Restart and Recovery Plan to Reopen Schools

Hillsdale Board of Education

Fall 2020

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Introduction

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

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

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

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

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

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

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

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.

THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

A. Conditions for Learning;

B. Leadership and Planning;

C. Policy and Funding; and

D. Continuity of Learning.

A. Conditions for Learning

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

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

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

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

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

   The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are also consistent with the Board's general obligation to ensure the health and safety of its students and staff pursuant to N.J.S.A. 18A:40-6 and N.J.A.C. 6A:16-2.1. District officials should

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

Ten Critical Areas of Operation

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

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

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

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

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

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

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

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

(ii) Serious heart conditions;

(iii) Immunocompromised;

(iv) Severe obesity (body mass index, or BMI, of 40 or higher);

(v) Diabetes;

(vi) Chronic kidney disease undergoing dialysis;

(vii) Liver disease;

(viii) Medically fragile students with Individualized Education Programs (IEPs);

(ix) Students with complex disabilities with IEPs; or

(x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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

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

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

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

(a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

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

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

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

(6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.

(7) School districts will prepare and maintain hand sanitizing stations with 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 and is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.

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

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

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

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

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

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

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

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

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

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

(a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.

(b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.

(c) Results must be documented when signs/symptoms of COVID-19 are observed.

(d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.

(2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:

(a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.

(b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

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

(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. This adult will be instructed to pick up the child within approximately 30 minutes and to consult with a health care provider for further evaluation Staff will be instructed to make immediate plans to leave the school and advised to seek guidance from a healthcare provider regarding further evaluation.

(ii) Following current Communicable Disease Service guidance for illness reporting.

(iii) An adequate amount of PPE shall be available, accessible, and provided for use.

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

(v) Continuous monitoring of symptoms.

(vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.

(vii) Written protocols to address a positive case.

(3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.

(4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.

(5) Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained,

unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

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

(6) Exceptions to requirements for face coverings shall be as follows:

(a) Doing so would inhibit the individual's health.

(b) The individual is in extreme heat outdoors.

(c) The individual is in water.

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

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

(7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual 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.

[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;

(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.

(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 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

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

_X__ Currently Being Utilized

Social-emotional learning will be incorporated into the Restart and Recovery plan at both the elementary and middle school through morning meetings, advisory meetings, community periods (K-5), character education program meetings (6-8), multimedia supports, and mindfulness techniques.

b. Multi-Tiered Systems of Support (MTSS)

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

___ Not Being Utilized

___ Being Developed by School Officials

_X__ Currently Being Utilized

Implementation of the Intervention and Referral Services program will continue at both schools in order to provide a system of supports for prevention, intervention, and enrichment in the areas of academic, behavioral, and social-emotional growth. This system of supports has been modified to capture the needs of students in distanced and remote learning environments in addition to the typical classroom setting.

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

_X__ Currently Being Utilized

The district continues it's collaborative efforts with families and community resources both in and out of school. District personnel maintain contact with organizations such as Early Intervention, Bergen's Promise, DCP&P, private therapists, and any other outside individuals or organizations that work with students and their families. This collaborative effort will continue as students and families require support during the transition back into the school environment.

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

__X_ Currently Being Utilized

e. Quality Child Care

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

___ Not Being Utilized

___ Being Developed by School Officials

_X__ Currently Being Utilized

Before school and after school childcare will be continued for our students. 5th and 6th grade middle school students will have an option available at George G White Middle School.

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

   a. A Restart Committee should be established as collaboration is critical to the development of the Board's Plan.

   b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.

   c. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.

   d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.

e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.

b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.

c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.

d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.

e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.

f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:

(1) School Principal or Lead Person;

(2) Teachers;

(3) Child Study Team member;

(4) School Counselor or mental health expert;

(5) Subject Area Chairperson/Director;

(6) School Nurse;

(7) Teachers representing each grade band served by the school district and school;

(8) School safety personnel;

(9) Members of the School Safety Team;

(10) Custodian; and

(11) Parents.

g. The Pandemic Response Team is responsible for:

(1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.

(2) Adjusting or amending school health and safety protocols as needed.

(3) Providing staff with needed support and training.

(4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.

(5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.

(6) Providing necessary communications to the school community and to the school district.

(7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3. Scheduling

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

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

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

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

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

(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 a classroom receive instruction. School officials may:

(1) Provide teachers common planning time.

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

(a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.

(b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.

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

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

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

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

[See Appendix N – Scheduling of Students]

4. Staffing

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

b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.

c. The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning

and leverage existing resources and personnel to maximize student success.

d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:

(1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.

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

(3) Certification

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

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

[See Appendix O – Staffing]

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

a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain

safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.

b. Instructional staff should:

(1) Reinforce social distancing protocol with students and co-teacher or support staff.

(2) Limit group interactions to maintain safety.

(3) Support school building safety logistics (entering, exiting, restrooms, etc.).

(4) Become familiar with district online protocols and platforms.

(5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.

(6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.

(7) Provide regular feedback to students and families on expectations and progress.

(8) Set clear expectations for remote and in-person students.

(9) Assess student progress early and often and adjust instruction and/or methodology accordingly.

(10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).

(11) Instruct and maintain good practice in digital citizenship for all students and staff.

(12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.

(13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.

(14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).

(15) Limiting on-line activities for pre-school students.

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c. Mentor teachers should:

(1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

(2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.

(3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.

(4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.

(5) Continue to maintain logs of mentoring contact.

(6) Mentor teachers should consider all health and safety measures when doing in-person observations.

(7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

(8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.

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

(1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.

(2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.

(3) Prioritize vulnerable student groups for face-to-face instruction.

(4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.

(5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.

(6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.

(7) Define and provide examples of high-quality instruction given context and resources available.

(8) Assess teacher, student, and parent needs regularly.

(9) Ensure students and parents receive necessary supports to ensure access to instruction.

(10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).

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

(12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.

(13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.

(14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.

(15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.

(16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.

(17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

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

e. Educational services staff members should:

(1) Lead small group instruction in a virtual environment.

(2) Facilitate the virtual component of synchronous online interactions.

(3) Manage online platform for small groups of in-person students while teacher is remote.

(4) Assist with the development and implementation of adjusted schedules.

(5) Plan for the completion of course requests and scheduling (secondary school).

(6) Assist teachers with providing updates to students and families.

(7) Support embedding of SEL into lessons.

(8) Lead small group instruction to ensure social distancing.

(9) Consider student grouping to maintain single classroom cohorts.

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

f. Support staff/paraprofessionals may:

(1) Lead small group instruction to ensure social distancing.

(2) Consider student grouping to maintain single classroom cohorts.

(3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

(4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.

(5) Provide real-time support during virtual sessions.

(6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.

(7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.

(8) Lead small group instruction in a virtual environment.

(9) Facilitate the virtual component of synchronous online interactions.

(10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

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

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

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

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:

(1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.

(2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).

(3) To the extent possible, provide district one-to-one instructional devices and connectivity.

(4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).

b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:

(1) Train student teachers to use technology platforms.

(2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.

(3) Survey assistant teachers to determine technology needs/access (Pre-school).

(4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

c. Student teachers should:

(1) Obtain a substitute credential to gain the ability to support students without supervision as needed.

(2) Lead small group instruction (in-person to help with social distancing).

(3) Co-teach with cooperating teacher and maintain social distancing.

(4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.

(5) Implement modifications or accommodations for students with special needs.

(6) Facilitate one-to-one student support.

(7) Lead small group instruction virtually while the classroom teacher teaches in-person.

(8) Provide technical assistance and guidance to students and parents.

(9) Develop online material or assignments.

(10) Pre-record direct-instruction videos.

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

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

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

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

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

(4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular

adjustments and continuously improving quality of instruction through remote and hybrid structures.

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

[See Appendix O – Staffing]

7. Athletics

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

[See Appendix P – Athletics]

C. Policy and Funding

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

1. School Funding

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

(1) Elementary and Secondary School Emergency Relief Fund;

(2) Federal Emergency Management Agency – Public Assistance; and

(3) State School Aid.

b. School District Budgets

Districts have finalized their FY20 budget year and have already finalized their FY21 budgets. Because of the timing of the budget process, many of the activities listed below have not been, and cannot be, factored into either budget year without additional revenue outside the amount they

anticipated for FY21 in February, and budget transfers that current statute does not authorize at the start of the school year.

c. School Funding

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

(1) Purchasing

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

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

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

(3) Costs and Contracting

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

D. Continuity of Learning

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. School officials should work closely with their stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person

instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

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

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

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

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

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

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

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

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

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

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

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

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

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

2. Technology and Connectivity

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

b. Districts should:

(1) Conduct a needs assessment.

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

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

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

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

3. Curriculum, Instruction, and Assessment

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

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

c. Virtual and Hybrid Learning Environment

(1) Curriculum

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

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

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

(2) Instruction

(a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.

(b) In crafting an instructional plan, the school district should consider the following:

(i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.

(ii) Design for student engagement and foster student ownership of learning.

(iii) Develop students' meta-cognition.

(iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.

(v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.

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

(3) Assessment

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

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

(c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment

data which may complement data driven decision-making regarding remediation efforts.

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

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

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

4. Professional Learning

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

b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and 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 stakeholders, including all staff, parents, and community members; and

(5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.

d. Mentoring and Induction

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

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

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

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

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

e. Evaluation

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

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

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

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

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

5. Career and Technical Education (CTE)

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

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

c. Guiding Principles

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

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

d. Quality CTE Programs

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

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

e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

Appendices

Restart and Recovery Plan to Reopen Schools

Hillsdale Board of Education

Fall 2020

Appendix A

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

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

a. District administrators and nurses will maintain ongoing communication with local and state health officials and authorities in making decisions regarding the reopening of schools and determine mitigating factors.

b. Students and staff should remain off-campus if any of the following apply:
   - Testing positive for COVID-19
     - Students and staff testing positive for COVID-19 will be allowed to return to school based on the CDC-issued timeline.
   - Recent close contact with an individual who has tested positive for COVID-19
     - Close contact, as defined by the CDC, includes:
       - You were within 6 feet of someone who has COVID-19 for more then 10 minutes
       - You provided care at home to someone who is sick with COVID-19
       - You had direct physical contact with the person (touched, hugged, or kissed them)
       - You shared eating or drinking utensils
       - They sneezed, coughed, or somehow got respiratory droplets on you
   - Students and staff who have had contact with an individual who has tested positive for COVID-19 will be allowed to return to school based on the CDC-issued timeline.
   - Showing COVID-19 symptoms (fever of 100.4° F or greater; cough; shortness of breath or difficulty breathing; chills; repeated shaking with chills; muscle pain; headache; sore throat; new loss of taste or smell; fatigue; congestion or runny nose; nausea; vomiting; diarrhea)
   - Presenting any symptoms of illness

c. Students and staff will be taught proper handwashing techniques, which will be reinforced on a regular basis.

d. All rooms are equipped with hand sanitizer to reinforce and promote hand hygiene. Hand sanitizers will also be available at each building entrance/exit.

e. Students and staff will be taught how to properly cover sneezes and coughs, which will be reinforced on a regular basis. Tissues used will be immediately disposed of and proper hand-washing techniques must be implemented after tissue use.

f. Cloth face coverings must be worn by students and staff while indoors. Face coverings may be removed during designated meal/snack times; during these times students must be at least 6 feet apart and using a sneeze guard. Cloth face coverings must be worn by students and staff while outdoors if there is not 6 feet of distance between the individuals.
   - Students and staff must follow guidelines for wearing face coverings outlined by the CDC.
   - Students' families and staff should follow the CDC guidelines for washing reusable face coverings.
   - For students or staff with medical or sensory needs that prevent the use of a face covering, individual protective protocols will be developed and implemented.

g. Signs will be posted throughout the school buildings to promote student and staff health and safety. These signs will include the topics of:
   - Face coverings
   - Hand hygiene
   - Stopping the spread of germs
   - Social distancing
   - COVID symptoms

h. Videos, announcements, books, and additional resources will be used on a regular basis to encourage behaviors that reduce the spread of COVID-19.

i. Protocol for High Risk Staff Members

All high risk staff must self report to administration. An individualized teaching plan will be formulated based on health conditions as per CDC Guidelines and Administrative approval. (ie - this may include teaching from another location). **CDC -Individuals with Underlying Medical Conditions.**

j. Protocol for High Risk Students

Parents will need to report to the building administrator AND school nurse that a student has an underlying medical condition making them a high risk student for in-person learning. If it is deemed by a parent AND medical provider that there is too great of a risk with a student attending in-person classes, virtual classes will be offered. In order to receive virtual classes parents must obtain a physician's order. For a list of high risk student potential diagnoses see **CDC -Individuals with Underlying Medical Conditions.**

Appendix B

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

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

a. All district rooms and facilities will comply with social distancing standards to the maximum extent practicable.
b. Student desks will be spaced 6 feet apart. Desks will be facing the same direction. Each individual in our building(child and adult) will be supplied with a mobile sneeze guard/barrier to use at his/her desk or area of work to offer enhanced safety for all.
c. Group learning activities that do not adhere to the 6-foot distancing requirements will be avoided.
d. One small table/desk will be set up in/near the front of each classroom, so a teacher Chromebook or other device can provide streaming/technology access to video for onsite and offsite learners as needed.
e. All collaborative furniture, fabric furniture, carpets will be removed from classrooms and replaced with individual students desks and chairs.
f. All indoor doors (classrooms, stairwells) will be left open for ventilation and reduce high-touch surfaces
g. Pre-K and Self-Contained Classes

A/B Schedule - Pre-K	
9:20AM-11:00AM 11:30PM-1:10PM	Tuition Pre-K students will attend school on-site at half capacity for in-person instruction. Capacity will be at approximately 50% with Cohort A attending on "A" lettered days and Cohort B attending on "B" lettered days. Special needs learners in this age group will attend daily. The classroom will be sanitized from 11:00-11:30.

h. K-4:
   ■

A/B Schedule	
8:55am-12:55pm	Grades K-1 students will attend school on-site at full capacity for in-person instruction in literacy, mathematics, social studies, science and special

	areas. Students in grades 2-4 will be at approximately 50% with Cohort A attending on "A" lettered days and Cohort B attending on "B" lettered days. A case-by-case determination of attendance everyday will be made for special needs learners, ELL's, students with Section 504 accommodations. Students in the daily offsite cohort will view a teacher's instructional delivery for their scheduled classes via Google Meet or similar video conference program.
12:55pm - On-site Dismissal	
1:50pm-2:40pm	Offsite Students in Grades 2-4- Students not physically present in the school building because of cohort assignment will have exclusive remote learning with their homeroom/core content area teacher. Onsite Students in Grades 1-4- Students physically present in the school building on assigned cohort day can choose to attend a virtual enrichment experience that can include options such as: media, visual and performing arts, physical education/health, world language, STEM, technology classes, etc. Students will do this from home. School Counselor services/meetings will be available via a virtual setting for any student.

- All student belongings will be stored at their desks.
- Students will remain in their homeroom classrooms for on-site learning with the exception of students who attend special education resource room classes, basic skills, physical education(weather permitting), IEP driven therapies, and English Language Services. Below are the procedures for related service delivery.

    - Students and teachers leaving the room will be required to wear their facemask in the hallway while transitioning.

    - Depending on the age and needs of each student, he/she will be greeted outside their classroom (no entry by therapist) or accompanied by a

paraprofessional if applicable to travel to a related service location. The student will remain socially distant from the therapist as they proceed directly to the therapy room or area while both parties wear a face covering.

- Once inside a related service location, therapists will mark areas six feet of distance to separate a child or children from a therapist and each other. Therapies will be provided to groups of three or fewer. Desks will replace tables as necessary.
- Paraprofessionals will accompany students who are provided this support via his.her IEP. The paraprofessional must wear a face covering, and the student must also wear the same unless a health condition impedes this action.
    - **Masks** (always) and sneeze guard and gloves will be provided by the district and used by therapists and students as follows:
    - **Face Covering:** Therapists and students will have plastic visor and cloth face covering.. The therapist will wear the face covering unless it is necessary for the student to see their lips and mouth area. The plastic visor should be worn and social distancing maintained at these times.
    - **Sneeze Guards:** Students will have a personal, collapsible sneeze guards that can be carried with them for desk/table top sessions. The sneeze guard will be up throughout the session and will add a preventative layer. At the discretion of the therapist the barrier can be lowered if it interferes with completion of an activity. Students may keep their neck gaiter/face covering lowered if social distancing requirement is met, but it is advisable to keep the visor on and sneeze guard up when the neck gaiter/face covering is lowered. Consider activities that make social distancing easier to ensure. Students will carry their own sneeze guards to and from sessions. If this is not possible, the aide will wear a new pair of gloves when picking up the guard to bring to or from sessions.
    - **Gloves:** A new pair of gloves will be worn by the therapist at the start of each new session where the therapist has to distribute materials and touch something that the student is using or is on the student's desk.
    - **Hand Hygiene and Use of Sanitizer:** Students and therapists will wash their hands before and after every session. Desk and chair will be wiped down after student use as well as door knobs and faucet handles.

- **Materials:** Each student comes to speech with a bag/box of their own basic supplies (crayons, scissors, glue etc.). This stays with the student and is touched by no one else.
- Materials that are not disposable will be taken out for the day's session and sanitized prior to use. Materials that are used from child to child will be sanitized prior to an after use. Materials that are not subsequently used by another child will be set aside to be sanitized at the end of the day.
- **Session Time:** Sessions will be adjusted to provide time to clean and set-up between students.

- Tele-therapy for students accessing remote learning.

- 5-8:
  -

A/B Schedule	
8:05am-12:27pm	Grades 5-8 students will attend school on-site at half capacity for in-person instruction in English, mathematics, social studies, science and related arts. Capacity will be at approximately 50% with Cohort A attending on "A" lettered days and Cohort B attending on "B" lettered days. A case-by-case determination of attendance everyday will be made for special needs learners, ELL's, students with Section 504 accommodations. Students in the daily offsite cohort will have live components with the teacher and be required to virtually attend their class at the assigned time. Students may view live directions, a live mini-lesson, or be part of the in-class experience as determined by the instructor. The student will be working during that class period to interact with the Standards in a similar capacity to those present in the school building.
12:27pm - On-site Dismissal	
1:30pm-2:15pm	Offsite Students in Grades 5-8- Students not

	physically present in the school building because of cohort assignment, illness, or pursuit of an exclusive remote learning option will have exclusive office hours with their homeroom/core content area teacher. Onsite Students in Grades 5-8- Students physically present in the school building on assigned cohort day can choose to attend a virtual enrichment experience that can include options such as: civics, media, visual and performing arts, physical education/health, world language, STEM, and technology classes. Students will do this from home. Guidance Counselor services/meetings will be available via a virtual setting for any student.

    - Middle school students will switch classes minimally. If needed, movement will be organized by grade in increments of approximately two minutes.
    - Students will not use lockers or cubbies. All belongings will be kept in the students' backpacks.
- All indoor facilities will maintain adequate ventilation, including the following:
    - Recirculated air has a fresh air component.
    - All classrooms are air conditioned with a fresh air component; windows will be open to provide fresh air.
    - Filters for air conditioners are maintained and changed according to manufacturer recommendations.
- Whenever possible, windows and doors will be opened to increase ventilation.
- Outdoor learning will take place as frequently as possible.
- Sharing of supplies across students will be limited. If it is ever necessary to share supplies for educational purposes, students will wear gloves and/or wash their hands before and after utilizing supplies and/or these supplies will be disinfected between uses.
- Each grade level will have a designated schedule for hand-washing or hand sanitizing. At a minimum, students and staff will wash their hands or hand sanitize:
    - Upon entering any room.
    - Whenever students/staff enter a new room.
    - Prior to and after eating lunch/snacks.
    - After recess when applicable
    - After physical education.
    - After using the bathroom.
    - After sneezing, wiping, or blowing noses.
    - Prior to and after using any shared equipment/supplies.
- Sinks for handwashing are present in many of our elementary school classroom rooms and

student lavatory facilities. These areas will be cleaned frequently and have adequate supply of soap and paper towels for daily use.

- Middle school classrooms are not equipped with sinks. Hand sanitizer will be available in each classroom to allow for use as individuals enter and exit a classroom.
- Proper handwashing hygiene will be monitored by staff to the maximum extent possible.

Appendix C

Critical Area of Operation #3 – Transportation

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

a. Student Transportation & Social Distancing on School Busses

Transportation services will be provided to all eligible students. Face coverings will be required of all bus drivers and students eligible for transportation as per CDC guidance. Accommodations for students who are unable to wear a face covering will be addressed according to that student's particular need and in accordance with all applicable laws and regulations

Student transportation will continue to operate in conformity with the established policies and regulations under policy and regulation 8600, Student Transportation. In an effort to conform to CDC social distancing recommendations due to COVID-19 pandemic, the district has reorganized its routes and has taken steps to eliminate subscription and courtesy bussing in an effort to enforce social distancing naturally through the reduction of students receiving transportation. While this change will facilitate social distancing, it is not guaranteed based upon the number of students on a respective bus.

Furthermore, to limit the possibility of physical interaction among students, students may be required to board the school bus by filling the back rows first and then progressing forward. When leaving the bus, students will exit in the opposite order.

All bus windows will remain open when possible.

Families will be encouraged to evaluate the students temperature prior to accessing bussing services in an effort to ensure communal health.

Due to the reorganization of the existing routes, the school district will be required to re-bid the district's transportation service contracts for the 2020-2021

school year. The transportation contracts will contain language specific to cleaning requirements in conformity with the guidance released by the CDC. It is expected that the cleaning and disinfecting of the buses will be done at the conclusion of each route, prior to the reentry of any students.

Each of the district's schools will have a staggered start time (as referenced herein) which will also be incorporated into the transportation providers arrival and departure times in an effort to reduce traffic congestion at the start and end of each day.

Appendix D

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

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

a. It is recommended that the same adult drops off and picks up the student.
b. Student Entry
    i. Students will be screened upon entering. Each child's temperature will be taken using a free standing kiosk or handheld infrared thermometer. Additionally, a visual screening to identify children that may have symptoms of COVID-19 will take place. The nurse will be notified of any student that is identified and he/she will be evaluated further.

- Pre-K
    - Student arrival will begin at 9:10. This is a small population of students entering and they can be screened upon arrival after K-4 students have entered the building.
- K-4:
    - Student arrival will take place on a schedule that is staggered alphabetically by last name.
        - 8:40 A-F
        - 8:50 G-M
        - 9:00 N-Z
    - Students will enter through the main entrance of each elementary school building.

- 5-8:
    - Student arrival will take place on a schedule that is staggered alphabetically by last name.
        - 7:45 A-F
        - 7:55 G-M
        - 8:05 N-Z
    - Students will enter through the main entrance of George G White Middle School.

- At each school, spaces will be marked 6 feet apart to ensure that students are distanced as they wait in line for temperature checks.

c. Student Exit
    - Dismissal will begin at approximately 12:45.
        - PreK-4 dismissal options will include Parent Pick-Up/Walker, Bus, and After Care.
            - Bus students will be released at 12:40 (elementary) 12:20 (middle) and supervised by staff as they board the buses.
            - Students will be released to parents from the classroom's teacher's door or shared egress location to parent/guardian.
            - Staff will be stationed throughout the interior and exterior of the building to ensure distancing and assist students as they leave campus.
            - Parents of walkers will no longer be able to meet the students on school grounds. Students who are walking home or meeting parents off of school grounds will be dismissed directly at exits at 12:40(elementary) 12:20 (middle) with staff supervision.
            - After Care students will remain in their classrooms and will be walked by their teachers to the After Care locations at dismissal.
        - 5-8 students will exit the building through one of four designated areas.
            - Grade 5 - Trinity Exit
            - Grade 6 - Liberty Exit
            - Grade 7 - Gym Exit by circle
            - Grade 8- MainEntrance/ Exit Doors

d. Hallways:
    - K-4: During arrival and dismissal, teachers will be stationed in the hallways. During the school day, student movement throughout the building will be limited to attending basic skills, PE, ELL classes, visiting the nurse, and using bathrooms. Tape will mark locations for waiting to use the bathroom and enter rooms such as the nurse's office, posters will be hung throughout the building reminding students of social distancing protocols, and staff members will be assigned the role of supervising the hallways as appropriate.

    - 5-8:- During the school day, student movement throughout the building will be limited based on the design of the student schedule.

e. Parents/Visitors
    - Visitors will be prohibited from the building unless an appointment is scheduled with the principal or his/he designee, or an extenuating circumstance arises requiring a parent to enter the building. Visitors will be required to wear face coverings at all times. Visitors will be subject to a temperature screening and verbally screened by the principal or school nurse for travel history and possible exposure to suspected or confirmed COVID.

- If a parent/visitor needs to enter the principal will be notified to support their entrance/exit and minimize contact with building students and staff.
- If there is ever a need for a visitor to sign in/out, he/she should use their own pen to do so.

f. Staff:
   - Staff will sign in virtually through a Google Sheet or other software platform from their own devices.
   - Staff temperatures will be taken each day upon arrival. A staff survey will also be provided daily.

g. No in-person assemblies or field trips will take place at this time.

h. In each building's main office parents/visitors/teachers will not be permitted to remain for periods of time other than conducting essential business as it relates to a child or the learning process.

Appendix E

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

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

a. Student Screening:
    - Student temperatures will be checked prior to entering the school building
        - Pre-K-4:
            - Temperatures will be taken as students enter the building.
                - If a child has a fever (temperature of 100.4 or above) or symptoms aligning with COVID-19, the child's parent will be called immediately to pick up the child. If the parent is not currently on-campus, the child will be escorted to a designated isolation room where the student will wait until a parent/guardian arrives to pick up the child.
                - Any signs/symptoms of COVID-19 will be documented.
        - 5-8:
            - Student temperatures will be taken prior to entering the building. The nurse will be stationed at each entrance to check students' temperatures.
                - Students who present with a fever (temperature of 100.4 or above) will be escorted to a designated isolation room where the student will wait until a parent/guardian arrives to pick up the child.
                - Any signs/symptoms of COVID-19 will be documented.

b. Staff Screening:
    - Staff temperatures will be checked prior to entering the school building
        a. Temperatures will be taken as staff enters the building.
            i. If a staff member has a fever (temperature of 100.4 or above) or symptoms aligning with COVID-19, the staff member will be escorted to a designated isolation room where he/she will await health guidance from the school nurse. This adult will be instructed to make immediate plans to leave the school and

advised to seek guidance from a healthcare provider regarding further evaluation.

ii. A staff survey will be completed daily to ensure self-monitoring of fever, symptoms, or COVID-19 exposure.

iii. Any signs/symptoms of COVID-19 will be documented.

c. COVID-19 Symptom Response:
   - Students:
     1. Isolation space: Students presenting with signs or symptoms of COVID-19 will be escorted to the designated isolation room located in each school building.
     2. Monitoring: Students will be supervised by the school nurse or other certificated staff member.

   - Staff:
     1. Isolation space: Staff presenting with signs or symptoms of COVID-19 will be escorted to the designated isolation room located in each school building.
     2. Monitoring: Staff will be evaluated by the school nurse, sent home, and asked to contact their health care provider.

Addressing a positive COVID-19 case:

- In the event that the district becomes aware of an individual who has been on-campus testing positive for COVID-19, the district will immediately notify local health officials, staff, and families, while also maintaining confidentiality.
- Facilities used by the individual will be closed off (classrooms, bathrooms, offices, common areas, etc.). Custodial staff will wait at least 24 hours (or as long as possible) to clean/disinfect the area.
- Windows and doors will be opened to increase air circulation

d. Protocols for Face Coverings
   - Face coverings are required by all children, teachers and staff.
   - Upon arrival on school property, all individuals will be required to wear a face covering.
   - Face coverings need to be worn in ALL common areas of the buildings including hallways, bathrooms, offices, etc.
   - All staff must wear facial coverings for the duration of time they are in the building.
   - Upon dismissal, all students and staff will be required to wear a face covering until they leave school property.

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.

All individuals in a school building will complete a health attestation survey prior to arriving at work/school that day. Staff members will complete on their own behalf. Parents will complete on behalf of their child/children. Our online Realtime Portal will help manage this information. All staff and students will receive a temperature check prior to coming into the school building.

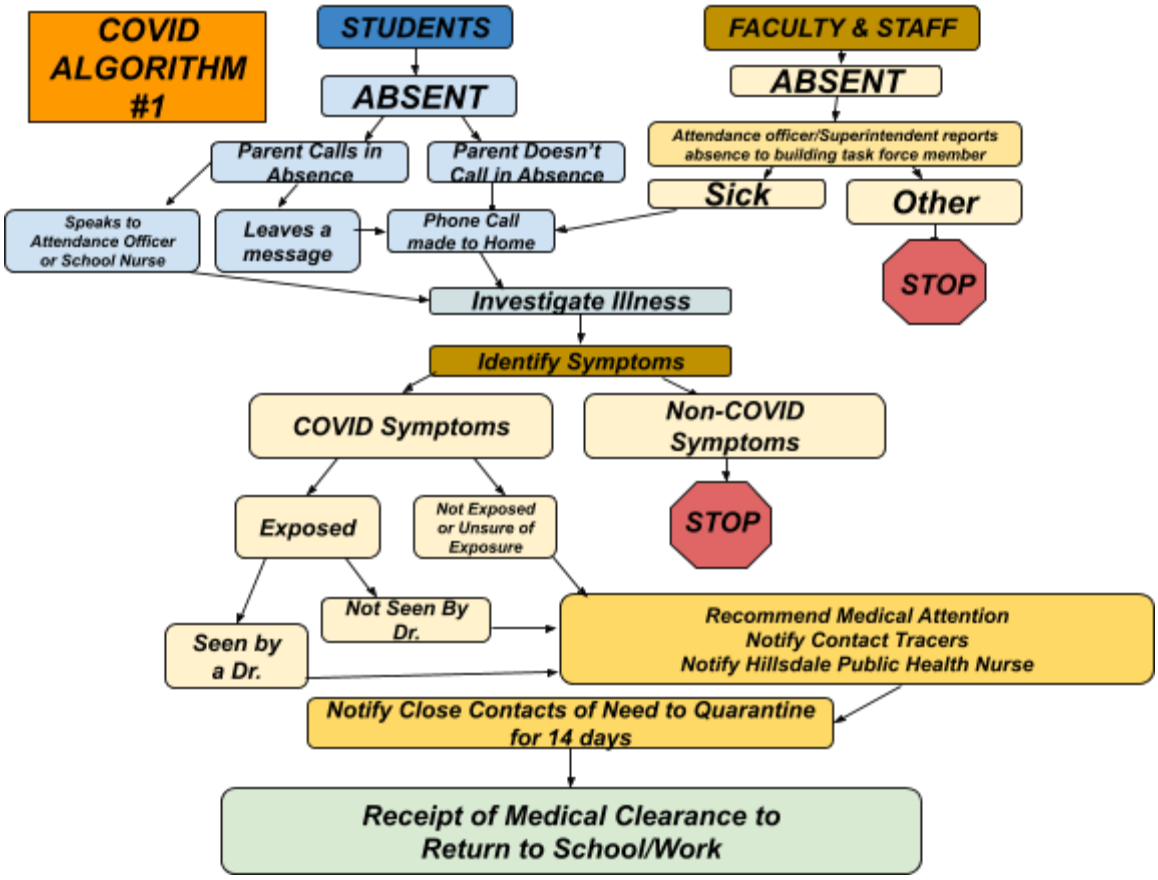
Students will be in class cohorts to the maximum extent possible. This will aid in contact tracing should it be necessary.

Contact Tracing Protocol Overview:

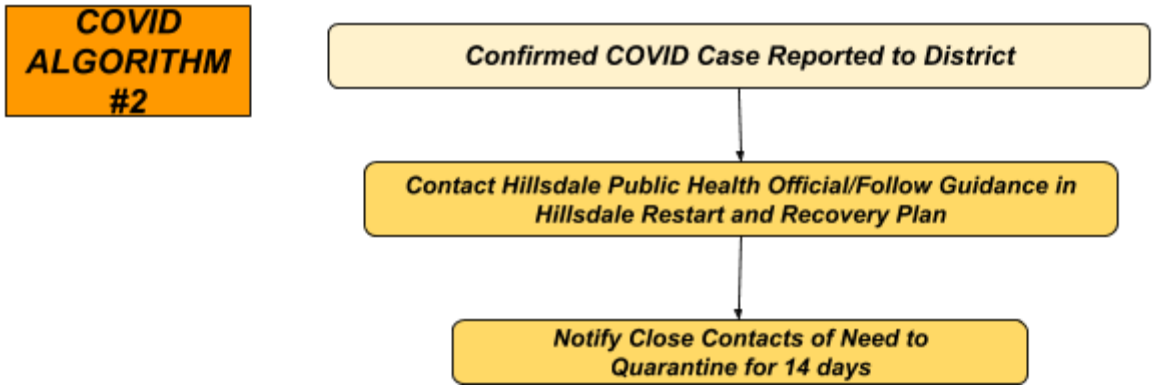
Contact tracing is a key factor in keeping our school and our town as safe as possible from COVID-19. Simply put, contact tracing is a process to identify people who have come into contact with individuals who tested positive for the disease. While COVID-19 may be new, contact tracing is not. It has been used for many years here in New Jersey and around the world as a means of keeping communities safe from the spread of communicable diseases. Upon notification that a person has tested positive for COVID-19, the local health department will call that person to determine others who may be at risk, people with whom they have been in close contact. Close contact currently is defined by the NJDOE as people who have come within 6-feet of them for a period of 10-minutes. Trained contact tracers will then reach out to those people to recommend their next steps, which could include self-quarantine, testing, and other risk mitigation strategies.

- Local health department and school nurses will work in conjunction to activate contact tracing.
- School nurses will be integral to the district contact tracing procedures.
- School nurses will educate the broader school community on the importance of contact tracing.
- The school safety specialist has been trained with the three hour workshop at Johns Hopkins University's COVID-19 Contact Tracing course.

When a student, faculty, or staff member reports an absence, follow **COVID ALGORITHM #1**.



When a student, faculty, or staff member reports a confirmed COVID case, follow **COVID ALGORITHM #2**.



When a COVID positive or potential COVID case is identified the contact tracing liaison(nurse) or designee will:

1. Notify NorthWest Bergen Regional health Commision(NWBRHC) immediately by phone: 201-445-7217. Please be sure to speak to someone DIRECTLY and do not leave a voicemail.
2. Immediately compile class lists and known district contacts to be utilized by liaison and county contact tracer. Lists should include name, phone number and address of contact (parent/guardian information to be included as well if contact is a child
3. Complete Index Case section on the NWBRHC Exposure Notification Document. School nurses have this document
4. Document close contacts* of the Index Case in the Contacts Section of the COVID Exposure Notification Document. Please include the name, address, and telephone number for all contacts listed. Additionally, NJDOH has provided a sample School Illness Log, which school nurses have. This spreadsheet is for your personal use only.
5. Contact the Hillsdale Department of Health Services to notify them of COVID positive/potential COVID case.
6. Fax the completed COVID Exposure Notification Document to NWBRHC at 201-445-4001.
7. If necessary, institute additional cleaning measures.
8. Notify the school community as per school protocol.
9. Collaborate and facilitate initiation of contact tracing with Hillsdale Department of Health.
10. Coordinate with the Hillsdale Department of Health to call known close contacts to inform them of potential exposure to COVID 19. Instructions to include but not limited to the need to quarantine for 14 days and how that is accomplished, the need to seek medical advice from their healthcare provider, and to expect a call from a COVID-19 contact tracer.
11. Complete initial contact tracing log sheet.
12. Follow up weekly with Hillsdale Department of Health and contacts to provide additional support if needed. (follow up will be provided until case can be safely discharged by Hillsdale Department of Health and no further support is needed)
13. COVID-19 positive case should be reported to the county office using the NJDOE County Office Incident/Issue Report form. The form can be sent to Irene.Ardizzone@doe.nj.gov

*For your reference, Close Contacts are individuals who were within 6 feet of a confirmed COVID-19 case for a prolonged period of time (approximately 10 minutes or more) or had direct

contact with the infectious secretions of a COVID-19 case (e.g., were coughed on). Please see Guidance on the Contact of a Close or Casual Contact of a Confirmed or Suspected Case of COVID-19 for specific details.

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

In coordination with the district's third-party clearing service, Aramark, and with the oversight of the districts cleaning services consultants, Edvocate, the district will provide the following cleaning scheduled services:

Classrooms			
DESCRIPTION OF AREAS TO CLEAN/DISINFECT	Pre-Activity (Prior to Usage/Event	During Activity	Post Activity (After Usage)
Schedule Time of Task:	07:00 am	*Varies**	4:00 PM
Classroom Bathrooms	Clean/Disinfect	Disinfect (Wipe)	Clean/Disinfect
Desktops	Disinfect (Wipe)	Disinfect (Wipe)	Disinfect (Spray)
Door Handles	Disinfect (Wipe)	Disinfect (Wipe)	Disinfect (Spray)
Flooring (Carpet/Tile)	Clean/Disinfect	Disinfect (Wipe)	Disinfect (Spray)
Light Switches	Disinfect (Wipe)	Disinfect (Wipe)	Clean/Disinfect
Receptacles	NA	NA	NA
Seating	Disinfect (Wipe)	Disinfect (Wipe)	Disinfect (Wipe)
Tabletops	Disinfect (Wipe)	Disinfect (Wipe)	Disinfect (Wipe)
* Depending upon availability and classroom accessibility			

Bathrooms				
DESCRIPTION OF AREAS TO CLEAN/DISINFECT	Pre-Activity (Prior to Usage/Event	During Activity	During Activity	Post Activity (After Usage)
Schedule Time of Task:	7:00 am	10:00 am	1:00 pm	3:00 pm
Door Handles	Disinfect (Wipe)	Disinfect (Wipe)	Disinfect (Wipe)	Clean/Disinfect
Stall Doors/Handles	Disinfect (Wipe)	Disinfect (Wipe)	Disinfect (Wipe)	Clean/Disinfect
Flooring	Clean/Disinfect	NA	NA	Clean/Disinfect
Hand Dryers/Soap Dispensers	Disinfect (Wipe)	Disinfect (Wipe)	Disinfect (Wipe)	Clean/Disinfect
Light Switches	Clean/Disinfect			Clean/Disinfect
Receptacles	Disinfect (Wipe)	Disinfect (Wipe)	Disinfect (Wipe)	Clean/Disinfect
Sinks/Faucets	Disinfect (Wipe)	Disinfect (Wipe)	Disinfect (Wipe)	Clean/Disinfect
Toilets (Tops/Bases/Handles)	Clean/Disinfect	Clean/Disinfect	Clean/Disinfect	Clean/Disinfect
Walls	Clean/Disinfect	NA	NA	Clean/Disinfect

Cafeteria (George White Middle School)					
DESCRIPTION OF AREAS TO CLEAN/DISINFECT	Pre-Activity (Prior to Usage/Event	During Activity	During Activity	During Activity	Post Activity (After Usage)
Schedule Time of Task:	10:15 am	11:00 am	11:45 am	12:30 pm	01:15 pm
Door Handles	Disinfect (Wipe)	Disinfect (Wipe)	Disinfect (Wipe)	Disinfect (Wipe)	Clean/Disinfect
Flooring (Carpet/Tile)	Clean	Clean	Clean	Clean	Clean/Disinfect
Light Switches	NA	NA	NA	NA	NA
Seating	Disinfect (Spray)	Disinfect (Spray)	Disinfect (Spray)	Disinfect (Spray)	Disinfect (Wipe)
Serving Lines	Disinfect (Wipe)	Disinfect (Wipe)	Disinfect (Wipe)	Disinfect (Wipe)	Disinfect (Wipe)
Tabletops	Disinfect (Wipe)	Disinfect (Wipe)	Disinfect (Wipe)	Disinfect (Wipe)	Disinfect (Wipe)

Cafeteria (Ann Blanche Smith and Meadowbrook Elementary			
DESCRIPTION OF AREAS TO CLEAN/DISINFECT	Pre-Activity (Prior to Usage/Event	During Activity	Post Activity (After Usage)
Schedule Time of Task:	11:35 am	12:15 pm	01:00 pm
Door Handles	Disinfect (Wipe)	Disinfect (Wipe)	Clean/Disinfect
Flooring (Carpet/Tile)	Clean	Clean	Clean/Disinfect
Light Switches	NA	NA	NA
Seating	Disinfect (Spray)	Disinfect (Spray)	Disinfect (Wipe)
Serving Lines	Disinfect (Wipe)	Disinfect (Wipe)	Disinfect (Wipe)
Tabletops	Disinfect (Wipe)	Disinfect (Wipe)	Disinfect (Wipe)

Additionally, schedules for stairwells, offices, hallways, entrance ways, and gymnasium/all purpose rooms have been created for respective district schools in coordination with the schedules above. As noted previously, all cleaning products approved for use must be approved and available for use on the EPA's website.

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.

a. The district's lunch period is not included in any minimum session or reduced day schedule; however, food will be provided to all students on a grab and go basis.

b. Pre K-4 students will have a designated snack time in their schedules. Students will be distanced at least 6 feet during snack time.
   - When weather permits, classes may use designated time slots and locations to eat snack outdoors.
   - Students may remove their face coverings to eat snack as long as they remain seated at their 6-foot distanced desks/locations. Once a student stands up or moves away from the assigned desk/location, the student must wear a face covering.
   - All students will wash their hands before and after eating snack.
   - Staff will wear gloves and face coverings when assisting students with snack items.

c. Maschio's, the district food service provider, will accommodate cold packaged grab-and-go lunches for ease distribution/pick-up by children or parents who are eligible for free and reduced lunch while school is operating on a single session day and lunch is not being served. For any student who receives specialized services that will keep them in school for an extended day, measures will be taken to provide an environment for the students to eat and play safely. Additionally, Maschio's will provide a grab-and-go option for those children wishing to purchase lunch.
   i. *School Nutrition Information*
      1. *SFA name: Hillsdale Public Schools*
      2. *Agreement # 00302180*

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.

a. Recess:
   - Homeroom/Classroom teachers in grades K-5 will include a 20 minutes of recess within the normally scheduled block of time. The recess shall be conducted outdoors if weather permits and can be broken into segments of 10 minutes and 10 minutes depending on the teacher's daily plan and weather conditions.

b. Physical Education:
   i. Elementary - Students will participate in physical education with their homeroom class. PE class will be outside unless weather does not permit. The PE teacher will go to the homeroom class for delivery of PE instruction with a focus on health, wellness, mindfulness activities (stretching, yoga) and calestinestics when outdoor activity is not possible. Students will not share equipment.

   ii. Middle School - Students will participate in physical education as designated on his/her schedule. PE class will be outside unless weather does not permit. During time of inclement weather students will be in the gym adhering to social distancing protocols. Students will not share equipment

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: There will be no field trips.
- Extracurricular Activities: Extracurricular activities have been suspended.
- Use of Facilities Outside of School Hours: Outside organizations will be prohibited from indoor building use outside of school hours unless otherwise determined by the Superintendent.
- Before/After Care - Our before/after care provider will be following all procedures in our Restart and Recovery Plan including all appendices. In addition the River Vale Education Foundation, which serves as our before/after school provider will additionally ensure the following as they have provided:

    i. Groups of no more than 10 children per adult
    ii. Each group of 10 will be separated by a physical partition and set up 10 feet away from each other
    iii. Adults and children must wear masks
    iv. Limit the sharing of supplies
    v. Sanitize and disinfect tables/supplies on a regular basis
    vi. Hand washing before and after lunch-after the children come in from outside

Appendix K

Academic, Social, and Behavioral Supports

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

a. Pre-K-4 students will participate in morning meetings at the start of the school day to support social-emotional growth and mental health.
b. 5-8 students will participate in mindfulness activities during enrichment periods and health class.
c. At the elementary level, weekly mindfulness activities will continue to be integrated into school-wide morning routines.
d. Across the district, the use of Zensational Kids mindfulness strategies will be encouraged and supported by coaching and support from trained staff, guidance counselors or CST members.
e. SEL learning at the elementary level will be supported through the Peekapak program, which includes a digital component and integrated into each child's schedule.
f. Signs, videos, and other forms of multimedia will be used to teach students in a grade-appropriate manner about COVID and help students cope with this new environment.
g. The system of Intervention and Referral Service will continue to be implemented in each school, and will include tiered supports specifically targeting academic, behavioral, and social-emotional growth in a distanced classroom and in a remote environment.
h. Students identified as being in need of basic skills support will continue to receive these services.
i. Students identified as ELLs will continue to receive English Language Services.
j. District personnel maintain contact with organizations such as Early Intervention, Bergen's Promise, DCP&P, private therapists, and any other outside individuals or organizations that work with students and their families. This collaborative effort will continue as students and families require support during the transition back into the school environment.
k. The Hillsdale Public School District does participate in the National School Lunch Program. The District will continue to work with Maschio's, our food service provider to supply appropriate nutrition to our free/reduced lunch populations.
l. The district's childcare program is provided by the River Vale Education Foundation will remain available to students before and after a child's on-site school day while the modified schedule is in place. These students will participate in virtual enrichment that is conducted during these hours while they attend to the maximum extent possible.

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.

a. The Hillsdale Public School District Restart Committee consists of:
   i. Superintendent of Schools: Robert Lombardy
   ii. Business Administrator: Sacha Pouliot
   iii. Supervisor of Special Services: Ann Oliveri
   iv. Supervisor of Curriculum, Instruction, and Assessment: Jacquleine Derwin(effective 10/15/20)
   v. George G White Middle School Principal: Donald Bergamini
   vi. George G White Middle School Assistant Principal: Charlie Giordano
   vii. Ann Blanche Smith Elementary School Principal: Angela Iskenderian
   viii. Meadowbrook Elementary School Principal: Christopher Bell
   ix. Technology Coordinator: Michael Ulshoefer
   x. Board of Education Members: Nicole Klas, Juston Saxon, Shane Svorec(alternate)
   xi. President of the Local Education Associations: Ellen Davis
   xii. George G White Middle School Educators: Jamie Bianco, Ellen Davis
   xiii. Ann Blanche Smith Educators: Jessica Balzano, Amy Babcock
   xiv. Meadowbrook Educators: Lauren Lio
   xv. School Nurses: Rose Catton, Christina Fanelli, Madeleine Cudina
   xvi. School Guidance Counselor: Deanna Nelson - DeFalco
   xvii. School Pediatrician- Dr. Mark Mandel
   xviii. Hillsdale Public Health Nurse- Margueritte Deppert
   xix. Parents- Danielle Ganter, Deanna D'Arrigo, Jennifer Rilli, Lauren Levant, Robin Nemeroff, Samantha Gallucci, Vanessa Caldwell, Wendy Buchanan, Clemene Osso, Erika Velez, Jamie Bozzo, Christopher Kirkby, Lauren Cataliotti, Liz Zimmerman, Marisa Mottershead-Ventola, Stephannie Freeman

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.

a. Ann Blanche Smith Elementary Pandemic Response Team:
   i. Superintendent of Schools: Robert Lombardy
   ii. Business Administrator: Sacha Pouliot
   iii. Supervisor of Special Services: Ann Oliveri
   iv. Supervisor of Curriculum, Instruction, and Assessment: Jacquleine Derwin(effective 10/15/20)
   v. Ann Blanche Smith Elementary School Principal: Angela Iskenderian *(liaison)*
   vi. Ann Blanche Smith Educators: Amy Babcock, Melissa Lucido, Jessica Balzano, Cristina Demirdjian, Karen Drees
   vii. School Nurse: Rose Catton
   viii. School Guidance Counselor: Dante Casolaro
   ix. SFS: Mike Amuso, Dave Mombert
   x. Technology Facilitator: Patrice Zurbuch
   xi. School Secretary: Karen D'Ambrosio
   xii. Parents: Clemente Osso, Rachel Cohen, Priscilla Velez

b. Meadowbrook Elementary Pandemic Response Team:
   i. Superintendent of Schools: Robert Lombardy
   ii. Business Administrator: Sacha Pouliot
   iii. Supervisor of Special Services: Ann Oliveri
   iv. Supervisor of Curriculum, Instruction, and Assessment: Jacquleine Derwin (effective 10/15/20)
   v. Meadowbrook Elementary School Principal: Christopher Bell *(liaison)*
   vi. MeadowbrookEducators: Lauren Lio, Claudia Gibney, Eileen Thomas
   vii. School Nurse: Madeleine Cudina
   viii. School Guidance Counselor: Deanna Nelson-DeFalco
   ix. SFS: Mike Amuso, Bill Grippo
   x. Parents: Mrs. Bozzo, Mrs. Gallucci, Mrs. Cataliotti, Mrs. Ganter,

c. George G White School Pandemic Response Team:
   i. Superintendent of Schools: Robert Lombardy
   ii. Business Administrator: Sacha Pouliot
   iii. Supervisor of Special Services: Ann Oliveri

iv. Supervisor of Curriculum, Instruction, and Assessment: Jacquleine Derwin(effective 10/15/20)
v. George G White Middle School Principal: Donald Bergamini *(liaison)*
vi. George G White Middle School Assistant Principal: Charlie Giordano
vii. George G White Middle SchoolEducators: Sally Leara, Korrey Sanjek, Liana LaVigne
viii. School Nurse: Christina Fanelli
ix. School Guidance Counselors: Jennifer Reese, Jenna Pizzo
x. SFS: Mike Amuso, Miguel Medina, Michael Roberts
xi. Parents: Erika Velez, Pam Harmke, Rashella Roznitsky

Appendix N

Scheduling of Students

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

K & 1 students will begin at full capacity while meeting or exceeding the health guidelines. This may include adding an additional section for these learners.

Learners in grades 2- 8 will be provided a Chromebook to support their on-site and off-site learning. Additionally, the District will work to repurpose any additional Chromebooks to provide students in grades K & 1 a device to the maximum extent possible and based upon need. Our school-based tech facilitators, as well technology coordinator and network technician will remain available and in communication with staff and administration to offer technical support to students and staff.

a. A/B Schedule - *September and October Examples*

September 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3 A 1st Student Day	4 B	5
6	7 No School-Labor Day	8 A	9 B	10 A	11 B	12
13	14 A	15 B	16 A	17 B	18 A	19
20	21 B	22 A	23 B	24 A	25 B	26
27	28 No School-Yom Kippur	29 A Possible PHASE II Start	30 B			

October 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 A	2 B	3
4	5 A	6 B	7 A	8 B	9 A	10
11	12	13	14	15	16	17

	B	A	B	A	B	
18	19 A - Possible Phase III Start	20 B	21 A	22 B	23 A	24
25	26 B	27 A	28 B	29 A	30 B	31

b. School day schedule:

- PreK:

A/B Schedule - Pre-K	
9:20AM-11:00AM 11:30PM-1:10PM	Tuition Pre-K students will attend school on-site at half capacity for in-person instruction. Capacity will be at approximately 50% with Cohort A attending on "A" lettered days and Cohort B attending on "B" lettered days. Special needs learners in this age group will attend daily. The classroom will be sanitized from 11:00-11:30.

i. K-4:

-

A/B Schedule	
8:55am-12:55pm	Grades K-1 students will attend school on-site at full capacity for in-person instruction in literacy, mathematics, social studies, science and special areas. Students in grades 2-4 will be at approximately 50% with Cohort A attending on "A" lettered days and Cohort B attending on "B" lettered days. A case-by-case determination of attendance everyday will be made for special needs learners, ELL's, students with Section 504 accommodations. Students in the daily offsite cohort will view a teacher's instructional delivery for their scheduled classes via Google Meet or similar

	video conference program.
12:55pm - On-site Dismissal	
1:50pm-2:40pm	Offsite Students in Grades 2-4- Students not physically present in the school building because of cohort assignment will have exclusive remote learning with their homeroom/core content area teacher. Onsite Students in Grades 1-4- Students physically present in the school building on assigned cohort day can choose to attend a virtual enrichment experience that can include options such as: media, visual and performing arts, physical education/health, world language, STEM, technology classes, etc. Students will do this from home. School Counselor services/meetings will be available via a virtual setting for any student.

- Students will remain in their homeroom classrooms for on-site learning with the exception of students who attend special education resource room classes, basic skills, physical education(weather permitting), IEP driven therapies, and English Language Services

Student Day - In School Experience

	Gr K	Gr 1	Gr 2	Gr 3	Gr 4
HR 8:55-9:00	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
Period 1 9:00-9:45	K Block	Grade 1 Block	Grade 2 Block	Grade 3 Block	Specials
Period 2 9:45-10:30				Specials	Grade 4 Block
Period 3 10:30-11:15				Grade 3 Block	
Period 4 11:15-12:00	Specials K		Specials		
Period 5 12:00-12:45	K Block	Specials	Grade 2 Block		
12:45-12:55	Closure/Pack-Up/Dismissal				

Student Day for Off-Site Learners

	K	Gr 1	Gr 2	Gr 3	Gr 4
HR 8:55-9:00	Student At-Home Preparation Viewing of Google Email/Calendar/ Classroom				
Period 1 9:00-9:45	K Morning Meeting	Spanish- M/ABS	Independent Practice, Reinforcement, Review	Independent Practice, Reinforcement, Review	Independent Practice, Reinforcement, Review
Period 2 9:45-10:30	SEL Meadow/AB	Health Meadow/ABS	Media	SS/Civics- Meadow/AB	Music- Meadow/ABS
Period 3 10:30-11:15	Media	Music- Meadow/ABS	Health Meadow/ABS	SEL Meadow/AB	Spanish- M/ABS
Period 4 11:15-12:00	Independent Practice, Reinforcement, Review	Independent Practice, Reinforcement, Review	Spanish- M/ABS	Music- Meadow/ABS	SS/Civics- Meadow/AB
Period 5 12:00-12:45	Music Meadow/ABS	Media	SS/Civics- Meadow/AB	Spanish- M/ABS	SEL Meadow/AB
12:45-12:55	Student At-Home Closure				

	Preparation & Organization for the Next Day

Afternoon	
1:05-1:50	**Teacher and Student Lunch** During this time our staff and students will have the opportunity to eat lunch. Grab and Go options will be available for children via Maschio's Food Service.
1:50-2:40	**Office Hours/Enrichment** **Homeroom Teachers**- Homeroom teachers will remotely meet with the children that were not present in their class on a given day. For example, if students in Cohort A are present the teacher will meet with children in Cohort B. The purpose of this afternoon session is to provide children live reading/writing or math learning. With this feature all learners, on-site or off-site, will engage in core areas daily. **Special Areas Teachers**- The children that were present in school will have an enrichment experience with our special areas teachers. This will be designed weekly and by grade level. For example, if Cohort A is in school on a specific day children from this cohort will have the enrichment experience available to them. Children in Cohort B will be with their homeroom teacher. The expectation is that special area teachers will be working live just like their homeroom teacher counterparts to enrich the related arts learning for a child. Week 1- Grade 1- Art Grade 2 - Music or Media/STEM Grade 3 - Computers Grade 4 - Physical Education Week 2- Grade 1- PE Grade 2 - Art Grade 3 - Music or Media/STEM Grade 4 - Computers Week 3 Grade 1- Computers Grade 2 - PE Grade 3 - Art Grade 4 - Music or Media/STEM Week 4 Grade 1- Music or Media/STEM Grade 2 - Computers Grade 3 - PE Grade 4 - Art

All Remote Learners

Our all remote learners in grades K-3 will be instructed by personnel assigned to these populations. For example, a child in grade 2 will be assigned to Cohort A of our "remote learning" population. That child

will have reading/writing/math instruction with his/her assigned teacher. On the following day, this group of "all remote" children in grade 2 will experience the related arts remotely. In the afternoon, this population will have office hours with their assigned homeroom teacher for live reading/writing or math learning. Students in the grade 4 daily offsite cohort will have live interaction with the teacher and be required to virtually attend their class at the assigned time. Students may view live directions, a live mini-lesson, or be part of the in-class experience as determined by the instructor. The student will be working during that class period to interact with the Standards in a similar capacity to those present in the school building.

- 5-8:

A/B Schedule	
8:05am-12:27pm	Grades 5-8 students will attend school on-site at half capacity for in-person instruction in English, mathematics, social studies, science and related arts. Capacity will be at approximately 50% with Cohort A attending on "A" lettered days and Cohort B attending on "B" lettered days. A case-by-case determination of attendance everyday will be made for special needs learners, ELL's, students with Section 504 accommodations. Students in the daily offsite cohort will have live interaction with the teacher and be required to virtually attend their class at the assigned time. Students may view live directions, a live mini-lesson, or be part of the in-class experience as determined by the instructor. The student will be working during that class period to interact with the Standards in a similar capacity to those present in the school building.
12:27pm - On-site Dismissal	
1:30pm-2:15pm	Offsite Students in Grades 5-8- Students not physically present in the school building because of cohort assignment, illness, or pursuit of an exclusive remote learning option will have exclusive office hours with their homeroom/core content area teacher.

	Onsite Students in Grades 5-8- Students physically present in the school building on assigned cohort day can choose to attend a virtual enrichment experience that can include options such as: civics, media, visual and performing arts, physical education/health, world language, STEM, and technology classes. Students will do this from home. Guidance Counselor services/meetings will be available via a virtual setting for any student.

- Middle school students will remain in the same room with the exception of attending physical education and special education or resource settings.
- Students will not use lockers or cubbies. All belongings will be kept in the students' backpacks.

c. Students with IEPs will continue to receive services outlined in their individual plans.
d. Students identified as being in need of basic skills support will continue to receive these supports through in-person or virtual instruction.
e. Students identified as ELLs will continue to receive English Language Services through in-person or virtual instruction.
f. In-school instruction will consist of the student's full-day schedule, with periods being 30 minutes in length. Below are examples of suggested class structures to support instruction and learning.

Elementary Best Practice Examples

English Language Arts
● Review: 2-3 minutes ○ Quick question or prompt with student responses, i.e. give a thumbs up/thumbs down, write/draw answer on a white board ○ Check for understanding before moving on to next lesson ● Mini-lesson: 8-10 minutes ○ Introduce & model new skill in mini-lesson ○ Actively engage students ○ Include interdisciplinary connections with literary choices ○ Check for understanding ○ Introduce task/activity for students to begin independently ● Independent Practice: 10-15 minutes

- Conferencing using socially distant protocols with barriers
- Documentation of on-going progress
- Note student needs for continued practice or extension activities

- Closure: 2-3 minutes
  - Teacher sharing of student success
  - Students sharing
  - Brain Break

- Celebrating Student Work - End of Unit
  - FlipGrid Videos
  - Use of Seesaw to record reading responses and / or pictures of work to create a virtual portfolio

Math

- Warm-Up: 5-7 minutes
  - Number Talk / Problem of the Day
    - Share as many different ways as possible to solve the problem

- Mini-Lesson / Guided Practice: 8-10 minutes
  - Encourage multiple representations (e.g. try solving it a different way)

- Independent Practice: 10-12 minutes
  - Documentation / anecdotal notes regarding understanding
  - Extension ready for enrichment (Big Ideas Online Learning / IXL)

- Closure: 3-5 minutes
  - Review Independent Practice work and concept/skill
  - Assessment of learning

English Language Arts

- Review: 2-3 minutes
  - Quick question or prompt with student responses, i.e. give a thumbs up/thumbs down, write/draw answer on a white board
  - Check for understanding before moving on to next lesson

- Mini-lesson: 8-10 minutes
  - Introduce & model new skill in mini-lesson

- Actively engage students
- Include interdisciplinary connections with literary choices
- Check for understanding
- Introduce task/activity for students to begin independently

- Independent Practice: 10-15 minutes
  - Conferencing using socially distant protocols with barriers
  - Documentation of on-going progress
  - Note student needs for continued practice or extension activities

- Closure: 2-3 minutes
  - Teacher sharing of student success
  - Students sharing
  - Brain Break

- Celebrating Student Work - End of Unit
  - FlipGrid Videos
  - Grade 2 - Use of Seesaw to record reading responses and / or pictures of work to create a virtual portfolio
  - Grades 3 / 4 - Use of GSuite to create a virtual portfolio / share end of unit work
  - Padlet

Math

- Warm-Up: 5-7 minutes
  - Number Talk / Problem of the Day
    - Share as many different ways as possible to solve the problem
    - Fluency Review
      - Pacing of this activity should be fast and quick
      - Do not need to share strategies since these should be automatic - if you notice a student having difficulty, this would be a good suggestion for intervention
      - Use whiteboards and have students show at the same time -- encourages whole class participation and allows you to assess each student and notice patterns

- Mini-Lesson / Guided Practice: 8-10 minutes
  - Encourage multiple representations (e.g. try solving it a different way)

- Independent Practice: 10-12 minutes
  - Documentation / anecdotal notes regarding understanding
  - Extension ready for enrichment (Big Ideas Online Learning / IXL)

- Closure: 3-5 minutes
    - Review Independent Practice work and concept/skill
    - Assessment of learning
    - Grade 2 - Use of Seesaw for exit tickets
    - Grades 3 / 4 - Use of Google Classroom for exit tickets
    - Flipgrid to explain how to solve a problem / perform a skill
    - Padlet

Middle School Best Practice Examples

Suggested Time Frame Outline (May Vary According to Content Area/Grade Level)

- Review: 3-5 minutes
    - Quick question or prompt with student responses, i.e. give a thumbs up/thumbs down, write/draw answer using G Suite or Jamboard
    - Check for understanding before moving on to next lesson

- Mini-lesson: 12-18 minutes
    - Introduce & model new skill in mini-lesson
    - Actively engage students
    - Check for understanding
    - Introduce task/activity for students to begin independently

- Independent Practice: 10-15 minutes
    - Conferencing / assistance using socially distant protocols with barriers
    - Documentation of on-going progress
    - Note student needs for continued practice or extension activities

- Closure: 3-5 minutes
    - Teacher sharing of student success
    - Students sharing
    - Brain Break

- Celebrating Student Work - End of Unit
    - FlipGrid Videos
    - Padlet
    - GSuite (Slides / Docs / Sites)
    - Screencastify

Additional Resources

Promote Positive Classroom Culture and Community

- A Positive Classroom Culture - Even From a Distance
  - While this focuses on remote learning, the ideas discussed could certainly apply to a socially distant classroom.
    - Reach out to families
    - Provide personalized touch points / address and use students' names
    - Provide timely and meaningful feedback (this could be verbal as well as digital through avenues like Google Docs, Flipgrid, Mote).
    - Show them you care! (Joke of the Day, positive call or email home, specific positive praise)

General Classroom Resources (All Curricular Areas)

- Classroom Games to Play While Social Distancing
  - This link has the explanation of several games that don't require students to share materials or interact. It also has Powerpoint templates to download to customize the games according to your content.
- Ways to Use the G Suite to Encourage Collaboration
  - The above features ways to use Google Docs, Slides, and Forms either remotely or for socially distant classroom collaboration.
- Google Applications such as Docs, Slides, and Forms- use for collaborative writing in order to leave feedback. Use for shared assignments for student collaboration.
- Edpuzzle
- Padlet- utilize for brainstorming, posting discussions, asking questions, and giving feedback
- Screencastify or QuickTime videos - model examples of what is expected or teach a mini-lesson. Have students follow-up with a discussion post or reflection.
- IXL- assignments align with the standards. Assign a percentage to which students should complete the task.
- Newsela- submit questions to different texts on Newsela. Students can then respond to prompts about the texts via Google Doc/Classroom.
- Quizizz

Collaborative Note Taking Strategies

- Collaborative Note Taking Using Google Docs
  - Students take notes together virtually through the use of Google Docs or Slides.
  - Allows students to learn from each other as well as share their own perspectives.
  - Because it is a group effort, if a student gets distracted or misses something, other members of the group can fill it in.
- Collaborative Note Taking Template
- Thoughts and Suggestions on Collaborative Note Taking
  - The above has guiding principles for collaborative note taking.
  - Additionally, it has a template and step by step instruction on how to set up and implement.

Reading / ELA / Social Studies

- Epic (K-5)
- Smithsonian Tween Tribune
- Newsela (Grades 2-8)
- ReadWorks
- Wonderopolis
  - Use of Google Sites for online blog / journal / portfolio

Mathematics

- Math Task Bank
  - Above contains technology resources specific to math that can be used remotely as well as in a socially distant classroom.
- Resources to Spark Mathematical Discussions
- Khan Academy
- Big Ideas Online

Art

- Artfully Learning's Online Art Lesson Plan Outlines
- AutoDraw (https://www.autodraw.com/)
- Colorations: The Art of Learning (https://colorations.com/browse-activities/?utm_source=bluecore&utm_medium=email&utm_campaign=eml_educate_031620&utm_content=031620_educate_notify_active&obem=gCcSigyVigotR32OJJvdBhrGcKVsisjEkMxT_ajKGcI%3D&bc_lcid=t5532238904066048lw6139225291390976li3)
- Creating a Masterpiece (https://creatingamasterpiece.com/product/drawing-program-2/) (Code: Corona2020)
- EDSITEment! For Arts & Culture (https://edsitement.neh.gov/lesson-plans?f%5B0%5D=lesson_plan_subject_topic_facet%3A9391&f%5B1%5D=lesson_plan_subject_topic_facet%3A9451)
- Emily Arrow (https://www.youtube.com/emilyarrow)
- Instruments of the Orchestra (https://listeningadventures.carnegiehall.org/index.aspx)
- Jarrett Krosoczka (https://www.youtube.com/studiojjk)
- Khan Academy's Art History (https://www.khanacademy.org/)
- Mark Kistler's Drawing Lessons (https://markkistler.com/?fbclid=IwAR37pyxPHEoYo1NYOcbMBnlpFKacPFIc2hH67dMg83CxvycKsITEDS7IAZk)
- Museum Virtual Tours--Travel and Leisure (https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours)
- NeoK12 (https://www.neok12.com/)
- PBS Learning for the Arts (https://nj.pbslearningmedia.org/subjects/the-arts/)
- PBS Learning Media for Preschool (https://nj.pbslearningmedia.org/subjects/preschool/creative-development/the-arts/)
- Quizizz (https://quizizz.com/admin?searchActive=true)
- TedEd for All Arts (https://ed.ted.com/lessons?content_type=animations&category=the-arts&direction=desc&sort=publish-date)
- Google Arts and Culture

Technology / Coding / Media

- Elementary Coding Resource Collection
    - The above can be used for either remote learning or in a socially distant classroom.
- Code.org (https://code.org/)
- Coding - Hour of Code (https://hourofcode.com/us/learn)
- Navigating Digital Information

(https://www.youtube.com/playlist?list=PL8dPuuaLjXtN07XYqqWSKpPrtNDiCHTzU)
- Typing (https://www.typing.com/)
- Typing Club (https://www.typingclub.com/)
- Typing Games Zone (https://www.typinggames.zone/)

Music

- Article on Performance-Based Music
    - The above can be used for either remote learning or in a socially distant classroom.
- EDSITEment! For Arts & Culture (https://edsitement.neh.gov/lesson-plans?f%5B0%5D=lesson_plan_subject_topic_facet%3A9391&f%5B1%5D=lesson_plan_subject_topic_facet%3A9451)
- Neo K12 https://www.neok12.com/
- PBS Learning for the Arts (https://nj.pbslearningmedia.org/subjects/the-arts/)
- PBS Learning Media for Preschool (https://nj.pbslearningmedia.org/subjects/preschool/creative-development/the-arts/)
- Quizizz (https://quizizz.com/admin?searchActive=true)
- Sight Reading Factory (https://www.sightreadingfactory.com/)
- Smart Music (https://www.smartmusic.com/)
- Solfeg.io (https://help.solfeg.io/hc/en-us/articles/360006637818-How-to-teach-your-music-class-online)
- TedEd for All Arts (https://ed.ted.com/lessons?content_type=animations&category=the-arts&direction=desc&sort=publish-date)
- Google Arts and Culture

Physical Education / Movement / Health

- Rep It Out! Games for Social Distancing
    - The above has large area socially distant games for grades K-8.

- Cosmic Kids Yoga (https://www.youtube.com/user/CosmicKidsYoga)
- PBS Learning Media for Health and Physical Education (https://nj.pbslearningmedia.org/subjects/health-and-physical-education/)
- PBS Learning Media for Preschool Physical Development (https://nj.pbslearningmedia.org/subjects/preschool/physical-development/)
- The Physical Educator Teacher Tools (https://thephysicaleducator.com/resources/)
- Sworkit (https://app.sworkit.com/collections/kids-workouts)

- TedEd for All Health (https://ed.ted.com/lessons?content_type=animations&category=health&direction=desc&sort=publish-date)

World Languages

- Conjuguemos (https://conjuguemos.com/)
- FabuLingua (https://www.fabulingua.com/)
- Mango Classroom (https://mangolanguages.com/info/covid19-response.cfm?utm_campaign=COVID-19%20Response&utm_source=hs_automation&utm_medium=email&utm_content=84680798&_hsenc=p2ANqtz-_sCjUYlJqD-uNMB8sFYZeOvnAPgkJA29iiAftu9S8UsLr9EcQIIFSV0WRSApL-GP-i5w4P3dPr5uvbQqk4zQnYlY29tKJyMsvaTTwCFmI65vrs98I&_hsmi=84680798)
- PBS Learning Media for World Languages (https://nj.pbslearningmedia.org/subjects/world-languages/)
- The Spanish Experiment (https://www.thespanishexperiment.com/stories)
- Super Simple Español (https://www.youtube.com/channel/UCyY3Wd5x85o8AKXjYSoxFAQ/videos)

S.T.E.M. / Science

- Concord Consortium (https://learn.concord.org/)
- Imagineering in a Box (https://www.khanacademy.org/humanities/hass-storytelling/imagineering-in-a-box)
- NASA STEM Engagement (http://nasa.gov/stem-at-home-for-students-k-4.html)
- Playdough to Plato (https://www.playdoughtoplato.com/stem-activities-for-kids/)
- Storytime from Space (https://www.youtube.com/channel/UCpotjVqWv3KfGHjWztjPKgg)

English Language Learners

- With students receiving in-person instruction, they will have the opportunity for sessions with the ELL teacher.
- For virtual learning:

- There will be opportunities for additional synchronous support through the Google Meet platform.

Appendix O

Staffing

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

a. The school district recognizes that high quality teaching is a significant and highly effective indicator of student success. The district will comply with all applicable employment laws including but not limited to ADA and HIPPA. The district will comply with certification, evaluation, and mentoring regulations.

b. **Administrators:** Administrators will be in charge of overseeing the staff to ensure compliance with student learning standards and that they are being assessed on the knowledge being taught. This includes collaboration on curriculum planning, assessing and supporting the emotional wellbeing of all constituents in the school population. Administrators will create high quality coherent schedules to maximize educational outcomes. They will model and reinforce high quality instruction. In an effort to maximize educational outcomes they will assess teacher, student, and parent needs regularly. Administrators will provide time for collaboration and team planning. Administrators will prioritize special needs or at-risk students for in person instruction.

c. **Teachers:** Instructional staff will reinforce social distancing protocols and support safety logistics. Standards based instruction will be delivered on a daily basis. Instructional staff will engage in effective classroom management, set clear expectations for students, assess learning, and provide feedback as is necessary for learner's progress. In our hybrid model office hours and extra help times will be maintained in a live synchronous fashion.

d. **Instructional Assistants/Paraprofessionals:** Instructional assistants/paraprofessionals will continue to provide support for the students that they are assigned to as per the IEP. This will be done while limiting person-to-person contact and adhering to social distancing to the maximum extent possible. They will lead small group or one-on-one instruction to ensure social distancing. They will provide real time support to students and parents during real time instruction in either the in-person or virtual learning environments.

e. **Educational Service Professionals:** Educational Service Professionals will provide services to the special education population as stated in their IEP. They will advocate for their students while providing small group instruction in both the virtual and in-person settings. In accordance with our current practice they will partner with parents and guardians to assist families in their core area of expertise.

f. **Student Teachers:** Student teachers will support the instructional staff as per the expectations noted above.

g. **Staff Evaluation:** All certificated staff will be evaluated per the guidelines of NJ Achieve unless further guidance is provided by the NJDOE. The School Improvement Panels will collaborate with the administration on evaluation, professional development and mentoring.

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.

a. Athletics will be cancelled for the Fall 2020 at the middle school. Elementary does not have an existing extra-curricular athletics program.

Hillsdale Public Schools

School Health-Related Closure Preparedness Plan

School Health-Related Closure Plans

County: Bergen -03
District: Hillsdale Public Schools -2180
CSA: Robert Lombardy Jr.
Phone: 201-664-0282
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Essential Question - How does the Hillsdale Public Schools (HPS) create a meaningful and continuous home instruction for students during a written, declared public health emergency where we are told that schools must close, and have it still "count" under State requirements for the 180 day mandate? [State guideline memo, March 5, 2020]

Proposed Solution - If HPS is closed by order of the NJDOH, local Public Health Officer via a written order, Governor of New Jersey or other qualifying official with jurisdiction as related to a school closure we will implement virtual and/or remote online home instruction, pending county educational office approval. HPS is looking for an experience where students can "work collaboratively in a safe and supportive learning environment that addresses individual students' needs" [Hillsdale Public Schools Mission Statement] and meets State guidelines.

Equitable Access to Instruction- The Hillsdale Public Schools provided all learners in grades 2-8 with a Chromebook. Kindergarten and first grade families that did not have a home device will be provided one by the District. Students with limited or no Internet connectivity have been identified and were provided guidance on accessing a shared network (i.e. Optimum) or given a mobile hotspot to support learning.

Special Education

Special education instructors will support classroom teachers with creating and sharing differentiated and scaffolded learning opportunities for students. The special education teacher will be available to support students with their work through online methods and provide

feedback to students. Special education teachers will proactively reach out to students with IEPs in their class as they may have challenges related to remote/virtual learning.

Students in resource replacement programs and self-contained classes will also receive a combination of live instruction via Google Meet in addition to Screencastify videos and assignments posted in Google Classroom. Teachers will also schedule individual work sessions with students who are struggling with remote instruction and parents who are having difficulty assisting them. Teacher aides will attend and assist these sessions. Supportive technology has been provided to students in all grades in the form of Chromebooks, laptops and/or mobile hotspots. Accommodations include, but are not limited to graphic organizers, speech to text, text to speech, calculators, scientific calculators, spell check, rubrics and word prediction. These are accessed through technology. Related services are being delivered via teletherapy both individually and in small groups. Services are being delivered in as close an alignment to student IEPs as is possible.

Teachers and related service providers will complete progress reports at the end of the third trimester. Extended School Year services will be provided to all students who are determined to meet the criteria for these services. (See summer programming)

Child Study Team members continue to accept and process new and already received referrals for special education services. Meetings are held virtually to plan for testing, find students eligible and develop or revise IEPs. Where testing has not yet been started, meetings are held to identify the testing to be conducted and consent is received. All efforts are being made so that things can be fast tracked when school reopens. Child Study Team members connect daily with teachers and reach out to parents to assist with implementation of the IEP.

ELL & Bilingual Learners

The ESL teacher will meet with students via Google Meet for small group instruction sessions lasting 30-40 minutes. Google Classroom and Reading A-Z Kids ELL Version materials and platforms are also in use. Internet services and Chromebooks have been provided by the district for students who do not have access to their homes. The EL families in Hillsdale are contacted via email and phone calls. Staff members with Spanish speaking abilities are serving to speak with EL families and translate digital communication for viewing in Spanish.

Facilities

The district will provide custodial and maintenance services to its four buildings and grounds utilizing the district's School Facility Supervisors and Maintenance Supervisor. Building cleanliness and sterilization is of the utmost importance in the anticipation of students and staff

returning to the facilities. Facility plans will continue to be adhered to along with each of the facilities daily/weekly/monthly reporting requirements to ensure the health of each building.

Delivery of Virtual and Remote Instruction

Preparation - Instructional staff will prepare lessons and learning activities that will be communicated to students via the district's learning management platform, which is the Google Suite of Applications for Education, Seesaw and/or via a homeroom teacher's individual web page. These current platforms are currently utilized by students and/or familiar to parents and staff. The instruction will be synchronous, but may include asynchronous activities/tasks that support the lesson objective or unit goal. Each class will have a learning objective, an active engagement section and/or a reflection/collaboration component. Weekly goals daily lesson objectives are highly encouraged, but must be scaffolded for students into daily time management suggestions.

Accountability

- Attendance- To ensure that students get credit for "attendance" in grade 2-8 as students log in and/or communicate with their teacher via a Google tool the teacher will mark that student "present" in Realtime. If the student does not make a digital connection with the teacher during class time the student shall be marked "absent". Families of students that are not connecting digitally will be contacted via teacher, building administrator, guidance counselor or case manager to parent communication for follow-up, troubleshooting or strategizing on the experience both present and future. To ensure credit in grades K-1 students will follow homeroom teacher guidance and independently or with the help of a parent/guardian to complete a Google Form identifying tasks completed and/or complete activities using Raz Kids and/or Lexia. Each of these online tools will allow teachers to monitor online learning and record attendance in our student information system, Realtime.

- Middle school students (5-8) will follow their assigned schedule with Monday's and Wednesday's encompassing periods 1-4 and Tuesday's and Thursday's encompassing periods 5-8. Friday's will rotate weekly by repeating either the Monday or Tuesday schedule from that week. Students will receive at least live sessions with their teacher during the week. Teacher "office hour" time will be built in daily for questions,

communication and individualized help. The minimum day/early dismissal schedule will guide our student school day length during a health-related school closure.

	Grade 5	Grade 6	Grade 7	Grade 8
	A Day	**A Day**	**A Day**	**A Day**
9-9:45	Per 1	Per 1	Per 1	Per 1
9:45-10:30	Per 2	Per 2	Per 2	Per 2
10:30-11:15	Per 3-WL	Per 3	Per 3	Per 3
11:15-12:00	Per 4	Per 4	Per 4	Per 4
12:-1:00	Office hours	Office hours	Office hours	Office hours
1:00-2:00	Lunch	Lunch	Lunch	Lunch
2:00-2:45	Preparation	Preparation	Preparation	Preparation
	B Day	**B Day**	**B Day**	**B Day**
9-9:45	Per 5	Per 5	Per 5	Per 5
9:45-10:30	Per 6	Per 6	Per 6	Per 6
10:30-11:15	Per 7	Per 7	Per 7	Per 7
11:15-12:00	Per 8	Per 8	Per 8	Per 8
12:-1:00	Office hours	Office hours	Office hours	Office hours
1:00-2:00	Lunch	Lunch	Lunch	Lunch
2:00-2:45	Preparation	Preparation	Preparation	Preparation

- Elementary students (K-4) will utilize a Monday-Friday schedule. Students will interact with reading, word work, writing, mathematics and special areas. Teachers will facilitate daily live Google Meet sessions with their classes in addition to utilizing our online software management platform for the delivery of academic content. Both schools will utilize their minimum day/early dismissal schedules to provide guidance on school day length and class periods during the health-related school closure. The minimum day/early dismissal schedule will guide our school day length during the health-related school closure. Below is a sample schedule.

The below table accounts for the scenario where school does not open or we experience a school closure at some point during the school year. The below will be conducted via Google Meet with daily, schedule live experiences for students and teachers. The period labeled "Specials" will be detailed by each building principal to offer related arts/specials twice a day to all learners instructed during a school closure.

<table>
<tr><th></th><th>Gr K</th><th>Gr 1</th><th>Gr 2</th><th>Gr 3</th><th>Gr 4</th></tr>
<tr><td>8:30-9:00</td><td colspan="5">Teacher Preparation</td></tr>
<tr><td>HR
9:00-9-10</td><td>Homeroom/ Morning Welcome</td><td>Homeroom/ Morning Welcome</td><td>Homeroom/ Morning Welcome</td><td>Homeroom/ Morning Welcome</td><td>Homeroom/ Morning Welcome</td></tr>
<tr><td>Period 1
9:10-9:55</td><td>K Block</td><td rowspan="3">Grade 1 Block</td><td rowspan="2">Grade 2 Block</td><td>Grade 3 Block</td><td>Specials</td></tr>
<tr><td>Period 2
9:55-10:40</td><td>Specials</td><td>Specials</td><td rowspan="3">Grade 4 Block</td></tr>
<tr><td>Period 3
10:40-11:25</td><td>K Block</td><td>Specials</td><td>Grade 3 Block</td></tr>
<tr><td>Period 4
11:25-12:10</td><td>Specials K</td><td>Specials</td><td>Specials</td><td>Specials</td></tr>
<tr><td>Period 5
12:10-12:55</td><td>K Block</td><td>Specials</td><td>Grade 2 Block</td><td>Grade 3 Block</td><td>Specials</td></tr>
<tr><td>12:55-1:00</td><td colspan="5">Closure/Directions for Following Day</td></tr>
</table>

- 1:00-2:00 - Lunch
- 2:00-2:45
    - Teachers will conduct office hours for all learners. This will allow for all teachers to offer individualized feedback to students and follow-up on each child's progress.

- 2:45-3:30 - Preparation Period

- This is time for each teacher to plan, communicate with colleagues, and or attend a meeting as determined by the building administrator.

- Teachers will be available to communicate with students/parents throughout the day via video conference, email or online discussion during the day. Additionally, it is reasonable to expect that if a student communicates with the teacher via email that the teacher would respond either during their regular class time or within a reasonable amount of time via email during the school day. The goal of the day is student-teacher interaction, learning and peer-to-peer collaboration, as the vast majority of our staff so often do already.

- All lessons will be aligned with district-approved curriculum and New Jersey Student Learning Standards. All lessons will have a student learning objective and a means to check for student understanding of that objective and offer specific student feedback.

- Learning will be available in synchronous format. The District is aware of the challenges at-home learning may bring to a child, family and home setting. During a public health emergency we recognize that parents may be working from home, may be delivering essential services outside of the home or may have been impacted by COVID-19 in a variety of ways. Compassion, flexibility and progress remain at the foundation of our plan as we encounter a myriad of scenarios that will require our adjustment as we move forward.

- <u>English Language Arts, Social Studies, Science, Math, World Language, Technology Instruction</u> - Instructional time will include peer and/or teacher interaction. To keep the approach as manageable as possible for students, we will stick to tools that students and teachers are already proficient in. Teachers will not be permitted to simply assign a reading or a worksheet without interaction as the lesson for the day. Examples of tools that could be used for the lesson may include
  - Collaborative writing in a **Google Doc** with teacher feedback.
  - Utilize **Flipgrid** small groups to differentiate specific skills.
  - A threaded discussion **via Google Classroom.**
  - Use **DocHub** to share and edit PDF's.
  - Having a **Gmail** exchange between teacher and student.

- View and reflect on a **TED-ed** video**.**
- Using **Screencastify** to provide students with a voice over as slides/lessons are presented.
- Have students engaged in a learning conversation with the teacher and/or each other using **Google Meet.**
- Having the teacher demonstrate a NJSLS learning objective (i.e. experiment, solving a math problem) via video or YouTube and then have students have a reflective dialogue with the teacher and/or peers about their results in **Google Classroom**.
- Having the class access the teacher's **BlackBoard** district website where a procedure or concept is explained and tasks are listed for completion.
- Creating a **Google Form** with questions for students to assess or poll. (Videos and images can be added.)
- Sharing class notes using **Google Docs** based on a teacher presentation.

Physical Education classes will shift to a focus on overall well-being while in a virtual day mode. Physical Education/Health teachers will take a grade level focus that is in the curriculum (K-8) and focus lessons on exercise, healthy diet, hygiene and self-care as well as lessons that complement the work they have already done with mindfulness, stress reduction, and mental health awareness. Students should also be encouraged to log physical activity/exercise at home if they are otherwise healthy as a supplemental activity.

Visual and Performing Arts classes should be individual performance and creation. Give students the opportunity to try something different and use the power of digital tools and collaboration to make this happen. Students can create and post performance videos of music, a visual work of art, or a meal cooked with a parent/guardian and share with their teacher for feedback. For example, performing arts teachers can have students use their available technology to collaborate and play/sing from their own homes.

Guidance and CST Members' expectations will be shared with their respective departments for ways to be productive and engage with students during this day. Counselors and CST members will document work-flow with their direct supervisor (principal or supervisor of special services) and establish available office hours for students and/or parents to communicate with

them. Counselors and CST members will be responsible for staying in touch with students whom we know might find this type of learning a challenge. Additionally, counselors, where feasible can support the academic experience and interaction with staff.

Supervisors/Building Administrators will remain in communication with their teachers throughout the day and monitor instructional activities. They are available to remotely meet, troubleshoot issues and offer advice and suggestions.

Differentiated Instruction - During the delivery of virtual and remote instruction, the district continues to provide differentiated instruction as well as individualized instruction to meet the needs of all our students. According to Carol Ann Tomlinson, "the process of differentiated instruction is to ensure that what a student learns, how he or she learns it, and how the student demonstrates what he or she has learned is a match for the student's individualized needs." Teachers differentiated instructional time, class assignments, independent work is based on the students' learning in each grade level band. Teachers also engage in ongoing professional learning to understand best practices for differentiated instruction during remote learning. For instance, teachers differentiate based upon student abilities, homelife, support, interests, or other preferred mode of learning. Our teachers also meet in grade level professional learning communities (PLCs) for horizontal and vertical articulation to best teach the New Jersey Student Learning Standards (NJSLS).

School Nutrition & Safe Delivery of Meals

Maschio's, the district food service provider, will accommodate cold packaged grab-and-go lunches for ease of delivery and pick-up by parents and guardians.

SFA name: Hillsdale Public Schools
Agreement # 00302180
Date: Meal distribution will commence upon school closure and continue until school resumes its normal operations or direction is given to suspend this service by a local, County, State or Federal authority.
Site: George G White Middle School
Times: 11:00 AM - 12:00 PM
Days: Monday and Thursday

Feeding Plan for Free/Reduced Lunch Students

- As per the New Jersey Department of Agriculture memo, dated April 24, 2020, all meals will be claimed as "free" in an effort to more effectively provide meals to eligible students during unanticipated schools closures due to the Novel Coronavirus (COVID-19).
- Each household within the district has been notified via email blast and website posting regarding their eligibility status being lifted for all siblings under the age of 18.
- Maschio's, the district food service provider, will supply up to three employees to prepare and distribute "grab-and-go" lunch for these families from George G. White Middle School between the hours of 10AM-12PM on Monday and Thursday of each week we are faced with a health related school closure. A table/distribution area will be set-up upon entrance to the building nearest the main entrance. The HPS SLEO III officer will be present to offer security and safety to students/families as they approach the school and will assist with street crossing as needed.
- On Monday of each week up to 3 meals(lunch) will be claimed for reimbursement and on Thursday up to 2 meals(lunch) can be claimed.
- All existing food safety protocols will remain in place by our provider, Maschio's.
- A roster of all eligible student names for all lunch meals picked up will be maintained.
- Follow-up communication regarding menu and/or service changes will continue throughout the closure period in English and Spanish.

Essential Personnel/Services:

Teachers/CST Members/Counselors/Nurses: Our staff is responsible for the daily well-being and instruction of children assigned to their class/course roster. Their instructional delivery, academic/social support services, lesson facilitation, assessment, teacher-student connection and planning are an essential function to the education services provided by the Hillsdale Public Schools.

Business Administrator(1)/Payroll(1): Hillsdale's School Business administrator/BOE Secretary, in conjunction with the district payroll consultant will be responsible for keeping the payroll system operational. In cooperation with our Payroll Consultant, the Business Administrator will be able to maintain payroll procedures remotely as long as Internet service remains available to the District. The opportunity for elements of this role to be completed on-site may be required, therefore, limited access to the administrative

offices will be permitted based upon the wellness of each individual.

School Facility Supervisor(3)/Building and Grounds(1): The HPS School Facility Supervisors and the Supervisor of Buildings and Grounds will be available and assigned to buildings within the Hillsdale Public School district during a health-related school closure. Works hours and days may be modified at the discretion of the Superintendent while considering the health and safety of each employee and the children that will enter the building at the conclusion of a health-related school closure.

Technology Coordinator (1): Our technology coordinator will remain engaged and active for the duration of a health-related school closure. This role remains essential to support our students, their hardware as well as the IT infrastructure of the District allowing instructional staff to offer online home instruction. The opportunity for elements of this role to be completed on-site may be required, therefore, limited access to the school buildings will be permitted based upon the individual's health and wellness.

Supervisor of Special Services(1): The Supervisor of Special Services will remain active and available to support the role of special education instructors, maintain workflow of Child Study Team members and monitor the services provided to our special needs population.

Supervisor of Curriculum, Instruction and Assessment(1): The Supervisor of Curriculum, Instruction and Assessment will remain active and available to support the role of all instructors and administrators. This individual may provide feedback and guidance to staff about the delivery of curriculum via remote/online methods and offer solutions to instructional challenges that may arise.

School Building Administrators/Principals(4): The school building principals and assistant principals will remain active and available to support the instruction of their teachers and needs of their students along with the readiness of their building for a return to school.

Chief School Administrator(1): The CSA will remain active and available to all personnel, local OEM and health professionals during health related school closure. Regular communication with staff, community and local officials will remain on-going and consistent to preserve the health and wellness of all associated with the Hillsdale Public Schools

Summer Programming- All special education support, replacement and self-contained teachers have been notified of the criteria for determining a student's need for extended school year services as is done every year through the IEP process. Virtual delivery of extended school year services will be provided, with a back-up plan for school-based service delivery if guidance is changed. The program will run for 4 weeks and will include academic instruction as well as related services. It has already been determined that some students will require

services for a more extended time period and an individual determination will continue to be made for each student. Additionally, a summer program is being developed to help support our EL learners and maintain their progress. There are no Title I summer programs planned. However, as a result of the school closure we are planning to adjust our Title I eligibility criteria to allow for the purchase of online software platforms to support the remote learning experience for children.

Conclusion

The Hillsdale Public School District online home instruction will be successful. Although a closing for a public health emergency as directed by the NJDOH or local health agency may occur, our students and staff have experienced digital learning for several years and utilize these tools on a regular basis.

A copy of this plan can be found at: https://www.hillsdaleschools.com/

CHART OF USEFUL LINKS

Conditions for Learning		
Section	**Title**	**Link**
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html

	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
Section	**Title**	**Link**
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19

Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/
Section	**Title**	**Link**
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	**Title**	**Link**
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml

	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzlhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	**Title**	**Link**
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Section	**Title**	**Link**
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/

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