICULAR ACTIVITIES

ALL EXTRACURRICULAR ACTIVITIES WILL BE STRICTLY LIMITED.

Remote tutoring will be conducted.

All fundraisers that require gatherings will be prohibited.

Extracurricular club meetings will be conducted remotely.

All in person extracurricular activities must be approved by the Superintendent.

If any extracurricular activities are approved by the Superintendent, all applicable social distancing requirements and hygiene protocols will be strictly enforced.

ALL AFTER SCHOOL ACTIVITIES WILL BE SUSPENDED UNTIL FURTHER NOTICE.

OUT OF DISTRICT ACTIVITIES

All out of district activities will be postponed throughout phase 1 and until further notice is given to resume activities.

All areas utilized during Extracurricular activities will be cleaned and disinfected in accordance with the district protocols and checklist.

USE OF FACILITIES OUTSIDE OF SCHOOL HOURS

During Phase 1 and until further notice, usage of facilities outside of school hours will be limited and all requests for such usage must be approved by the Superintendent of Schools.

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The Garfield District collaborates on a regular and consistent basis with our community partners, the Garfield Boys and Girls Club, the Garfield YMCA, and the Garfield Recreation Center, to coordinate childcare programs and to inform them of our district policies and protocols.

Schools are currently being used by the YMCA and the Garfield Recreation Center to provide before and after care for families in need.

Cleaning and sanitizing will be done in accordance with the district plan after every session of before and after care. The custodial/maintenance staff will be required to document cleaning procedure with the district issued checklist that must be displayed in the utilized area after the cleaning and sanitizing is completed.

Staff from the YMCA and Rec center will be familiarized with district practices and protocols and will be provided the necessary PPE , sanitizer, and wipes by the district. Reimbursement will take place through transactions with the Garfield Business Administrator.

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Appendix K

Academic, Social, and Behavioral Supports

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

SEL

District Guidance	<p>The Garfield School District will prioritize the health and well-being of students and staff will follow the NJDOE's SEL competencies, CASEL's framework for SEL, and ASCA standards for school counseling programs. The following practices may be implemented in our plan:</p> <ul style="list-style-type: none"> School-wide implementation (all staff responsible for SEL) Online PD for staff and families utilizing Educational Impact Multi-tiered Systems of Support universal screening, collaborative problem-solving teams, family engagement, data-based decision-making, wraparound supports, mental health supports, family engagement, academic enrichment/expanded after-school learning, Mentoring SEL/counseling groups Follow mindfulness practices Follow monthly themes for SEL school-wide Provide reasonable amount of time for staff to work collaboratively (while social distancing) and rebuild relationships with each other and students Plans for a district wide orientation by grade levels the first 4 days of school. Bring back different grade levels each day for SEL activities and start instruction and split schedule/cohorts the 2nd week of school.

<p>The Garfield School District will prioritize the health and well-being of students and staff and will:</p> <ul style="list-style-type: none"> • Provide reasonable amount of common time for staff to meet (socially distant) to process events, re-establish connections with each other and receive support that promotes healing.
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- Provide community and mental health resources for referral if needed (Care Plus, TLC)
- Provide PD related to SEL competencies and mindfulness practices

The Garfield School District will prioritize the health and well-being of students and staff and will follow the NJDOE's SEL competencies, CASEL's framework for SEL, The Child Maltreatment Network Solutions' Trauma Informed School Plan, and ASCA standards for school counseling programs and Trauma Informed Practice. The following practices may be implemented in our plan:

- Online PD for staff and families utilizing Educational Impact
- Surveys
- Update staff on HIB procedures
- Provide "Brain/Boilermaker" Breaks to facilitate opportunities for staff and students to build relationships, communicate, and allow for reflection
- Multi-tiered Systems of Support
- universal screening,
- collaborative problem-solving teams,
- family engagement,
- data-based decision-making,
- wraparound supports,
- mental health supports,
- County - Traumatic Loss Coalition supports,
- Grief counseling supports (local CST, county, state)
- family engagement,
- academic enrichment/expanded after-school learning,
- mentoring,
- Care Plus PD for staff
-

The Garfield School District will prioritize the health and well-being of students and staff and will follow the School Climate Resource Guide and the Safe Supportive School/EDSCLS Model. The following practices may be implemented in our plan:

- Surveys
- Data-based decision making
- Provide staff and students time to build relationships
- Set behavioral expectations at the beginning of the school year
- Provide SEL/relationship building activities during the first week of school
- Utilize anti-bullying specialists and school safety/climate team

The Garfield School District will prioritize the health and well-being of students and staff. The following practices may be implemented in our plan:

- Surveys
- Data-based decision making
- Utilize newsletters, the school website, and/or social media to continually communicate with families and staff about the application and importance of SEL.
- For student support staff:
 - Provide school leaders and teachers with resources on SEL and trauma.
 - Connect with students and families to provide any needed supports
- For teachers:

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- Embed SEL skills and strategies in remote learning with students.
- Provide students with opportunities to connect with other students (within learning and socially).
- Be aware of any changes in student behavior and report concerns pursuant to district policy.
- Provide copies of Elem Guidance curriculum so teachers can implement SEL practices in the classroom
- Provide PD on SEL through Educational Impact and other resources
- Follow monthly themes for SEL school-wide

The Garfield District collaborates on a regular and consistent basis with our community partners, the Garfield Boys and Girls Club, the Garfield YMCA, and the Garfield Recreation Center, to coordinate childcare programs and to inform them of our district policies and protocols. These organizations are a great help in assisting us to feed needy families, offer childcare at a reduced cost, and continue to be excellent resources for our families. At the present time, we will work with them to be able to communicate with our teachers so that they can assist with the remote learning process when students are in their care. PD will be offered on the Teams platform to begin to train their counselors on a voluntary basis.

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BEHAVIORAL SUPPORTS

Code of Conduct – Behavior

A consistent Code of Conduct has never been more crucial to the day to day operation of an effective educational system. The Garfield School System’s Code of Conduct creates a system of behavior modifications designed to create a positive educational experience free from disruption for all stakeholders of the Garfield School Environment. *The Road Back Guide* provided by the New Jersey Department of Education provides the following explanation of it’s overall goal, “The health and safety of students and staff must remain the number one priority and guide all decisions at the local level,” (16).

The District’s Code of Conduct utilizes the REALTIME Discipline tab to document all student violations using a pulldown menu. To create a consistent method of documenting Covid 19 related infractions the District will utilize the following six categories of disciplinary intervention with an appropriate description to document Code of Conduct infractions as they relate to Covid 19.

1. Dress Code – First Offense/Second Offense: Students wearing masks with writing or insignias; Students removing masks in public areas/classrooms where masks are required; Students wearing inappropriate shirts, pants, shorts or shoes.
2. Disruptive Behavior: First Offense/Second Offense: Students purposefully cause a disruption in the physical or virtual classroom; Students use chat feature of TEAMS to purposely disrupt instruction; Students post comments on other educational platforms to purposely disrupt instruction.
3. General Misconduct: Any action not directly defined above that jeopardizes the health and safety of students and staff. Administration will judge severity of the offense in relation to the consequences.
4. Insubordination: Students refuse a direct request from any staff member regarding the health and safety of students and staff. Administration will judge severity of the offense in relation to the consequences.
5. Intent to Cause Physical Harm: Students purposefully remove mask to breathe, cough or sneeze on another student or staff; Students refuse to social distance when necessary; Students refuse to wear masks when moving about classrooms, halls and bathrooms. Immediate assignment to fully remote instruction until student satisfies the necessary steps to return.
6. Continued and Willful Disobedience: Any instance of repeated infractions to any of the above listed violations of the Code of Conduct. The result of multiple infractions that interfere with the educational process will result in students being placed on fully remote instruction until student satisfies the necessary steps to return.

The District recognizes the importance of finding alternative forms of behavior modification. The normal punitive methods utilized in most instances have been rendered ineffective with the new model of instruction. In light of the outside factors that may impact behavior related to Covid 19 including stress, anxiety, family related traumas and social issues, punitive punishments where applicable will be seen as a last result. Restorative Practices, both in person and virtual, can be implemented to find solutions to behavior issues. Time can be allotted during virtual Wednesday session to facilitate Restorative Practices to address student to

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student issues and student to staff issues as well. Time can also be allocated for meetings related to counseling, SEL and other interventions identified in the IR&S/RTI Plan.

Code of Conduct - Attendance

The District will develop an equitable system of taking attendance recognizing the needs of families and students to effectively provide four hours of standards-based instruction per day. Utilizing synchronous and asynchronous instruction models with flexible methods of monitoring student participation will be necessary to provide all students equitable access to instruction recognizing their unique social and emotional needs during the Covid 19 crisis. A minimum 24 hour turn around period is recommended to assure all students have the opportunity to access four hours of standards-based instruction per day regardless of their personal situations.

ACADEMIC SUPPORTS

RTI/ IMPLEMENTATION OF RESPONSE TO INTERVENTION (MTSS)

In the beginning of the 2019 –2020 School year the Garfield School District instituted an RTI/IR&S program to further individualized educational experiences designed for each student. The Garfield School System is dedicated to creating a flexible educational environment that addresses the dignity, the individuality, the identity and the unique potential of each student. In light of the current COVID-19 Pandemic the need for personalized interventions tailored to the needs of individual students is needed more than ever.

In order to address the unique needs of each child in the District this September the District has created Universal Screening Tools that reflect students may experience learning gaps as a result of distance learning, continuity of instruction, or social emotional needs as a result of their own personal experiences.

Once students are identified, a three tier program of intervention based on recognizing the unique dignity of each student and providing them supports they need to successfully meet any struggles in their own personal growth. RTI/IR&S is an intensive process designed to facilitate all necessary supports necessary to bring students up their appropriate growth levels and keep them in least restrictive learning environments.

The Garfield School District RTI/IR&S Program begins with the premise that all students can be at risk at any given time during their educational careers. As students navigate through their own personal growth they may encounter difficulties in performing up to their full potential for a variety of factors. The roadblocks to their personal growth generally fall into two distinct categories: academic performance and behavior issues, with the recognition that in many cases a student's experiences outside of school may impact both. It is important to note that these two influences are not mutually exclusive and by and large collectively impact a student's ability reach their full potential.

Below please find Universal Screening Tools that have been adjusted to recognize student's needs after the interrupted 2019-2020 school year. These will replace the existing screening tools found in the Garfield School District RTI/IR&S Manual. These changes will be in effect this year. The entire RTI/IR&S Manual can be found on the Garfield District Website.

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The Garfield School District will:

- *Modify IR&S/ RTI Manual to reflect remote & hybrid learning
- *Screen students with revised Universal Screening Tool and identify as Tier 1, 2, or 3
- *Use a mix of print and digital benchmarks to level students for ELA.
- *Use a mix of print and digital benchmarks to gauge math fluency
- *Use of Early Warning System to record student data and adjust students to the appropriate tier as needed during the year. Early Warning includes grades, behavior reports, attendance and other concerns.
- *Schedule students for RTI classes based on screening tools K to 12. Elementary RTI Period = WINN (What I Need Now) Tiers are fluid and students are able to have their tiers adjusted during the year to best fit their needs. If students struggle beyond the RTI plan in place, they will be referred to IR &S
- *Elementary WINN periods will have the assistance of Academic Interventionists, Reading Specialists and other support staff to work with students.
- *RTI/IR&S Teams to meet on a consistent schedule provided by the district
- *Provide updated information outline to families on how the district incorporates RTI in the learning program.
- *Use district-created forms to keep a log of student progress during RTI periods
- *Use of Realtime to update students who have been identified for IR & S.
- *RTI will encompass both academic and social-emotional needs of our students. Social workers, behaviorists and counselors will be a part of the RTI/ IR&S teams.

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Curriculum, Instruction, and Assessments

Curriculum, Instruction & Assessment:

- *Based on modified schedules, supervisors will modify curriculum to maximize learning.
- *Supervisors will work with staff to adjust to compacted curriculum during hybrid learning
- *Teachers will be provided with a camera to provide learning simultaneously to those in person as well as remote, via Teams. This will provide with continuation of curriculum daily rather than repeating lessons for each cohort.
- *Students will be provided with a daily schedule to indicate when to sign into remote learning for each subject. Guidelines for parents/students will be provided. Parents/ students may be expected to sign a learning agreement to adhere to the district's requirements for student participation when learning remotely.
- *Lessons will be streamed via Teams and will also be recorded. They will be uploaded for students to refer to or to access if they did not participate in live learning during the required schedule blocks of time.
- *Focus on Math and ELA blocks as well as during RTI/ WINN @ elementary level. Science & SS will be infused weekly with specials taking place as part of remote learning
- *During WINN (elementary), specials will work with groups as additional support during Purple & Gold cohort days
- *Specials will provide remote learning lessons on Wednesdays (elementary) They will assist with WINN lessons as scheduled.
- *SEL activities will be assigned on Wednesdays to all students as well as within a mini exercise that will take place daily.
- *MS/ HS students will follow their class schedule for all courses as designated on Purple & Gold cohort days
- *All students will have access to all digital platforms for learning via school issued device (Teams, IXL, Raz Kidz, Discovery Tech-books, DBQ, Digital texts)
- *Teachers will update class webpages & Teams to communicate with families
- *Curriculum link on GBOE will provide guidelines, supports & updates for staff and families
- *Additional time allowed to support for struggling students on remote Wednesdays.
- *We will continue to provide strong instruction with student engagement during hybrid learning

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*Differentiation will be present at all levels (Spec. Ed., 504s, ELLs, G & T, At-Risk)

*PLCs need to be scheduled and are an important part of ensuring collaboration & consistency within grade levels and departments

Assessments – will be modified to reflect curriculum needs. Data gathered will drive instruction

*All benchmark assessments will be administered the first few weeks of school to gauge students' learning levels. Students need to be tiered for RTI.

*Universal Screening Tools have been revised to incorporate changes related to remote learning

*Diagnostic assessments will be done digitally

*IRLA (elem.) will be given in person via digital leveled assessment tools

*ELA Supervisors will provide guidelines for administering IRLA /SRI to begin in Sept.

*Benchmarks to be divided into mini assessments for all subjects.

Preschool Guidance – Curriculum, Instruction, and Assessments

- Students will follow and Purple & Gold schedule with all students remote learning on Wednesday to allow for proper cleaning and sanitizing of buildings prior to the next cohort attending. This will allow for half the class to attend in-person instruction and the other cohort of students to participate in remote learning. A one-session day will be used daily. Student hours will be 8:05-12:05, unless otherwise scheduled to accommodate a staggered opening. After all students are dismissed and signed out at the end of the day teachers will then take their duty-free lunch. Once they return from lunch, teachers duties will include but not be limited to; provide guidance to remote learning, be available for consultation and meeting with parents, plan lessons, assessments and instruction, record lessons to be placed on webpage or share through email, cleaning and sanitizing of materials and manipulatives, etc., until the end of their contractual day at 2:45 Paraprofessionals will work a one-session day, with the hours of 8:00-12:00 for AM assistants and 8:30-12:30 for PM assistants. Wednesday's schedule will include a "Boilermaker Break" or a scheduled Teams call with the classroom teacher for all students to attend (I.e.- Story Time, Music and Movement, etc.). Attendance will be taken daily both for in person instruction and remote learning.
- Teachers will live stream twice a day (morning meeting and story time) and will send prerecorded lessons to remote learning students. Many activities will be sent home to decrease the amount of technology use as per preschool DOE program guidance.

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- Curriculum standards will be prioritized and presented to students on their in-person school days. Remote learning activities will be provided to students to review and reinforce high priority curriculum standards.
- The Garfield Early Childhood Program uses Creative Curriculum, which is a research based and DOE approved curriculum. Teaching Strategies Gold online system is utilized to support the use of the curriculum.
- Teachers will plan developmentally appropriate lessons aligned with the Preschool Teaching and Learning Standards and the Creative Curriculum. Lesson plans will center on Language Arts and Math activities to drive instruction and assessments that elicit growth and reinforce knowledge and skills. In addition, both in-class and remote lessons will include social/emotional, fine motor, and gross motor skills. Small group and differentiated instruction will be planned daily based on assessments and data collection taking place during in-class teaching days. Teachers will collect anecdotal notes and score them for each student through Teaching Strategies Gold Assessment Portfolios. Small group time is detailed with purposeful groupings of students to address specific areas of the curriculum. Close monitoring of student individual child reports is maintained to ensure proper differentiation is taking place in the classroom.
- Teachers will complete weekly lesson plans which are reviewed by master teachers prior to instruction. Administration also reviews lesson plans and provides teachers with additional supports, such as PD if needed. Feedback is given and modifications are targeted and addressed.
- Plans are created with the entire class in mind, while still providing special education students the accommodations as stipulated in their IEPs. Teachers address ELL supports with purposeful grouping of students based on level of educational finding.
- In classrooms, supplies and materials, when possible, will be labeled and provided to students for individual use (i.e.-art supplies, smocks, playdough, etc.). Toys and materials will be limited for student use and sanitized at the end of each use when possible, and at the end of each day. We will follow the Department of Education Early Childhood Division guidelines in reference to this matter.
- Gross motor activity will be limited to the adjacent field (GPPA3), or playground (ECLC, GPPA, Elementary Sites). One classroom at a time will be permitted to use the field/playground unless social distancing guidance can be maintained. Any equipment used will be sanitized by the classroom staff. Staff is encouraged to limit the use of gross motor materials.
- Staff and Students will be required to wear a mask at all times and will be provided mask breaks as appropriate. Accommodations will be made for students with medical conditions if possible.

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- When possible, we will schedule virtual field trips, assemblies, etc., that are developmentally appropriate for preschool-aged students.
- Master teachers work and collaborate with each other to ensure program consistency. Master teachers are required to keep reflective cycles. They will continue to visit, either in person or through virtual visits with our classrooms depending on social distancing and DOE guidance. They will work with teachers and paraprofessionals through coaching and using reflective practice to improve instruction and assessments.
- For remote learning days, supplies and materials will be provided to each student for utilization in the home environment. IPAD's will be set up and distributed for all Preschool students who do not have a device in the home. Teachers will update their webpages to communicate with families, as well as through email correspondence. Remote/virtual lesson plans will be shared with families through teacher webpage or email. Teachers will provide specific direction and guidance for parents to follow to assist their child in completing each activity. Links to stories and related websites will also be shared as part of the resources made available.
- All students will be screened with the ESI-R within the first four to six weeks of entry into the preschool program. Each class has a spreadsheet made for them and students are re-screened if it is indicated to do so within six weeks of the first screening. When possible, the screenings are performed in the child's native language.
- Parents are sent correspondence regarding the upcoming screening of their children. Parents are encouraged to contact the Early Childhood Supervisor regarding any questions or concerns relating to the screenings. The screening is not used as a pre- or post- test to measure the child's needs. It is presented to the CST when a child is referred to the CST as another source of reference.
- PIRT maintains the scores of each of the classrooms and monitors students that score in re-screen and referral. These cases are reviewed during Team meetings with the Administration. A plan for each student is derived; PIRT tracks children that become PIRT or CST referrals. The outcomes of these referrals are logged by the PIRT case managers. A database is kept for all PIRT and CST requests/referrals.

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Appendix L

Restart Committee

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

The Garfield School District has created the following District Restart Committee to coordinate the overall reopening plan. The Committee contains members representing administration, school board members, Garfield Federation of Teachers members, support staff, educators, parents and students.

Garfield Public Schools Restart Committee

<i>Superintendent of Schools</i>	<i>Anna Sciacca</i>
<i>Director of Curriculum and Instruction</i>	<i>Alexandra Bellenger</i>
<i>Business Administrator/Board Secretary</i>	<i>Giovanni Cusmano</i>
<i>Director of Special Services</i>	<i>Beth Tecchio</i>
<i>Garfield Board of Education Member</i>	<i>Frank Barber</i>
<i>Garfield Board of Education Member</i>	<i>Everett Garnto</i>
<i>Garfield Federation Of Teachers</i>	<i>Justin Serfozo</i>
<i>Technology</i>	<i>Deborah Rigoglioso</i>
<i>PreK Administrator</i>	<i>Bea Mendez</i>
<i>Elementary Administrator</i>	<i>Charlie Bonanno</i>
<i>Middle School Administrator</i>	<i>Rich Rigoglioso</i>
<i>High School Administrator</i>	<i>Dora D'Amico</i>
<i>Nursing Supervisor</i>	<i>Tana Raymond</i>
<i>Technology Supervisor</i>	<i>Deborah Rigoglioso</i>
<i>Teacher - Elementary</i>	<i>Rita Hawroniak</i>
<i>Teacher – High School</i>	<i>Rob Barbier</i>
<i>Custodian</i>	<i>John O'Connor</i>
<i>Parent</i>	<i>Yisel Alaoui</i>
<i>Student</i>	<i>Amy Wang</i>
<i>Student</i>	<i>Patrick Dziedzic</i>
<i>Director of Facilities</i>	<i>Tony Lio</i>

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SUB- COMMITTEES WERE FORMED TO WORK ON VARIOUS COMPONENTS OF THE PLAN.

Conditions for Learning	
Health & Safety	Raymond Lio Mucha Bulger Gray Frank D'Amico Annibal Zangara
Classrooms, Testing & Therapy Rooms	Raymond Lio Wilson Joan D'Amico Mazzola Grillo
Transportation	Phill Rigoglioso Sciacca Cusmano Lio
Student Flow, Entry, Exit & Common Areas & Meals	Lio Velardi Stewart Mazzola Dora D'Amico Bianchi
Screening, PPE, Response to Students & Staff presenting Symptoms AND Contact Tracing	Raymond Bonanno Kutsup Gray Frank D'Amico
Facilities Cleaning Practices	Lio Rich Rigoglioso Alfonso Mendez Dora D'Amico
Recess, PE	Mike Alfonso Giuffre

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Extra-Curricular	Raymond Lio Mike Kutsup
SEL	Donetz Sabani
Leadership & Planning	Sciacca Bellenger Rich Rigoglioso Dora D'Amico Mendez Annibal Mike Alfonso Cahn
Continuity of Learning <i>Curriculum, Instruction, Assessments(including MTSS)</i> – Curric. Dept., Cahn, Nelke <i>Special Ed.</i> - Tecchio, J. D'Amico <i>PD</i> – ALL Listed <i>Technology</i> – D. Rigoglioso	Bellenger Tecchio Joan D'Amico Debbie Rigoglioso Cameron Mierzejewski Botten D'Agostino Taylor LoBue Rotio Clarizio Nelke M. Cahn

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Appendix M

Pandemic Response Teams

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

The Garfield School District has created individual school-based Pandemic Response Teams to facilitate, customize and implement COVID – 19 related district policies to the unique requirements of each of the school facilities within the District. Each Pandemic Response Team will consist of a cross-section of administrators, teachers, support staff and parents as well as members of the previously formed Crisis Management Teams. Each Pandemic Response Team will appoint a liaison who will report to the District Restart Committee. Below are suggested team charts that can be changed to meet the needs of each building.

Garfield ECLC Pandemic Response Team

<i>Principal (Liaison)</i>	<i>Frank D'Amico</i>
<i>Vice Principal</i>	<i>Nicole Grillo</i>
<i>Garfield Federation of Teachers Rep</i>	<i>Dana Damato</i>
<i>School Nurse</i>	<i>Rosemarie Amos</i>
<i>Teacher</i>	<i>Angela Kovacs</i>
<i>Teacher</i>	<i>Jaclyn Patti</i>
<i>School Safety Officer</i>	<i>Marco Sparandeo</i>
<i>Mental Health Expert /Social Worker</i>	<i>Shiloh Waldron</i>
<i>Child Study Team</i>	<i>Lisa Rogers</i>
<i>Custodian</i>	<i>Giuseppe DiSena</i>
<i>Para-Professional</i>	<i>Bernadette Welch</i>
<i>Parent</i>	<i>Jilleen Connolly</i>
<i>Parent</i>	<i>Karen Ramirez</i>

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Garfield Public Pre-School Annex Response Team

<i>Principal (Liaison)</i>	<i>Beatrix Arjona-Mendez</i>
<i>Early Childhood Supervisor</i>	<i>David Nelke</i>
<i>Garfield Federation of Teachers Rep</i>	<i>Salvatora Orla</i>
<i>School Nurse</i>	<i>Eva Moore</i>
<i>Teacher</i>	<i>Jenifer Mendoza</i>
<i>Teacher</i>	<i>Theresa Schatmeyer</i>
<i>School Safety Officer</i>	<i>Robert Follari</i>
<i>Mental Health Expert / Social Worker</i>	<i>Ana Aguilar</i>
<i>Child Study Team</i>	<i>Lisa Rogers</i>
<i>Custodian</i>	<i>Edward Kovach</i>
<i>Para-Professional</i>	<i>Patricia Tufaro</i>
<i>Parent</i>	<i>Daniela Armenio</i>
<i>Parent</i>	<i>Ceci Alvarez</i>

Garfield Public Pre-School Annex 3 Pandemic Response Team

Principal (Liaison)	Valerie Stewart
Early Childhood Supervisor	David Nelke
Garfield Federation of Teachers Rep	Fran Filieri
School Nurse	Nancy Aiello
Teacher	Emillie Nedanovski
Teacher	Nicole Latour
School Safety Officer	Michele Semancik
Mental Health Expert / Social Worker	Crystal Leja
Child Study Team	Lisa Rogers
Custodian	Joe Kovacs
Para-Professional	Karen Van Orden
Parent	Fatjona Limanaj
Parent	

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Washington Irving School #4 Pandemic Response Team

<i>Principal (Liaison)</i>	<i>Jeff Wilson</i>
<i>Curriculum Supervisor</i>	<i>Sharon Clarizio</i>
<i>Garfield Federation of Teachers Rep</i>	<i>Victoria Kindzierski</i>
<i>School Nurse</i>	<i>LeeAnn Ganley</i>
<i>Teacher</i>	<i>Anna Falco</i>
<i>Teacher</i>	<i>Sylvia Greenhalgh</i>
<i>School Safety Officer</i>	<i>Ed Mucha</i>
<i>Mental Health Expert / Social Worker</i>	<i>Maggie Vineis</i>
<i>Child Study Team</i>	<i>Diana Whitmore</i>
<i>Custodian</i>	<i>Willie Cornier</i>
<i>Para-Professional</i>	<i>Carol Carbonaro</i>
<i>Parent</i>	<i>Kerri Taylor</i>
<i>Parent</i>	

Woodrow Wilson School #5 Pandemic Response Team

<i>Principal (Liaison)</i>	<i>Charles Bonanno</i>
<i>Curriculum Supervisor</i>	<i>Jack LoBue</i>
<i>Garfield Federation of Teachers Rep</i>	<i>Krystal Barcza</i>
<i>School Nurse</i>	<i>Tina Chermark</i>
<i>Teacher</i>	<i>Dana Emmer</i>
<i>Teacher</i>	
<i>School Safety Officer</i>	<i>Joe Catania</i>
<i>School Safety Team</i>	<i>Alex Talsma</i>
<i>Child Study Team</i>	<i>Diana Whitmore</i>
<i>Custodian</i>	<i>Mike Precheck</i>
<i>Para-Professional</i>	<i>Kim Handzo</i>
<i>Parent</i>	<i>John Reilly</i>
<i>Guidance Counselor/Mental Health Expert</i>	<i>Linda Parzecki</i>

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Abraham Lincoln School #6 Pandemic Response Team

<i>Principal (Liaison)</i>	<i>Chris Annibal</i>
<i>Curriculum Supervisor</i>	<i>Jack LoBue</i>
<i>Garfield Federation of Teachers Rep</i>	<i>Madelyn Flores</i>
<i>School Nurse</i>	<i>Blair McCabe</i>
<i>Teacher</i>	<i>Alissa Wilson</i>
<i>Teacher</i>	<i>Jessica Stanzione</i>
<i>School Safety Officer</i>	<i>Andrew Chytrak</i>
<i>Counselor/Mental Health Expert</i>	<i>Danielle Faga</i>
<i>Child Study Team</i>	<i>Sara Morando</i>
<i>Custodian</i>	<i>Santo LoCascio</i>
<i>Para-Professional</i>	<i>Linda LaPlaca</i>
<i>Parent</i>	<i>Carmen Rodriguez</i>
<i>Parent</i>	

Theodore Roosevelt School #7 Pandemic Response Team

<i>Principal (Liaison)</i>	<i>Doreen Velardi</i>
<i>Curriculum Supervisor</i>	<i>Dawn Rotio</i>
<i>Garfield Federation of Teachers Rep</i>	<i>Michelle Sassaman</i>
<i>School Nurse</i>	<i>Joan Murdock</i>
<i>Teacher</i>	<i>Danielle McArow</i>
<i>Teacher</i>	<i>Deena Leider</i>
<i>School Safety Officer</i>	<i>Anthony Casamento</i>
<i>School Safety Team</i>	<i>Jason Jones</i>
<i>Child Study Team /</i>	<i>Ivona Drozd</i>
<i>Custodian</i>	<i>Frank Buenafuente</i>
<i>Para-Professional</i>	<i>Barbara Rienzi</i>
<i>Parent</i>	<i>Danielle Sclafani</i>
<i>Parent</i>	<i>Alisa Mackic</i>
<i>Social Worker /Mental Health Expert</i>	<i>Laurie Gunner</i>

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Christopher Columbus School #8 Pandemic Response Team

<i>Principal (Liaison)</i>	<i>Jodi Bianchi</i>
<i>Curriculum Supervisor</i>	<i>Dawn Rotio</i>
<i>Garfield Federation of Teachers Rep</i>	<i>Lisa Sundel</i>
<i>School Nurse</i>	<i>Maggie Doyle</i>
<i>Teacher</i>	<i>Samantha El'Katib</i>
<i>Teacher</i>	<i>Christine Kuzmik</i>
<i>School Safety Officer</i>	<i>Robert Marcoux</i>
<i>School Safety Team</i>	<i>Adelina Nasuta</i>
<i>Child Study Team</i>	<i>Ivona Drozd</i>
<i>Para-Professional</i>	<i>Debbie Simpson</i>
<i>Parent</i>	<i>Mike Repasy</i>
<i>Custodian</i>	<i>Matt Pizzichetta</i>
<i>Guidance Counselor/Mental Health Expert</i>	<i>Erica Moore</i>

Thomas Jefferson School #9 Pandemic Response Team

<i>Principal (Liaison)</i>	<i>Sally Bulger</i>
<i>Curriculum Supervisor</i>	<i>Ann Taylor</i>
<i>Garfield Federation of Teachers Rep</i>	<i>Heather Cywrus</i>
<i>School Nurse</i>	<i>Donna Adamo</i>
<i>Teacher</i>	<i>Kristen Miles</i>
<i>Teacher</i>	<i>Jill Santillo</i>
<i>School Safety Officer</i>	<i>Laura Paladino</i>
<i>School Safety Team</i>	<i>Anthony Longarzo</i>
<i>Child Study Team</i>	<i>Juliette Kelliher</i>
<i>Para-Professional</i>	<i>Michelle Leone</i>
<i>Parent</i>	<i>Michelle Geisler</i>
<i>Guidance Counselor/Mental Health Expert</i>	<i>Linda Parzecki</i>
<i>Custodian</i>	<i>Mehmed Dila</i>

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James Madison School #10 Pandemic Response Team

<i>Principal (Liaison)</i>	<i>Jennifer Alfonso</i>
<i>Curriculum Supervisor</i>	<i>Sharon Clarizio</i>
<i>School Nurse</i>	<i>Catalina Martone</i>
<i>Garfield Federation of Teachers Rep</i>	<i>Dana Mouser</i>
<i>Teacher</i>	<i>Jody Malave</i>
<i>Teacher</i>	<i>Rita Hawroniak</i>
<i>School Safety Officer</i>	<i>Delahanty</i>
<i>Mental Health Expert / Guidance Counselor</i>	<i>Danielle Faga</i>
<i>Child Study Team</i>	<i>Juan Ramirez</i>
<i>Para-Professional</i>	<i>Saimson</i>
<i>Parent</i>	<i>Jessie Rigoglioso</i>
<i>Custodian</i>	<i>Albert Doyle</i>

Garfield Middle School Pandemic Response Team

<i>Principal (Liaison)</i>	<i>Richard Rigoglioso</i>
<i>Vice Principal</i>	<i>Kathleen Mazzola</i>
<i>Vice Principal</i>	<i>David Gray</i>
<i>Curriculum Supervisor</i>	<i>Brian Cameron</i>
<i>School Nurse</i>	<i>Halina Dudek</i>
<i>Garfield Federation of Teachers Rep</i>	<i>Lou Russo</i>
<i>Teacher</i>	<i>Chris Caiazzo</i>
<i>Teacher</i>	<i>Lisa Barbieri</i>
<i>School Safety Officer</i>	<i>Dennis Lanaras</i>
<i>School Safety Team</i>	<i>Jessica Piskuloski</i>
<i>Child Study Team</i>	<i>Melissa Timochko</i>
<i>Para-Professional</i>	<i>Eve Canici</i>
<i>Parent</i>	<i>Jessica Rigoglioso</i>
<i>Guidance Counselor/Mental Health Expert</i>	<i>Jessica Ribaudo</i>
<i>Student</i>	<i>Richie Rigoglioso Jr</i>
<i>Student</i>	<i>Giada Rigoglioso</i>
<i>Custodian</i>	<i>Joseph Sussina</i>

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Garfield High School Pandemic Response Team

<i>Principal (Liaison)</i>	<i>Dora D'Amico</i>
<i>Vice Principal</i>	<i>Nancy Kutsup</i>
<i>Vice Principal</i>	<i>Steven Mucha</i>
<i>Curriculum Supervisor</i>	<i>Dawn Donetz</i>
<i>School Nurse</i>	<i>Jeanne Fredericks</i>
<i>Garfield Federation of Teachers Rep</i>	<i>John Tamweber</i>
<i>Teacher</i>	<i>Robert Barbier</i>
<i>Teacher</i>	<i>Nicole Saslona</i>
<i>School Safety Officer</i>	<i>James Zangara</i>
<i>School Safety Team</i>	<i>Paola Morici Brown</i>
<i>Child Study Team</i>	<i>Joan D'Amico</i>
<i>Para-Professional</i>	<i>Dawn Pallotta</i>
<i>Parent</i>	<i>Cheryl Borrin</i>
<i>Guidance Counselor / Mental Health Expert</i>	<i>Paola Morici</i>
<i>Student</i>	<i>Amy Wang</i>
<i>Student</i>	<i>Samantha Borrin</i>
<i>Student</i>	<i>Patrick Dziedic</i>
<i>Custodian</i>	<i>Mike DiPiazza</i>

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Appendix N

Scheduling of Students

This school district should include in Appendix N the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the **Policy # 1648, Section B**.

The District's plan accommodates opportunities for both synchronous and asynchronous instruction, while ensuring requirements for a 180 day school year are met as in accordance with Policy #1648, B.1 (a-c).

The School Day for all students PreK -12 will consist of a one session day, minimum of four hours, throughout Phase 1 and until further notice.

The District will follow all required guidelines to ensure health and safety of staff and students entering the building.

A hybrid instruction model will be implemented to reduce number by approximately 50% of students in a school/classroom daily, with alternating remote learning days.

The District will implement a One session day schedule, with a minimum of four hours, and compress curriculum to prioritize skills/standards based on data .

- Cohorts of students will be named Purple and Gold .
- Purple cohort of students will attend in person instruction on Monday and Tuesday and learn remotely on Wednesday, Thursday, and Friday.
- Gold cohort of students will attend in person instruction on Thursday and Friday and learn remotely on Monday, Tuesday, and Wednesday.
- Attendance will be taken through students logging on to Realtime in the MS and HS.
- Elementary students will take attendance via Teams.
- All directions for attendance procedures will be provided in the Parent/Student Handbook for Remote Learning.
- Limit movement in and out of classrooms/schools to keep with social distancing guidelines.
- Wednesday will be designated as the remote learning day for all students to allow for further deep cleaning and sanitizing of schools, time to allow for SEL, additional remedial instruction, & Teacher PD and planning.
- Adjust time in schedules to check-in with students/ staff experiencing any concerns related to COVID or the return to work/school
- Allow adjustment in schedule to account for staggered opening times for the grade levels.

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- Revisit attendance policy if necessary to account for hybrid instruction and COVID-related issues .

FULL REMOTE LEARNERS - “Boilermakers”

- A student who is on full remote learning, will log in daily via Realtime and TEAMS for live instruction with their classroom teachers as well as receive further support via pre-recorded lessons and individual support during “office hours”. All assignments will be turned in remotely .

TRANSITION TO FULL REMOTE – In accordance with BOE policy 1648.02

- In the event we are required to go back to full remote learning due to a health related closure either school or district-wide or mandated by the Governor, administrators will provide a schedule to students to keep the flow of learning. This schedule will entail 4 hours of learning daily, that will include personalized learning via TEAMS for students.
- Teachers are required to meet virtually with every class in accordance with the schedule set for that school/class.
- Attendance procedures utilized for remote learning days under the hybrid schedule will continue to be implemented.
- All staff members, including teachers, paraprofessionals, and Personal Care Assistants will receive professional development to advance the use of technology and increase knowledge of research based strategies to improve the quality of remote learning lessons.
- Supervisors will be trained prior to the opening of the school year in order to turnkey the various components of using Teams. Turnkey trainings will be conducted both remotely and in small group sessions, and the varying competency levels will be assessed to create assigned groups.

PROCEDURES FOR SUBMITTING FULL-TIME REMOTE LEARNING REQUESTS.

- B 1. A parent may request a student receive full time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at least 5 calendar days before the student is eligible to commence to full time remote learning in accordance with B.2 below.
- B.2 The student may only begin full time remote learning within 5 school days after receiving written approval of the Principal or designee.

PROCEDURES TO TRANSITION FROM FULL TIME REMOTE LEARNING TO IN- PERSON SERVICES

- D1. A parent may request their student transition from full time remote learning to in-person services, if in-person services are being provided, by submitting a written request to the Principal of the building the student will attend. This request must be submitted at least 14 calendar days before the student is eligible for in-person instruction.
- A student must spend a minimum of thirty (30) days in remote learning to be eligible to transition to in-person services.

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- D2. A student is only eligible to transition from fulltime remote learning to in-person services commencing: within 20 school days after receiving written approval of the Principal or designee.

OPENING FOR IN- PERSON INSTRUCTION

District schools began the school year with the implementation of the Fully Remote Learning Schedule in September 2020.

The listing of schools, grade levels, and reasons for request to open in full remote learning mode are included in this report.

Garfield Public Schools was scheduled to open for in person instruction on November 9, 2020. Due to the rise in positive covid-19 cases in the Garfield community, the local health department has recommended delaying the opening .

The Garfield district is scheduled to open for in-person instruction on January 25, 2021.

The following is implemented from 11/9/20 – 1/25/21 to minimize contact among staff :
Teachers and paras are reporting to the workplace two days per week from 8:00 a.m.-1:00 p.m.
Wednesdays are fully remote teaching days for teachers and paras.

Administrative staff and secretaries will report to work every day from 8:00 a.m.- 1:15 p.m.

Custodians are working the regular schedule during this time period.

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<u>SCHOOL</u>	<u>GRADE LEVELS</u>	<u>FULL REMOTE</u>	<u>REASON</u>
ECLC	PRE K AGES 3 & 4	YES	NEED TO COMPLETE INSTALLATION OF SNEEZE GUARDS ON STAFF DESKS AWAITING DELIVERY OF PPE EQUIPMENT AND SUPPLIES INSTALLATION OF SOCIAL DISTANCING SIGNAGE
GPPA 1	PRE K AGES 3 & 4	YES	NEED TO COMPLETE INSTALLATION OF SNEEZE GUARDS ON STAFF DESKS AWAITING DELIVERY OF PPE EQUIPMENT AND SUPPLIES INSTALLATION OF SOCIAL DISTANCING SIGNAGE
GPPA 3	PRE K AGES 3 & 4	YES	NEED TO COMPLETE INSTALLATION OF SNEEZE GUARDS ON STAFF DESKS AWAITING DELIVERY OF PPE EQUIPMENT AND SUPPLIES INSTALLATION OF SOCIAL DISTANCING SIGNAGE
SCHOOL 4	PREK – 5	YES	CURRENTLY REPAIRING WINDOW BALANCES NEED TO COMPLETE INSTALLATION OF SNEEZE GUARDS ON STAFF DESKS AWAITING DELIVERY OF PPE EQUIPMENT INSTALLATION OF SOCIAL DISTANCING SIGNAGE UNAIRCONDITIONED BUILDING/POOR AIR CIRCULATION IN WARM WEATHER
SCHOOL 5	PRE K- 5	YES	NEED TO COMPLETE INSTALLATION OF SNEEZE GUARDS ON STAFF DESKS AWAITING DELIVERY OF PPE EQUIPMENT INSTALLATION OF SOCIAL DISTANCING SIGNAGE UNAIRCONDITIONED BUILDING/POOR AIR CIRCULATION IN WARM WEATHER

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<u>SCHOOL</u>	<u>GRADE LEVELS</u>	<u>FULL REMOTE</u>	<u>REASONS</u>
SCHOOL 6	PRE K-5	YES	CURRENTLY REPAIRING WINDOW BALANCES NEED TO COMPLETE INSTALLATION OF SNEEZE GUARDS ON STAFF DESKS AWAITING DELIVERY OF PPE EQUIPMENT INSTALLATION OF SOCIAL DISTANCING SIGNAGE UNAIRCONDITIONED BUILDING/ POOR AIR CIRCULATION IN WARM WEATHER
SCHOOL 7	PRE K-5	YES	NEED TO COMPLETE INSTALLATION OF SNEEZE GUARDS ON STAFF DESKS AWAITING DELIVERY OF PPE EQUIPMENT INSTALLATION OF SOCIAL DISTANCING SIGNAGE UNAIRCONDITIONED BUILDING/ POOR AIR CIRCULATION IN WARM WEATHER
SCHOOL 8	K-5	YES	CURRENTLY REPAIRING WINDOW BALANCES NEED TO COMPLETE INSTALLATION OF SNEEZE GUARDS ON STAFF DESKS AWAITING DELIVERY OF PPE EQUIPMENT INSTALLATION OF SOCIAL DISTANCING SIGNAGE UNAIRCONDITIONED BUILDING/ POOR AIR CIRCULATION IN WARM WEATHER

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SCHOOL	GRADE LEVELS	FULLY REMOTE	REASONS
SCHOOL 9	K-5	YES	CURRENTLY REPAIRING WINDOW BALANCES NEED TO COMPLETE INSTALLATION OF SNEEZE GUARDS ON STAFF DESKS AWAITING DELIVERY OF PPE EQUIPMENT INSTALLATION OF SOCIAL DISTANCING SIGNAGE UNAIRCONDITIONED BUILDING/ POOR AIR CIRCULATION IN WARM WEATHER
SCHOOL 10	GRADES K-5	YES	NEED TO COMPLETE INSTALLATION OF SNEEZE GUARDS ON STAFF DESKS AWAITING DELIVERY OF PPE EQUIPMENT INSTALLATION OF SOCIAL DISTANCING SIGNAGE
GARFIELD MIDDLE SCHOOL	GRADES 6-8	YES	NEED TO COMPLETE INSTALLATION OF SNEEZE GUARDS ON STAFF DESKS AWAITING DELIVERY OF PPE EQUIPMENT INSTALLATION OF SOCIAL DISTANCING SIGNAGE

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<u>SCHOOL</u>	<u>GRADES</u>	<u>FULLY REMOTE</u>	
GARFIELD HIGH SCHOOL	9-12	YES	NEED TO COMPLETE INSTALLATION OF SNEEZE GUARDS ON STAFF DESKS AWAITING DELIVERY OF PPE EQUIPMENT INSTALLATION OF SOCIAL DISTANCING SIGNAGE UNAIRCONDITIONED BUILDING/ POOR AIR CIRCULATION IN WARM WEATHER

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EDUCATIONAL PROGRAMS

SPECIAL EDUCATION

SPECIAL EDUCATION STUDENTS HAD THE OPTION FOR IN PERSON INSTRUCTION AS FOLLOWS:

October 12: Students classified as Autistic, Multiply Disabled , and Behaviorally Disabled

October 19: Students classified as LLD

In-Person instruction ended on November 2, 2020 by order of the local Health Department

In-Person instruction is scheduled to resume on January 25, 2021.

Autistic ABA Classrooms PreK- Grade 8

Autistic students will return to school and attend both the Purple and Gold days with support staff to ensure consistency and continuity in learning. These students will participate in remote learning on Wednesdays.

Multiply Disabled Classrooms K-21 :

Return to school and attend both the Purple and Gold days with support staff to ensure consistency and continuity in learning. These students will participate in remote learning on Wednesdays.

Behavior Disabled Classrooms K-5:

Return to school and attend both the Purple and Gold days with support staff to ensure consistency and continuity in learning. These students will participate in remote learning on Wednesdays.

Behavior Disabled Classrooms 6-8 :

Return to school and attend both the Purple and Gold days with support staff to ensure consistency and continuity in learning. These students will participate in remote learning on Wednesdays.

Elementary Self Contained LLD

Middle School Self Contained LLD

High School Self-Contained LLD

Co-Teaching Students Elementary, Middle School and High School

Should return and follow General Education Protocol.

All self-contained and co-teaching students will be assigned to either the Purple or Gold cohort and will follow the same schedule as other students in that cohort. Students will receive all

RESTART & RECOVERY PLAN

appropriate supports as mandated in the IEP's. Paraprofessionals will be available both in person and remotely to support student instruction and learning.

The recommendations listed above are based on the levels of disabilities and reducing the need for compensatory education. This will also prevent regression of skills that the students have lost during remote learning.

The rationale for the recommendations listed above are also based on the level of disabilities and the fact that the students are not on grade level and would benefit from increased in person days when possible.

The absence of in person instruction and structure increases regression in students with learning disabilities.

Related Services

Speech Therapists, OT Therapists, PT Therapists may utilize hallways, Gyms, Cafeteria's empty classrooms in order to social distance while providing the services.

Due to the fact that the day is comprised of four hours only, students may receive 50% of the number of services outlined in the IEP. Every effort will be made to meet the number of services in the IEP.

Plexi-glass/sneeze guards and/or face shields will need to be ordered by each building for Speech Therapists in order for them to be able to implement individual and small group sessions.

ABA teacher and ABA paraprofessional should remain behind the desk shield to provide as one to one or two to one instruction.

At the moment in Elementary SC LLD/Elementary BD we have worked on keeping the class sizes to between 10 and 13 for each teacher (without any new evaluations and placements). This was done to assist in preparing for social distancing and allowing the student to potentially return daily.

Child Study Team is addressing all evaluations of students that were unable to be completed during the shutdown. The evaluations were completed during the summer to determine eligibility for approximately 54 students.

The Child Study Team continues to work with students that are in our 18-21 year old program along with the Special Education teachers to determine community based instruction needs along with the Job Coaches to help facilitate job placement and job training.

Resources such as DVR were provided to students that may have not completed appropriate paperwork to assist in facilitating post-graduation services.

During COVID shut down some parents reached out noting that their children may be in need of Special Education services and during June and July the Child Study Team held meetings with these parents to determine if an evaluation was warranted and if so the testing was being done during this time. All Eligibility Meetings will be held the last week of August.

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All referrals that come via mail from Early Intervention have also been scheduled during June and July to provide the parents with the Identification meeting along with appropriate testing to determine eligibility before their third birthday.

Extended School Year was held remotely for all students that had this in their IEP document, teachers are meeting virtually daily with their students and providing direct classroom instruction. Related service providers which include, Occupational Therapy, Speech Therapy, Physical Therapy and counseling are also provided remotely for students to receive all services which are outlined in their IEP's.

When planning the Special Education programming for the 2020-21 School Year, the district has reviewed the needs of the students with disabilities to determine current classroom needs. It was determined, due to regression and the need for consistency, some students would benefit from additional instructional time and will therefore attend school four days per week. All students will participate in remote learning on Wednesdays. The rationale for this is to assist the special education students with recoupment of skills.

IEP teams will work with the classroom teachers in September to determine regression of skills and assess student data and progress during remote instruction in order to determine what additional services students may need to increase skill development and acquisition.

IEP teams will also meet with related service providers in September to assess student regression towards goals and objectives to assess what each student may need to recoup the skills they may have lost and how we can best meet the students' needs going forward.

TECHNOLOGY AND CONNECTIVITY

Devices and Connectivity

Conduct a needs assessment by surveying parents to determine who does not have Internet access in their homes. Reach out to Altice to provide these families with free Internet connectivity. District form will be displayed on parent portal and must be completed prior to the start of school.

Additional computer devices were purchased to provide Students in Grades K-3 with a HP Windows Laptop. The district previously purchased these devices for students in grades 4-12 and they were distributed during the 2019-2020 school year.

Setup and distribute IPADs for PreK students who do not have a device in the home

Teachers in grades 5-12 were given a laptop prior to Pandemic. We will provide teachers in grades K-4 will the same laptop so that they have the tools needed for remote learning and deliver content to their students.

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Training/Professional Development

Ongoing training will be provided through virtual training sessions to all teachers on using Microsoft TEAMS to collaborate with their students such as setting up Assignments, turn in student work, grading, and live teaching sessions using video chatting.

- *Teacher trainings will need to be divided into different levels*
- *Trainings will be given by Technology Department and Microsoft*

During this pandemic it was evident that some students had difficulties on how to use TEAMS. We will provide training on using TEAMS for Students by grade levels 3-5; 6-8; 9-12.

Training will be provided for parents . Parent tutorials will be provided on TEAMS to assist parents in supporting students during remote learning.

- In addition to virtual trainings, video tutorials, taped training sessions, PDF cheat sheets, will be available on the district website.
- Investigate ways to provide training to parents with limited English (Multilingual District Staff)

Learning Platforms

- The District platform is Microsoft Office 365 and TEAMS. It is extremely important that all teachers are using the same platform to make it easier and more effective for all students and parents.
- **All teachers must use Microsoft TEAMS and not Google Classroom**

Technical Support

- Continue to provide Technical support through the Forms Help Desk link. Students, parents, and teachers can create a ticket describing their issue and a technician will contact them via email, phone, and virtual.
 - ***When a student's device is not working or damaged, a technician will setup a new device and replace it.***
- ***Explore ways to provide technical support to families with limited English in the home,*** such as sending out cheat sheets and guides in multiple languages and using Translator applications and tools.

MEETING THE NEEDS OF ENGLISH LANGUAGE LEARNERS

~Prioritize the safe return of ESL students who are better suited with in-person instruction, including newcomers and students on the beginning level of English Proficiency.

~ Review student data/student progress in attaining English proficiency to determine the learning loss for the vulnerable ELL population and determine the need for additional services (High Intensity, Port of Entry) to address the learning loss.

~ ELL students will receive additional support via Tier II academic supports based on universal benchmark data.

~ Implement all safety protocols for ELL screening to determine eligibility for ESL and Bilingual services. The guidance will comply with applicable social distancing requirements and hygiene protocols.

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- ~ Clear communication with families of ELLs regarding student's eligibility for ELL services and other related services. Inform parents/caregivers of Parent's right to refuse services.
- ~ Synchronous and asynchronous/ 1:1 contact via Teams platform and FlipGrid
- ~ Utilization of blended learning platforms that support ELLs (BrainPop Jr., BrainPop ELL, Raz-Kids ELL edition, Starfall, IXL, ReadWorks, Newsela)
- ~ Conduct a needs assessment to determine the language barriers
- ~ Prioritize the most critical prerequisite skills and content knowledge for each language domain(listening, reading, writing , speaking) and grade level.
- ~To ensure equity in education, use assignments or project completion as an alternative for attendance purposes and conduct targeted outreach to help ELLs overcome language barriers to participation.
- ~Utilize High School guidance staff to identify ELLs whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support and assistance (scholarship programs, county, state, and federal opportunities to access support).
- ~ Adjust ESL /Bilingual curriculum, instruction, and assessments to meet the needs of ELLs.
- ~ Differentiated work will be assigned on a personalized basis through Teams
- ~Continued PD for ESL/ Bilingual/ mainstream teachers on the use of Teams platform to create and deliver content, monitor student participation, assess student performance, and provide timely feedback.
- ~ Provide staff with professional development to best utilize the accessibility features and accommodations tools for English Language Learners made available through technology- based formats (translations, audio recordings in various languages, Talking Points to communicate with families in various languages)
- ~ Continued SIOP training for district staff and administrators on ways to differentiate instruction to accommodate the needs of ELLs.
- ~ Provide training for parents/caregiver and community members for safe use of technology. Utilize multilingual district staff and community resources to communicate in the language parents understand.
- ~ Support for family members who are limited English proficient and not experienced in remote learning methods through online webinars/ ESL/Bilingual Parent Advisory Council events.

PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS AND STAFF WILL BE ESSENTIAL TO CONTINUE PROGRESS ON PREVIOUS GOALS AND TO MEET THE CHALLENGES OF HYBRID TEACHING AND LEARNING.

Train staff on district protocols related to the Reopening of School and Health and Safety Measures taken during the Covid 19 Pandemic.

Return to school after working remotely / hybrid instruction
Training on livestreaming lessons from the classroom
Training on using the Teams Platform to provide instruction, take attendance, accept assignments, etc.

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Implementing the appropriate Curriculum and assessment modifications to meet student needs based on most current assessment data

*Possible changes to Marshall Evaluation (update Marshall PowerPoint) and provide annual training and retraining of Marshall Model.

Continued PD on training teachers in Readers and Writers Workshop

* Training on all digital programs available in the district , for example, IXCEL, NEWSELA, Rubicon, etc.

*Newly purchased resources (ex. New text series, new digital programs)

*Math and ELA coaches will continue to provide on site training

*SEL (refer to plan)

*Support for new teachers to the profession and new teachers in the district, including Mentoring Program

*Parent & Family workshops on SEL, technology, hybrid learning, health & safety

*Use of Microsoft tools to set up digital PD platforms during hybrid learning

*PDPS should mirror hybrid learning

*Reinstate DEAC to address how to evaluate staff with hybrid instruction (Mid-Sept.)

*Assign SCIP teams at each school to support professional learning, mentoring & evaluation-related activities

*Pending Marshall Waiver approval, create an observation schedule to support hybrid learning.

Preschool Guidance – Professional Learning

- The preschool program will clearly communicate with teachers’ expectations for in-person and remote instruction, and support for student learning via TEAMS meetings, email correspondence, and posting information on school and district websites. Professional development and support will be provided to assist staff with virtual learning as well as professional development to bring awareness to new safety guidelines and expectations.
- Review data from spring term to identify areas in need of improvement or assistance; provide individualized support and feedback.
- Assess staff effectiveness of technology skills, social and emotional health, and child-care concerns.
- Utilize SCIP team to identify school-wide areas in need of attention or professional development.
- The preschool data team will meet within the first few weeks of school to begin reviewing TSG reports, ECERS-3, CLASS, and TPOT scores to drive professional development planning. A review of GOLD aggregated data is collected and reviewed for reliability. This data is reviewed to identify trends in the need for professional development and drives professional development planning program wide. Professional Development based on program needs is on-going. Our new staff is required to complete online Gold Training along with other first-year required PD and mentoring. PLCs will be planned throughout each preschool site through master teacher/administrator collaboration and provided to small groups through the master teachers and specialists.
- The preschool will continue their partnership with William Paterson University and the Professor-In-Residence program. They will continue to provide valuable knowledge, resources,

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guidance, and assistance to our contracted sites through ongoing workshops, PLC's, grants, and regular visits (virtual or in-person depending on district and DOE social distancing guidance).

CTE

GHS has been approved for the following CTE program:

Drafting and Design Technology/Technician, General

This program continued through the COVID closure by conducting remote classes via Teams. Establishing a continuum of education via remote learning did not permit advancement with CTSO activities

Continued planning for hybrid learning will take place.

Adjustment of the curriculum will need to be done to accommodate the hybrid schedule.

Connectivity with Bergen Community College will continue.

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There is an expansion of interest in these classes through the Early College Program

TSA will be contacted to determine whether they have remote learning opportunities

Expansion of CTE at GHS:

Steps have been taken to prepare a CTE application for the Building/Property Maintenance CTE Program:

COVID has delayed advancing the application and preparation will resume to complete the needs of the application.

Once completed, the application will be submitted through the NJDOE Homeroom .

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Appendix O

Staffing

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

Clearly communicate with teachers expectations for in-person and remote instruction, and support for student learning via TEAMS meetings, email correspondence, posting information on school and district websites .

- Carefully assess staff effectiveness of technology skills, social and emotional health, and child care concerns through surveys, TEAMS meetings, phone calls .
- Provide PD and support to assist staff accommodating to new health and safety regs.
- Teachers will work with small groups of students to ensure social distance and individualize instruction.
- All MS and HS schedules will be adjusted to accommodate the one session four hour day.
- All elementary school schedules will be adjusted to prioritize Math and Language Arts and allow time for RTI Winn Period.
- Survey staff that is not able to return for health reasons for in-person instruction. Provide accommodations for remote instruction.
- Leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines .
- Staff will continue to have grade level and department meetings in order to make curriculum adjustments, discuss student progress and review student data , exchange ideas.
- PD and training for staff will occur on Wednesdays and in the PM sessions of the one session days Monday- Thursday. Staff will receive training on the Teams platform and other digital programs.
- Mentors will meet with mentees on a regular in person basis and will be able to provide remote support to the teachers. Logs will be maintained of all remote visits and in person meetings. All district safety protocols will be followed.
- Supervisors will remain only in the two buildings that they are assigned and will not perform in person evaluations in other district schools. This will remain in place during phase 1 and until further notice is received.
- Department and grade level meetings can be held remotely if social distancing cannot be observed.
- In person meetings will be limited to ten people or less and multiple meetings will be held if necessary to accommodate larger groups.
- Paraprofessionals will receive all training on the Teams platform and will be responsible for joining the teacher and supporting instruction for remote learning.
- All teachers will include SEL activities into their content lessons and Wednesdays will be designated to focus on these activities.
- Substitutes will all be trained with the district protocols for health and safety prior to being assigned to any classroom.
- Subs will assigned to specific schools and grade levels to the greatest extent possible.

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Appendix P

Athletics

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

Guide the coaching staff and school community on the NJSIAA guidelines .

Clearly communicate with the coaches, trainer, school athletic nurse, and other stakeholders the guidelines to return to play.

All activities will be conducted outdoors with health checks in place and social distancing implemented whenever possible.

Garfield has set August 10th as the return date for voluntary pre- season conditioning.

Marching band will be permitted to practice given that social distancing can be maintained and practice is conducted outdoors.

Game competitions are scheduled to begin on or about October 1st and extend until on or about Nov. 12th.

Garfield will participate given that Covid positive numbers have not spiked and remain consistently low throughout the schools and community.

Follow-up with coaching to staff to ensure we are following the Phase 1 and Phase 2 return to play guidelines issued by the NJSIAA.

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

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

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Supports		SHAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/
Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzlhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		

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

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	School Closures and Beyond	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