

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

Mountainside
Board of Education

Fall 2020

RESTART & RECOVERY PLAN

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Introduction

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

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

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

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

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

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

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

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

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

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THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

A. Conditions for Learning

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

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

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

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

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

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

Ten Critical Areas of Operation

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

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

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

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

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

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

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

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

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

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coverings may be impractical for young children or individuals with disabilities.

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

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

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

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

- (1) The Board's Plan should establish the process and location for student and staff health screenings.
- (2) **Even when** If physical distancing (six feet apart) cannot be maintained for individuals in line waiting to enter or exit a building, face coverings shall be worn while in the line.
- (3) Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

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

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

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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

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response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:

- (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
 - (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.

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- (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.~~ **Students are required to wear face coverings**, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
 - (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.

- (6) Exceptions to requirements for face coverings shall be as follows:
 - (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.
 - (c) The individual is in water.
 - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
 - (e) The student is under the age of two, **due to the and could risk of** suffocation.
 - (f) **During the period a student is eating or drinking.**
 - (g) **Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable**

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to remove the face covering without assistance (e.g. face coverings should not be worn by Pre-K students during nap time).

(h) The student is engaged in high intensity aerobic or anaerobic activities.

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

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

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

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

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

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

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

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

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

(a) 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;

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- (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;
 - (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.

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- (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.
 - (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

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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.

[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

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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]

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

Mountainside Schools continues to utilize the Rutgers Social Decision Making Problem Solving Program with students at all grade levels

b.

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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

Specific information and details are located within Appendix K

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

School Counselors and CST members will work directly with outside agencies and families to provide social and emotional supports as appropriate.

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

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Currently Being Utilized

Specific information and details are located within Appendix H

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

Westfield YMCA will provide aftercare services in both buildings to support students and their families with childcare needs.

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

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B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

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

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[See Appendix L – Restart Committee]

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

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

[See Appendix M – Pandemic Response Team]

3. Scheduling

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

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

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

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

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

[See Appendix N – Scheduling of Students]

4. Staffing

- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws

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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 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

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teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

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

[See Appendix O – Staffing]

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

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

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

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- (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
 - (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
 - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.
 - (2) Facilitate the virtual component of synchronous online interactions.
 - (3) Manage 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:

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

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[See Appendix O – Staffing]

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

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

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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

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.

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b. School District Budgets

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

c. School Funding

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

(1) Purchasing

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

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

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

(3) Costs and Contracting

The school district shall follow all New Jersey State laws and regulations applicable to local school districts for

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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.

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

2. Technology and Connectivity

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

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

3. Curriculum, Instruction, and Assessment

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

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

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

4. Professional Learning

- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
- b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and

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

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

- d. Mentoring and Induction
 - (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
 - (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
 - (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
 - (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
 - (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

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

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

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

e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

E. Full-Time Remote Learning Options

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

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Appendices

Restart and Recovery Plan to Reopen Schools



Mountainside Board of Education

Fall 2020

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Appendix A

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

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

In all stages and phases of pandemic response and recovery, it is imperative that our district complies with the Center for Disease Control (CDC) and the American Pediatric (APA) Association, state, and local guidelines. Reasonable accommodations will be made for staff and students at higher risk for severe illness in accordance with the [Americans with Disabilities Act](#) and the district will promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.

The Mountainside School District will promote the following behaviors that reduce the spread of contagious viruses such as COVID-19:

- Social distancing of 6 feet is encouraged to the greatest extent possible throughout classrooms and buildings. Signs promoting social distancing will be in each classroom and throughout the common areas of the facility and at entrances/exits.
- Frequent hand washing will be scheduled at the staff's discretion and encouraged before and after snack/lunch/recess, using the restroom and any other activity that has students handling any equipment necessary for learning. Hand sanitizers will be available in all classrooms and learning areas. In addition, soap will be available in all classrooms where sinks are located. Additionally, there will be hand sanitizing stations located at the Main Entrances of the buildings, outside of the bathrooms and other commonly used areas.
- Students are required to wear face coverings at all times, with limited exceptions (as identified in Appendix E), unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- Visitors and Staff must always wear a face covering unless it inhibits one's health.
- Promote the necessity for parents/caregivers to keep all sick students home and not send them to school.

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- a. **Protocol for High Risk Staff Members:** Staff at a higher risk for severe illness must submit documentation of their illness in writing from a doctor to the school district's designated health official (School Nurse) and the Human Resources Designee (Superintendent). The documentation will be submitted for review to the school physician and then returned to the school district to consider the appropriate reasonable accommodations that can be made.

- b. **Protocol for High Risk Students:** Students at a higher risk for severe illness must submit documentation of their illness in writing from a doctor to the school district's designated health official (School Nurse). If documentation has already been submitted and established within the school through one of the following: a current medical plan developed by our school nurse, illness documented through a current I.E.P. (Individualized Education Plan) or 504 Plan this information will also be considered. The district's designated health official will review the documentation and consult with the school's physician to ensure that the illness inhibits the students ability to wear a protective face covering or the need for alternative supports. Accommodations will be provided for any individual that can be reasonably granted that does not impact the operations of the school district.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

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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:

In planning for our expected return to in-person instruction there have been many adjustments made to our learning environments to support the health and safety of everyone in the school building. Although the classrooms and school facility may not reflect what we are used to, the changes that are being implemented are in the best interest of all stakeholders involved in our school environment. Face coverings are required for all students, staff and visitors unless it will inhibit the individual's health. We will minimize use of shared objects, keep student belongings separate from others, and ensure that all of our instructional and non instructional spaces within our school are equipped with adequate ventilation that meets the requirements set forth in the [NJDOE The Road Back Document](#). Proper hygiene habits will be encouraged including frequent hand washing and sanitizing when appropriate.

- ❑ Social Distancing in Instructional and Non-Instructional Rooms
 - ❑ Instructional Areas
 - ❑ Social distancing of 6-feet will be maximized to the greatest extent possible
 - ❑ Students, when seated at their desks in the majority of classrooms, will meet or exceed the 6-foot social distancing standard that is recommended by both the NJDOE and the CDC. In any instance that this may not be feasible, barriers will be put in place as recommended.
 - ❑ Class sizes have been reduced through the addition of instructional sections.
 - ❑ Non-essential classroom materials will be removed to maximize social distancing
 - ❑ All student desks will be placed in rows and facing forward.
 - ❑ Non-Instructional Areas
 - ❑ The use of signage will remind students of distancing guidelines and expectations throughout the building
 - ❑ Staff will be assigned to hallway areas and near bathrooms as

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needed

- Staff will monitor the hallways during arrival and dismissal to encourage social distancing
- All non-instructional office spaces will allow for staff to be seated at a minimum of 6 ft apart from each other to ensure proper social distancing.

- Procedures for Hand Sanitizing/Washing
 - Frequent hand washing will be permitted and scheduled throughout the day.
 - Hand washing and/or use of sanitizer will be encouraged before and after the transition between anywhere in the school including but not limited to: using the restroom and any other activity that has students handling any equipment necessary for learning.
 - Each instructional and non-instructional room/classroom will be provided with hand sanitizer.
 - All hand sanitizer will meet the minimum requirements of 60% volume of alcohol based solution.
 - There will be hand sanitizing stations located at the main entrances of the buildings, outside of the bathrooms and other commonly used areas.
 - All classrooms that have sinks will be provided with hand soap
 - Signs promoting proper handwashing will be placed in every bathroom and throughout the school building to promote proper hygiene.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

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Appendix C

Critical Area of Operation #3 – Transportation

- ❑ Bus Staff:
 - ❑ Drivers will be required to complete a health assessment each day prior to their routes which will include a temperature check and health questionnaire.
 - ❑ Drivers are expected to observe all safety actions and protocols as indicated for other staff members (i.e. hand hygiene).
 - ❑ Drivers are required to have their mask on at all times, unless a health concern is documented.
 - ❑ Gloves will be available for use.
 - ❑ Buses are to be disinfected for the start of the day and again between each completed route. A final disinfecting will be completed at the end of the daily routes to prepare for the next day. Proper disinfecting will consist of a disinfectant utilized on all touch points (rails, seatbelts, seats, etc.).
 - ❑ Weather permitting - drivers will ensure all windows on the bus are open prior to student pick up to provide additional ventilation.
 - ❑ All substitute bus drivers will be advised of district protocols and procedures prior to operating district routes.
 - ❑ Any drivers who fail to adhere to the provided guidelines and standards will be reported to their supervisors for disciplinary action.

 - ❑ Students:
 - ❑ Students will be required to board the bus with a face covering on and remain wearing said face covering for the duration of the route, unless alternate arrangements have been made through the district due to medical necessity or student disability.
 - ❑ Social distancing will be applied whenever feasible given bus capacity and number of students present
 - ❑ Parents will be required to report the status of their students' health each day in the method dictated by the district.
 - ❑ This information must be submitted prior to the student getting on the bus, or by 7:30 am, whichever is earlier.

 - ❑ District:
 - ❑ Routes will be coordinated with an effort, when possible, to pick up students by filling the back seats first and then progressing forward and then when leaving the bus in the opposite order.
 - ❑ Students will be required to board the bus wearing a mask, if there is no underlying medical condition or disability which prevents the wearing of a
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mask. If the student should remove the mask during the bus ride, they will be asked to put the mask back on. If they do not, a behavior report will be written up and sent to the student's school Principal.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

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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:

- ❑ Location of Student and Staff Screening & Social Distancing in Entrances, Exits, and Common Areas
 - ❑ Students and staff will be required to wear face coverings when entering/exiting and in hallways
 - ❑ Additional entrance and exit doors will be identified for each building
 - ❑ Students may be assigned to enter and exit through designated doors
 - ❑ Staff members will be assigned to each door to conduct screenings as necessary
 - ❑ Staff will enter the building through designated doors and verify completion of personal screening.
 - ❑ Students will need to social distance when waiting to enter the building and in the hallways
 - ❑ Signs will be placed as needed to remind students/staff/visitors of the use of face coverings and social distancing
 - ❑ Students will report directly to their homeroom upon entering the building
 - ❑ Hallway and gym lockers will not be used at this time
 - ❑ Maintain student cohorts to the greatest extent practicable to limit exposure and contact
 - ❑ Staggered class movement
 - ❑ Adjust dismissal procedures
 - ❑ Bathroom procedures will be in place to minimize the number of students at a time
 - ❑ Staff will monitor
 - ❑ Revised visitor procedures and office access
 - ❑ Use of lobby areas for drop off of materials
 - ❑ No library or class volunteers

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

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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:

Medical and scientific information regarding SARS-CoV-2 (the virus that causes COVID-19 infection) is constantly evolving. Mountainside School District will follow current CDC, NJDOH, and NJDOE guidelines regarding the health of students and staff as it pertains to SARS-CoV2.

- ❑ Screening for Students and Staff
 - ❑ Mountainside School District will update its screening protocol and procedures as new recommendations arise and will address these changes with the local Board of Health and School Physician as needed.
 - ❑ Mountainside School District will utilize a screening tool which requires student's parent/guardian to attest that they have monitored their child for signs of infectious illness each day
 - ❑ Parent/guardian will complete and submit the daily screening form through Powerschool.
 - ❑ Parents will be encouraged to keep their child home when they are sick.
 - ❑ Submission must be received prior to the start of the school day.
 - ❑ In the event that the form is not submitted, student will be respectfully and safely directed to the nurse for a health check, and parents will be called to verify screening information prior to the student entering the homeroom.
 - ❑ Staff will self monitor and submit a similar screening document through Powerschool prior to reporting to work.
 - ❑ Screening protocols and expectations will be clearly conveyed to all parents and district staff
 - ❑ Training will be provided as needed for use of any implemented programs or applications.
 - ❑ The school nurse will maintain documentation whenever notified that any signs/symptoms of COVID-19 are observed. In addition, she will notify the student's parent/guardian, the school physician, and/or the Westfield Department of Health as appropriate to the situation.

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- ❑ All screenings will be conducted respectfully and safely and take into consideration the students' developmental levels and any known disabilities and accommodations.

- ❑ Protocols for Symptomatic Students and Staff
 - ❑ Staff and parents of students will receive reminders of signs/symptoms of COVID-19 to look for that should be considered when determining to report to work/school. Parents are to keep their children home when they are sick.
 - ❑ Staff will be provided training on the signs/symptoms of COVID-19 and hygiene protocol.
 - ❑ Individuals exhibiting symptoms related to COVID-19 shall be immediately, safely, and respectfully taken to the designated isolation space by the school nurse and isolated from others. The nurse will gather information from the student's health record and from the parent.
 - ❑ Additional information may need to be obtained from the school physician and/or parents to assist in determining whether a student is being sent home.
 - ❑ If a decision is determined to send a student home, a student may not return to school until the symptoms have resolved and either the school's physician or the child's physician has cleared the student to return to school.
 - ❑ According to the CDC, if a student is sent home with a fever greater than 100.4° F., the student will not be allowed to return to school for at least 24 hours after being free from fever without the aid of a fever-reducing medication.
 - ❑ A student, or staff member, in the isolation area will be supervised from the greatest distance possible.
 - ❑ Isolation areas have been identified at both Deerfield and Beechwood Schools. These areas will contain supplies of any necessary PPE including but not limited to gloves, gowns, booties, face masks, face shields and goggles.
 - ❑ A staff member who is feeling/demonstrating symptoms of COVID-19 and chooses not to drive themselves home will utilize the isolation area until their ride arrives. If the staff member experiences severe symptoms or if the staff member has no ride available, an ambulance will be called.
 - ❑ Any isolation area that has been occupied by a staff member or student who was thought to have signs/symptoms of COVID-19 will be closed and not used until thoroughly sanitized.
 - ❑ In the event of a suspected, or confirmed, case of COVID-19, documentation such as class lists, bus lists, seating charts, and other information may be utilized to determine everyone the individual has come in contact with so the health department can be provided with as

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much information as they can to engage in contact tracing procedures.

- ❑ Individuals experiencing symptoms of COVID-19 are encouraged to get tested
 - ❑ Readmittance to school shall be consistent with New Jersey Department of Health guidance and information for schools found at https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml and the New Jersey 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 found at https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf.
 - ❑ Additional procedures, protocols, and readmittance policies will be developed and implemented following CDC, NJDOH, Westfield Health Department, and school physician guidance.
- ❑ Exposure to COVID-19
- ❑ If students or staff are exposed to COVID-19 at home and/or outside of the school building, the student or staff member should self-quarantine and monitor symptoms based upon the guidance of the school physician, Westfield Department of Health and/or NJDOH.
 - ❑ Whenever the school is informed that a family member of a student or staff member has tested positive for COVID-19, the Department of Health will advise those students and staff who may need to quarantine.
 - ❑ Schedules, sign in sheets, and bus directories will be documents used to determine who needs to be notified to quarantine.
 - ❑ Administrators will seek guidance from local health officials and the physician of the student/staff to determine when students and staff should return to schools and what additional steps are needed for the school community.
 - ❑ Areas will be cleaned and disinfected (e.g., offices, bathrooms, and common areas) used by the ill student or staff member, focusing especially on frequently touched surfaces.
- ❑ Positive Test for COVID-19
- ❑ The school nurse shall immediately notify the local health official, building principal, and the Superintendent of Schools of a confirmed case when a COVID-19 test is positive. The local health department shall conduct contact tracing.
 - ❑ The school nurse and the building principal are the designated staff liaisons responsible for providing notifications and carrying out other components of the board's contact tracing policy.
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- ❑ Mountainside School District must immediately notify local health officials, staff, and families of a confirmed case, while maintaining confidentiality.
- ❑ Students and staff who tested positive are required to submit documentation of diagnosis and quarantine. Students and staff are also encouraged to provide documentation from a healthcare provider regarding ability to return to the school building without presenting a health risk to others.

- ❑ Protocols for Face Coverings
 - ❑ Mountainside Schools will implement all provisions of Policy 1648 as related to student, staff, and visitor use of face coverings to include the following:
 - ❑ Face coverings are required to be worn by all students, staff and visitors to ensure the safety and wellbeing of everyone in our school community. We understand that this can be unsettling for many and at times uncomfortable, but we are requiring full cooperation with this safety protocol. We have to keep into consideration those who may not be able to wear a face covering due to medical reasons. Wearing face coverings will not only protect us from potential exposure but also protect those with specific medical needs.
 - ❑ The school nurse will be notified if there are any medical or developmental reasons for a student's inability to wear a face covering.
 - ❑ The school physician will be consulted in the event of any questions in this regard and individual accommodations will be addressed according to that student's need and in accordance with all applicable laws and regulations.
 - ❑ If a visitor does not have a face covering, one will be provided by school staff. If the visitor refuses to wear a face covering for non-medical reasons entrance to the school building may be denied.

Exceptions:

- ❑ Doing so would inhibit the student's health.
- ❑ The student is in extreme heat outdoors.
- ❑ The student is in water.
- ❑ A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.
- ❑ The student is under the age of two (2), due to the risk of suffocation.
- ❑ During the period that a student is eating or drinking.

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- ❑ Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistance (e.g. face coverings should not be worn by Pre-K students during nap time).
- ❑ The student is engaged in high intensity aerobic or anaerobic activities.
- ❑ Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location **and** able to maintain a physical distance of six feet apart at the discretion of the teacher.
- ❑ When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

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Appendix F

Critical Area of Operation #6 - Contact Tracing

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

The Mountainside School District will collaborate with the local health department and engage our school nurses to educate the broader school community on the importance of contact tracing. All contact tracing will be conducted by the Westfield Health Department in collaboration with our school nurse and district administration. All procedures will adhere to applicable federal and state law and regulations regarding privacy and the confidentiality of records.

The district procedure for reporting a positive case of COVID-19 for anyone who has come in contact with or has themselves tested positive for COVID-19 will be as follows:

- ❑ Contact the school nurse and/or principal to report the situation
 - ❑ The school nurse and the building principal are the designated staff liaisons responsible for providing notifications and carrying out other components of the Board's contact tracing policy/protocols.
- ❑ Make the Superintendent aware of the situation
- ❑ District Administration will contact the NJDOE County Office and the Westfield Health Department and consult with them for the next steps to take about informing the school and community.
 - ❑ The school nurse and the school administrators will assist the Westfield Health Department with their contact tracing procedures by providing any necessary information such as student/staff schedules, bus lists, seating charts, daily attendance and other aspects as needed.
- ❑ Alert the head custodian if there was exposure within the school building and enable the district emergency cleaning process to ensure proper and effective sanitation of the school facility. The extent of cleaning/sanitization will be determined on the severity of the exposure and may be isolated to only certain locations in the buildings based on the risk of exposure. Whenever possible the classroom and work areas where the student or staff member was located should be closed off for at least 24 hours (if possible) prior to being cleaned and disinfected. In some events the district may have to engage in an emergency school closure to properly and thoroughly sanitize the facility. This will be handled just like any inclement weather emergency school closure and will be determined by the school Superintendent in collaboration with the Westfield

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Health Department.

- ❑ If necessary, the school community will be alerted as determined appropriate by the Westfield Health Department.
- ❑ Adequate information and training will be provided to District staff as necessary to enable staff to carry out responsibilities assigned to them under the Board's contract tracing policy/protocols.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

- The HVAC systems at both Beechwood and Deerfield Schools have a 30% fresh air component to their operation.
- Filters for the HVAC systems are maintained as per manufacturers' recommendations based on the type of equipment.
- Sanitizing stations are located in all high traffic areas and main entrances/exits. The district utilizes a minimum of 60% alcohol sanitizer in all upright sanitizing stations.
- Each classroom is also equipped with pump hand sanitizer as well as disinfecting wipes. The district utilizes a minimum of 60% alcohol sanitizer in all classrooms.
- Classrooms with existing handwashing stations are supplied with soap and sanitizer.
- Sanitizing cleaning products approved to kill COVID-19 virus, will be used to clean and disinfect rooms and surfaces.
- Classrooms, bathrooms, floors, touch points, and common areas are cleaned daily by the custodial staff to include:
 - classroom desks/chairs
 - door handles and push plates
 - handrails
 - light switches
 - desktops
 - telephones
 - computer stations
- District will limit and control traffic to areas such as bathrooms to assist custodial efforts and maintain social distancing.
- Playground equipment will be sanitized at the beginning of the day and after each use.
- Increased routine cleaning and disinfection of touchpoints and high traffic areas will occur throughout the day. Custodians will be on call for any concerns as they arise throughout the school day.
- All areas are to be sanitized daily with electrostatic backpack sprayers.
- If a positive case is identified, the custodial staff will be responsible for disinfecting all areas of the building that may have been affected, utilizing all appropriate PPE. Whenever possible the classroom and work areas where the student or staff member was located should be closed off for at least 24 hours (if possible) prior to being cleaned and disinfected. In some events the district may have to engage in an emergency school closure to properly and thoroughly sanitize the facility.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

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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.

- Lunch and other meals will not be served in the cafeteria at this time
- Students will have the opportunity to have a snack in a socially distanced setting
 - All snacks will follow allergy awareness protocols put in place by school nurse
- Grab and Go lunch and snack will be available for purchase by all students through Maschio's, our food management company.
 - Students who demonstrate eligibility for free or reduced lunch will be provided with meals in accordance to their need.
 - Meals will be available to all students regardless of which instructional method (in-person or remote) they participate in
 - All purchases will be made through contactless methods
- Screening and Procedures for food service staff:
 - All Maschio's staff will be screened on a daily basis. The screening process will follow district guidelines and related required notifications.
 - All Maschio's staff that have a fever of 100.4° or above or other signs of COVID-19 illness shall not be permitted to participate in any food service operation including but not limited to food preparation and distribution.
 - All district staff and FSMC contractor staff will continue to wear the usual required personal protective equipment (e.g., hair nets, proper slip resistant footwear) and will ensure that they always wear a face covering and gloves.
 - Service areas are frequently sanitized including wiping down counters, preparation areas and serving areas
 - Maschio's staff will practice social distancing whenever possible
- Free and Reduced Lunch Applications
 - The District's annual communication will be sent to all families prior to the start of the school year outlining the procedures for applying for free and reduced lunch status through the District's secure, State approved, online portal. Should a family not have the ability to complete an online application, they will be able to request that a paper copy be mailed to their home address.
 - Upon receipt of applications, the District will follow the approval guidelines as outlined by the Department of Agriculture.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

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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.

- Locker rooms will not be used at this time.
- Students will be encouraged to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.
- Physical education classes will be held outdoors whenever weather permits in order to enhance social distancing
- Physical education classes will include activities with limited use of shared equipment
 - Any shared equipment must be cleaned and disinfected between each class
- Teachers will be encouraged to utilize outdoor areas to promote movement activities and other educational opportunities
- If multiple classes are outdoors at the same time, they will remain socially distanced to avoid cohort mixing
- Playground equipment will be sanitized between uses with the use of electrostatic backpack sprayers

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

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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 take place at this time

- Extra-Curricular Activities:
 - Extra curricular and large group activities will take place virtually whenever possible.
 - Any in-person activities/meetings that cannot take place virtually will follow social distancing and face covering requirements and be located in a space that can ensure ample social distancing
 - Back to School Night, Parent Teacher Conferences, CST meetings, and other pertinent activities will be conducted virtually unless otherwise determined by the district administration.
 - All Middle School sports, if approved by the administration and Board of Education, will follow NJSIAA adopted guidelines for student health and safety

- Use of Facilities Outside of School Hours:
 - School use of facilities by outside groups will be extremely limited
 - Westfield YMCA will provide aftercare, at parent expense, in both Beechwood and Deerfield Schools
 - The YMCA will be responsible for cleaning and sanitizing their area prior to the beginning of their program and will follow all applicable guidelines for NJ ChildCare services
 - Any additional use by outside organizations will be determined on a case-by-case basis by administration and the Board of Education. If use is granted, the outside organization will agree to follow all district guidelines pertaining to social distancing, the use of face coverings, and sanitization

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

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Appendix K **Academic, Social, and Behavioral Supports**

- ❑ Academic Supports
 - ❑ (Tier 1) Differentiation of instruction is required within all classrooms and is documented in the district's curriculum and teachers lesson plans for all learners.
 - ❑ (Tier 2) Academic Intervention for Mastery (AIM): Students will be identified and rostered for the 2020-2021 school year and appropriately documented in our Student Information System in accordance with the NJDOE guidelines. The determination of qualification will be conducted using the following multiple measures: District benchmark assessment, report card grades, teacher recommendations and state assessments results (when available and applicable). Services will be provided for all qualified students and parents will be informed in writing if their child qualifies for AIM opportunities. Parents have the right to accept or decline AIM educational opportunities. Students can be entered and exited as needed based on the measures above and their level of achievement or lack thereof.
 - ❑ (Tier 3) Special Education Supports are put in place for students who demonstrate a lack of success in Tiers 1 and 2. Level of support is determined by the thorough evaluation by the district's Child Study Team. All decisions are driven by collaboration and special education code to support the best interest of the student.
 - ❑ IEP meetings will be scheduled virtually, unless in-person is necessary. In that case, a limited number of people will be in the meeting at one time and social distancing will occur to the maximum extent possible with face coverings worn unless there is a health concern.
 - ❑ (Bridge between Tiers 1, 2 & 3) Intervention and Referral Services Team (I&RS) will be maintained and a schedule will be created for monthly meetings and meetings will be conducted as needed based on student needs/referrals. The I&RS Team consists of a designated school administrator, the respective teacher, additional general and special education teachers, school nurse, and other appropriate staff members. Interventions for implementation will be determined upon initial referral and supports will be monitored and evaluated. The committee will revisit each student to measure progress on an intermittent basis. If

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progress is achieved the student will be dismissed from the I&RS process. If a lack of progress is made and interventions are determined ineffective, the student will be referred to the Child Study Team (CST) for further evaluation. The parent is part of the I&RS process the entire way and has the right to discontinue the support at any time.

- Teachers will continue to receive professional development to enhance and improve engagement of students during virtual instruction.
- Teachers will receive professional development on various digital curriculum tools.
- Social Emotional Learning (SEL), Behavioral Supports, and School Culture and Climate
 - Mountainside Schools will continue to implement the District approved Social Decision Making Problem Solving Program with students at all grade levels
 - A strong focus on Social Emotional Learning and appropriate behavioral skills will be included in the instructional day.
 - School counselors, social worker and Child Study Team members will provide individualized student services as necessary
 - Staff members will receive continued professional development and support with addressing SEL needs
 - The school counselors, social worker and school psychologist will collaborate with teachers and assist with providing mindfulness activities and brain breaks for students.
 - Mountainside staff will be encouraged to reach out to the school social worker or school psychologist with any concern for their own or a student's mental health.
 - Parent virtual meetings will offer support and information regarding self-care and mental health topics.
 - Extra Curricular activities for groups of students will be held virtually, as appropriate, for students to engage with peers outside of their classroom.
 - A variety of behavioral supports are available throughout the district. This includes a contracted BCBA, school counselors, school psychologist, and school social worker.
 - Referral to outside agencies for additional support will be made as appropriate to student or staff needs.
 - Parent information and support will be provided as appropriate.

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- ❑ Technology to Close the Digital Divide:
 - ❑ The district will assess students who need devices and/or hotspots through a parent survey at the start of the school year. Needs will continuously be monitored and met throughout the school year to ensure equitable access to technology for all students including hotspots for those without internet.
 - ❑ Any student(s) that are in need will be provided with a 1:1 device and/or a hotspot if sufficient internet access is not accessible for them to engage in remote learning. Technology devices will be assigned 1:1 for any student regardless of their instructional model selection if there is a need.
 - ❑ With the available funds through various grant streams we are able to ensure that we have enough technology to complete this initiative while maintaining equitable access to technology for those students who attend in person.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

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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.

At Mountainside School District we utilized a multiple committee structure, to address many different aspects, and ensure that an emphasis was placed on supporting the health and safety of students and staff within our plan. The Mountainside restart and reopening committees were broken into the following topic areas to meet and address all Critical Areas of Operation which needed to be addressed within the Reopening Plan:

- Health and Wellness
- Instruction
 - Elementary
 - Middle School
 - Special Education
- Non-Instructional Areas
- Facilities
- Transportation

These committees met on multiple occasions to engage in open dialogue and planning to help shape and form our district's reopening plan.

The Board of Education and the leadership of Mountainside School District would like to thank and acknowledge the following members who donated many hours to collaborate and contribute to our Restart and Recovery Plan.

Janet Walling (Superintendent)
Raymond Slamb (Business Administrator)
Kim Richards (Principal)
Suzanne Jenks (Principal)
Sheri Rouleau (Supervisor of Special Education)
Wayne DeVico (Maintenance Supervisor)
Dana Guidiciopietro (Board Vice President / Parent)
Bill Dillon (Board Member / Parent)
Candice Schiano (Board Member / Parent)
Jordan Hyman (Board Member / Parent)
Allison Adornato (PTO)
Catia Salerno (PTO)

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Sue Tarulli (SEPAG / Parent)
Julia Guenther (SEPAG / Parent)
Sue Goracy (Mountainside Education Association Co-President / Teacher)
Corrin Lavery (Mountainside Education Association Co-President / Teacher)
Amanda Somers-Guerrasio - (School Psychologist)
Kristen DalCortivo (School Counselor)
Ramona Ramesar (School Counselor)
Lisa Bruno (School Nurse)
Sonia Branco (School Nurse)
Dan Kessler - (Teacher)
Jared Rosenblum - (Related Arts Teacher)
Bryan Young - (Teacher)
Jessica Goldstein - (Special Education Teacher)
Natalie Crisafulli (Math Specialist)
Michelle Cruz (Reading Specialist)
Stephanie DeBaun (Teacher)
Lynne Ciasulli (Secretary)
Leila Morelli (Speech Therapist)
Lori Topel (Teacher)
Jean VanVliet (Teacher)
Janelle Lauterbach (Teacher)
Caitlin Murphy (Teacher)
Barbi Highinbotham (Teacher)
Adrienne Ridley (Teacher)
Tom Wise (Related Arts Teacher)
Ellie Barkin (STEAM Teacher)
Pam Isaacs (Teacher)
Rachel Halek (Teacher)
Kathy Goldbeck (Teacher Leader)
Julia Goerlich (CST Secretary)
Linda Lombardo (Secretary)
Denise Barone (Secretary)
Jayne Hartnett - (Special Education Teacher)
Rosemarie Sardina (Special Education Teacher)
Jeanne Albanese (Special Education Teacher)
Nancy Kinney (Teacher)
Teresa Banks (Paraprofessional)

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Lydra Shehu - (Paraprofessional)

Marilyn Nacci (Paraprofessional)

Donna Bolton (Board Office Clerk / Transportation)

Dr. Ronald Frank (School Physician)

Megan Avallone (Westfield Health Department)

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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 Mountainside School District's Pandemic Response Teams consists of the following individuals:

Deerfield School

Janet Walling (Superintendent)
Kim Richards (Principal)
Sheri Rouleau (Supervisor of Special Education)
Corrin Lavery (MEA Co -President / Teacher)
Eileen D'Antonio (School Social Worker)
Kristen DalCortivo (School Counselor)
Sonia Branco (School Nurse)
Wayne Devico (Maintenance Supervisor)
Kathy Goldbeck (Teacher Leader)
Det. Shawn Bendick (Mountainside Police)
Candice Schiano (BOE Member / Parent)

Beechwood School

Janet Walling (Superintendent)
Suzanne Jenks(Principal)
Sheri Rouleau (Supervisor of Special Education)
Sue Goracy (MEA Co-President / Teacher)
Amanda Somers-Guerrasio (School Psychologist)
Ramona Ramesar (School Counselor)
Lisa Bruno (School Nurse)
Wayne Devico (Maintenance Supervisor)
Set. Shawn Bendick (Mountainside Police)
Dana Guidicipietro (BOE Member / Parent)

The schools' Pandemic Response Teams are in place to centralize, expedite, and implement COVID-19-related decision-making as situations or concerns arise throughout planning and the school year and will be convened on an as needed basis to work through situations that arise.

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Appendix N

Scheduling of Students

- ❑ Scheduling of the School Day and Educational Program
 - ❑ Mountainside Schools will reopen for in-person instruction for the 2020-2021 school year with all students attending school 5-days per week utilizing a shortened day schedule. Additional lessons and supports may be provided beyond the shortened day by virtual means.
 - ❑ Social distancing of 6-feet will be maximized to the greatest extent possible
 - ❑ Students, when seated at their desks in the majority of classrooms, will meet or exceed the 6-foot social distancing standard that is recommended by both the NJDOE and the CDC. In any instance that this may not be attainable, barriers will be put in place as recommended.
 - ❑ Class sizes have been reduced through the addition of instructional sections.
 - ❑ All non-essential classroom materials will be removed in order to maximize social distancing
 - ❑ All student desks will be placed in rows and facing forward.
 - ❑ The shortened day schedule will closely match existing early dismissal times.
 - ❑ Static student and staff groupings will be maintained to the greatest extent practicable to restrict mixing across groups.
 - ❑ Lunches (Grab and Go) will be provided to those students who qualify based upon need as well as available for purchase by all students regardless of the instructional model he/she is participating in.
 - ❑ The Westfield YMCA will continue to provide parentally paid aftercare in both Beechwood and Deerfield, as space allows, for students that sign up for the program.
 - ❑ School staff, students, and visitors will be required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age. Limited exceptions, as identified in Appendix E will be followed in this regard.
 - ❑ Time will be provided during the day to allow for increased handwashing, snack, and physical movement.

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- ❑ Instructional programming will cover all required NJDOE curricular areas.
 - ❑ Delivery of instruction and related services may take place during the in-person shortened day, or during the afternoon remote portion of the student day.
- ❑ Parents may elect a fully remote-learning option for their child's education.
 - ❑ The structure and implementation of this option will follow all current NJDOE guidance as reflected within Appendix Q and Board Policy 1648.02.
 - ❑ Instructional programming will include all required NJDOE curricular areas.
 - ❑ Students will be provided with a school issued Chromebook, or alternate device, to allow for timely access to lessons and programming if needed
 - ❑ Technology support will be available to address and access or technology needs
 - ❑ School administrators, counselors, and Child Study Team members will be available to support student and parent needs throughout a student's time on remote learning
 - ❑ The District will maintain a traditional grading system for students participating in the Remote Learning option. Students will receive grades and have the same expectations for learning achievement as if they were in person.
- ❑ Student and staff programming and schedules have been developed to be implemented in the event that there is a health-related need for the full district to return to an all remote learning environment.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

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Appendix O

Staffing

- ❑ Staffing
 - ❑ Principals will collaborate with the Superintendent, school physician, staff, the department of health, nurses, and parents when health concerns arise.
 - ❑ Paraprofessionals will provide individual and instructional support as per student IEPs.
 - ❑ The Mountainside school counselors, social worker and school psychologist will provide support to parents and staff by providing resources and trainings on a variety of topics related to social and emotional learning.
 - ❑ New staff members will attend new staff training, which will be virtual.
 - ❑ Novice teachers will be enrolled in induction training and provided a mentor.
 - ❑ Mentor training will be provided virtually for teachers serving as mentors.
 - ❑ Substitute teachers will be advised of district protocols in relation to the Reopening Plan.
 - ❑ A crisis response team exists in the school district and support for social/emotional needs can be provided by our school counselors and social worker in collaboration with recommendations for support to outside local organizations.
 - ❑ Health concerns are an utmost priority in the school district and the school nurse, in consultation with the NJDOH, is available to address any health related concerns that arise for the staff.
 - ❑ Teachers will be evaluated consistently with guidance from the NJ Department of Education
 - ❑ Instructional and non-instructional staff schedules may include designated time to support school building logistics required to maintain health and safety requirements.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

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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.

The New Jersey State Interscholastic Athletic Association (NJSIAA) has established a COVID-19 Medical Advisory Task Force (MATF) responsible for providing guidance to allow New Jersey high school student-athletes to return to athletics as soon and as safely as possible. The NJSIAA is also convening a Sports Advisory Task Force that will be comprised of athletic directors from across the State and that will be charged with reviewing State and local health guidelines, as well as NJDOE guidance, regarding the 2020-2021 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season.

RESTART & RECOVERY PLAN

Appendix Q

Remote Learning Options for Families

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

Parent/guardian may submit, and the District shall accommodate, requests for full time remote learning during the COVID-19 reopening and recovery. Parent/guardian may request any service or combination of services that would otherwise be delivered on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education and related services. A parent/guardian may request that some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the District’s reopening plan.

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

Scope and expectations of full time remote learning.

- ❑ Students participating in the Board’s full time remote learning option will be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in the District’s in-person program. This includes for example, access to standards-based instruction of the same quality and rigor as that afforded all other students of the District, the District making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.
- ❑ The Remote Learning Option has been designed to include a combination of synchronous teaching and independent assignments. It will be delivered through Google Classroom, Monday - Friday, and will be a blend of instructional resources and teaching practices, including (but not limited to): pre-recorded videos, on-line textbooks, instructional web-based platforms, teacher created assignments and live scheduled interactions with staff members.
- ❑ Differentiated assignments will also be assigned to students according to their needs as reflected in data and teacher observation. Teachers may use supplemental resources to enhance remote instruction as needed, but at minimum, students will be assigned work aligned to the same grade-level instructional standards as in-person students.

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- ❑ Full Time remote learning will adhere to the length of the school day requirements pursuant to N.J.A.C. 6A:32-8.3, Board’s attendance policy, Board’s Student Code of Conduct, Board’s HIB policy, Board’s acceptable use policy, and all other policies governing delivery of services and District expectations of students.
- ❑ The District will clearly define any additional services, procedures, or expectations that will occur during the transition period between in-person or hybrid delivery to full time remote delivery. The District will endeavor to provide supports and resources to assist parents/guardians, particularly those of younger students, with meeting the expectations of the District’s remote learning option.

Procedures for parents/guardians to submit a request for full time remote learning:

- ❑ Requests to **begin school year** receiving full time remote learning:
 - ❑ The deadline for a parent/guardian to submit a request for full time remote learning to begin at the start of the school year shall be **no less than 14 days prior to the start of the school year.**
 - ❑ The request shall be completed through a Parent Request for Programming Form:
 - ❑ A separate form must be completed for EACH student and will include information such as, student’s name, grade, whether a school issued device will be required and any additional services which may be required during full time remote learning, i.e. instruction, special education program, related services etc.
 - ❑ Parent/guardian should contact the following administrators with any specific questions or concerns:
 - ❑ Kdg. - 2nd Grade: Mrs. Suzanne Jenks
sjenks@mountainsideschools.org
 - ❑ 3rd – 8th Grades: Mrs. Kim Richards
krichards@mountainsideschools.org
 - ❑ Special Education (PEAK - 8th grades): Mrs. Sheri Rouleau
srouleau@mountainsideschools.org
 - ❑ Upon satisfaction of these minimum procedures, the District shall approve the student’s full time remote learning request.

- ❑ Requests to move from in-person instruction to full time remote learning **during the school year**
 - ❑ In the event that a parent/guardian would like to remove their child from the in-person educational model at any time after the start of the school year, the following process should be followed:

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- ❑ The request shall be in writing and submitted to the appropriate building principal:
 - ❑ Kdg - 2nd Grade: Mrs. Suzanne Jenks
sjenks@mountainsideschools.org
 - ❑ 3rd – 8th Grades: Mrs. Kim Richards
krichards@mountainsideschools.org
 - ❑ PEAK (Special Education only): Mrs. Sheri Rouleau
srouleau@mountainsideschools.org
- ❑ All requests must include the following information: student’s name, grade, whether a school issued device will be required and any additional services which may be required during full time remote learning, i.e. instruction, special education program, related services etc.
- ❑ Parents are requested to provide the District with a minimum of 5 days notice prior to the transition in order to ensure continuity of instruction and opportunity to provide the student with any necessary technology, programming adjustments, and materials.
- ❑ In the event of a health related need for the change, every effort will be made to provide immediate transition supports.

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

- ❑ The minimum amount of time a student must spend in full time remote learning before being eligible to transition to in-person services is **approximately 2 months**. Students will be provided with various “transition points” throughout the school year to return to in-person instruction. Parents will be required to submit any change requests at least 14 days prior to the designated “transition points”. This amount of lead time is required in order to make sure we are monitoring class enrollment sizes, social distancing requirements, and creating smooth transitions for both the staff and student. Special circumstances which may require a transition outside of these specific dates will be considered on a case-by-case basis. Please reach out to your child's principal should you have any specific programming questions and / or concerns.
 - ❑ The re-entry dates and deadlines for a parent/guardian to submit a request to transition from fulltime remote learning to in-person services for the 2020-2021 school year are the following:
 - ❑ Return on November 2, 2020
 - ❑ Request must be received no later than October 19, 2020
 - ❑ Return on January 4, 2021
 - ❑ Request must be received no later than December 18, 2020
 - ❑ Return on March 1, 2021
 - ❑ Request must be received no later than February 14, 2021
 - ❑ Return on May 3, 2021

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- Request must be received no later than April 19, 2021
 - The District will notify parents/guardians of request approval prior to the identified return dates listed above.
 - The request shall be in writing and submitted to the appropriate building principal or supervisor:
 - Kdg. - 2nd Grade: Mrs. Suzanne Jenks
sjenks@mountainsideschools.org
 - 3rd – 8th Grades: Mrs. Kim Richards
krichards@mountainsideschools.org
 - PEAK (Special Education only): Mrs. Sheri Rouleau
srouleau@mountainsideschools.org
 - All requests must include the following information:
 - Student's name, grade, homeroom teacher, any additional services which may be required during in-person learning, (i.e. special education program, related services etc.)
 - Parent/guardian should contact the following administrators with any questions or concerns:
 - Kdg. - 2nd Grade: Mrs. Suzanne Jenks
sjenks@mountainsideschools.org
 - 3rd – 8th Grades: Mrs. Kim Richards
krichards@mountainsideschools.org
 - Special Education (PEAK - 8th grades): Mrs. Sheri Rouleau
srouleau@mountainsideschools.org
 - Definition of the specific student and academic services will accompany a student's transition from fulltime remote learning to in-person learning to better assist a parent/guardian anticipate their student's learning needs and help educators maintain continuity of services.
-
- The following additional services, procedures, or expectations will occur during any transition period from full time remote learning to in-person services:
 - A transition meeting will be scheduled to take place with the building principal, classroom teacher, and parent/guardian to discuss student progress and needs resulting from remote learning
 - If appropriate, a transition meeting will be held with the Child Study Team, parent/guardian, and student's special education teacher to discuss any IEP related programming and/or related service needs to be in place for the student's return to in-person instruction

Requests to transition from in-person to full time remote learning during the school year:

- Parent/guardian may submit a request for full time remote learning throughout the school year at any time.

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- ❑ The request shall be in writing and submitted to the appropriate building principal/supervisor:
 - ❑ Kdg. - 2nd Grade: Mrs. Suzanne Jenks
sjenks@mountainsideschools.org
 - ❑ 3rd – 8th Grades: Mrs. Kim Richards
krichards@mountainsideschools.org
 - ❑ PEAK (Special Education only): Mrs. Sheri Rouleau
srouleau@mountainsideschools.org
- ❑ Requests must include the following information:
 - ❑ Student’s name, grade, homeroom teacher, whether you will require a school issued device and any additional services which may be required during full time remote learning, (i.e. special education program, related services etc.)
- ❑ Upon satisfaction of these minimum procedures, the District shall approve the student’s full time remote learning request.

Students on full-time remote learning are expected to follow district developed “Student Privacy and Technology Expectations” for proper use and participation.

Procedures for continued communication and reporting and any additional aspects shall follow District Policy 6148.02.

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

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| Critical Area of Operation #5 | Communicable Disease Service | https://www.nj.gov/health/cd/ |
| Section | Title | Link |
| | COVID-19: Information for Schools | https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml |
| | Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19 | https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf |
| | Guidance for Child Care Programs that Remain Open | https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html |
| | General Business Frequently Asked Questions | https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html |
| Critical Area of Operation #7 | Guidance for Cleaning and Disinfecting | https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf |
| | EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19) | https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19 |
| Critical Area of Operation #8 | EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19) | https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19 |
| Social Emotional Learning and School Climate and Culture | A Trauma-Informed Approach to Teaching Through Coronavirus | https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus |
| | CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community | https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf |
| Multi-Tiered Systems of Support (MTSS) | New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines | https://www.nj.gov/education/njtss/guidelines.pdf |
| | RTI Action Network | http://www.rtinetwork.org/ |
| | The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS | https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf |
| Wraparound Supports | SHAPE | http://www.schoolmentalhealth.org/SHAPE/ |

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| | Child Care Resource and Referral Agencies | https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx |
| | Coronavirus Resources for Mentoring | https://nationalmentoringresourcecenter.org/ |
| Section | Title | Link |
| Food Service and Distribution | Benefits of School Lunch | https://frac.org/programs/national-school-lunch-program/benefits-school-lunch |
| Quality Child Care | Child Care Resource and Referral Agencies | https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx |
| | Division of Early Childhood Education | https://www.nj.gov/education/ece/hs/agencies.htm |
| Leadership and Planning | | |
| Section | Title | Link |
| Scheduling | New Jersey Specific Guidance for Schools and Districts | https://www.nj.gov/education/covid19/sped/guidance.shtml |
| Staffing | Mentoring Guidance for COVID-19 Closures | https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml |
| | Educator Evaluation During Extended School Closure as a Result of COVID-19 | https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml |
| | Performance Assessment Requirement for Certification COVID-19 Guidance | https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml |
| | Educator Preparation Programs and Certification | https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml |
| Athletics | Executive Order No. 149 | http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf |
| | NJSIAA COVID-19 Updates | https://www.njsiaa.org/njsiaa-covid-19-updates |
| | NJSIAA provides return-to-play guidelines – Phase 1 | https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1 |
| | Guidance for Opening up High School Athletics and Activities | https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf |
| Policy and Funding | | |
| Section | Title | Link |

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| Elementary and Secondary School Emergency Relief Fund | CARES Act Education Stabilization Fund | https://www.nj.gov/education/covid19/boardops/caresact.shtml |
| | NJDOE EWEG | https://njdoe.mtwtgms.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://homerom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission |
| | NJSTART | https://www.njstart.gov/bso/ |
| | Division of Local Government Services | https://www.nj.gov/dca/divisions/dlgs/ |
| | Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves | https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf |
| | Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance | https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf |
| Costs and Contracting | E-rate | https://www.usac.org/e-rate/ |
| | Technology for Education and Career (NJSBA TEC) | https://www.njsba.org/services/school-technology/ |
| Continuity of Learning | | |
| Section | Title | Link |
| Ensuring the Delivery of Special Education and Related Services to Students with Disabilities | IDEA | https://sites.ed.gov/idea/ |
| | Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020 | https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml |
| Technology and Connectivity | Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education | https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders- |

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