

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

Bloomington
Board of Education

Fall 2020

RESTART & RECOVERY PLAN

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Introduction

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

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

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

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

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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.” 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.

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THE BOARD OF EDUCATION’S RESTART AND RECOVERY PLAN

The Board of Education’s Restart and Recovery Plan is designed to be implemented in Phases and Levels.

Phase 1 – September 8, 2020 through October 16, 2020

Phase 2 – October 19, 2020 through November 13, 2020

Phase 3 – November 16, 2020 through December 23, 2020

Level 1 – high risk for community spread

Level 2 – moderate risk for community spread

Level 3 – low risk for community spread

The Board of Education’s Restart and Recovery Plan begins in Phase 1 at Level 1.

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,

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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

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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

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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;

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- (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.

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- (2) Face coverings will be required for students, staff, and essential visitors unless it will inhibit the individual's health.
- (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, 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. Such stations should be:
 - (a) In each classroom (for staff and older children who can safely use hand sanitizer).

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- (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 hand sanitizers.
- (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 a hand sanitizer 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.

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

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

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

- (1) The Board's Plan should establish the process and location for student and staff health screenings.
- (2) 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).

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[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

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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

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isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.

- (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
 - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.

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

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

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(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]

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- 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 schedules, targeted areas to be cleaned, and methods and materials to be used including:
 - (a) A schedule for increased routine cleaning.
 - (b) Routinely cleaning 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. 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 products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:

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- (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.

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- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

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

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

- (1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board’s Plan, if applicable:

- (a) Stagger times to allow for social distancing and clean and disinfect between groups.
- (b) Discontinue family style, self-service, and buffet.
- (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
- (d) Space students at least six feet apart.
- (e) Require individuals must wash their hands after removing their gloves or after directly handling used food service items.

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

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- i. Critical Area of Operation #9 – Recess/Physical Education – Anticipated Minimum Standards Incorporated into the Plan
 - (1) The Board’s Plan regarding recess and physical education should include protocols to address the following:
 - (a) Stagger recess, if necessary.
 - (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
 - (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
 - (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
 - (e) Stagger the use of playground equipment and establish a frequent cleaning 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).

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- (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]

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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

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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.

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.

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c. Wraparound Supports

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

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.

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.

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

B. Leadership and Planning

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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.

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- 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.

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

- f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
 - (1) School Principal or Lead Person;
 - (2) Teachers;
 - (3) Child Study Team member;
 - (4) School Counselor or mental health expert;
 - (5) Subject Area Chairperson/Director;
 - (6) School Nurse;
 - (7) Teachers representing each grade band served by the school district and school;
 - (8) School safety personnel;
 - (9) Members of the School Safety Team;
 - (10) Custodian; and
 - (11) Parents.

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

[See Appendix M – Pandemic Response Team]

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3. Scheduling

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

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

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

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

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- (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
 - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:
- (1) Provide teachers common planning time.
 - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.

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- (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

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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

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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]

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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.

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

c. Mentor teachers should:

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- (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:

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- (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.

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- (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
- (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.

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- (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
 - (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
 - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.
 - (2) Facilitate the virtual component of synchronous online interactions.
 - (3) Manage online platform for small groups of in-person students while teacher is remote.
 - (4) Assist with the development and implementation of adjusted schedules.
 - (5) Plan for the completion of course requests and scheduling (secondary school).
 - (6) Assist teachers with providing updates to students and families.

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- (7) Support embedding of SEL into lessons.
 - (8) Lead small group instruction to ensure social distancing.
 - (9) Consider student grouping to maintain single classroom cohorts.
 - (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- f. Support staff/paraprofessionals may:
- (1) Lead small group instruction to ensure social distancing.
 - (2) Consider student grouping to maintain single classroom cohorts.
 - (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
 - (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
 - (5) Provide real-time support during virtual sessions.
 - (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.

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

g. Substitutes

- (1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
- (2) Develop roles and responsibilities for substitute teachers in both Blended 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

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- 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).

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- (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.

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- (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

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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.

[See Appendix P – Athletics]

C. Policy and Funding

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

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1. School Funding

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

(1) Elementary and Secondary School Emergency Relief Fund;

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

(3) State School Aid.

b. School District Budgets

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

c. School Funding

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

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transfers, and cash flow; and costs and contracting, including E-Rate funding and cooperative purchasing contracting.

(1) Purchasing

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

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

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

(3) Costs and Contracting

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

D. Continuity of Learning

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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

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(IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.

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

- c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
 - (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.

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

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

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

2. Technology and Connectivity

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

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

3. Curriculum, Instruction, and Assessment

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

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

- c. Blended 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

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will be best suited to adapt to changing learning environments as may be necessary.

- (b) In crafting an instructional plan, the school district should consider the following:
 - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
 - (ii) Design for student engagement and foster student ownership of learning.
 - (iii) Develop students' meta-cognition.
 - (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
 - (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.

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

(3) Assessment

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

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

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

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

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

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

4. Professional Learning

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

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- (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.

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- (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.

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Appendices

Restart and Recovery Plan to Reopen Schools

Bloomington Board of Education

Fall 2020

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Appendix A

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

Protocol for High Risk Staff Members

The Board of Education recognizes that there may be staff members could be categorized as at a higher risk for contracting COVID-19 than others, according to CDC guidelines.

Those staff members who may be at a higher risk include: Adults aged 65 and older, individuals with disabilities, and/or adults with serious underlying medical conditions, which may include:

- Chronic lung disease or asthma;
- Serious heart conditions;
- Immunocompromised;
- Severe obesity (body mass index, or BMI, of 40 or higher);
- Diabetes;
- Chronic kidney disease undergoing dialysis; and
- Liver disease.

Reasonable workplace accommodations should be made for staff members who are categorized as high risk, including but not limited to:

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- Additional and/or enhanced Personal Protective Equipment (PPE) including but not limited to: gowns, masks, gloves, or other gear beyond what the district is required to supply.
- Increased social distancing for those in high risk categories.
- Temporary modifications of work schedule when possible.
- Minimizing contact time with other staff or students via remote only or blended instruction when possible.

Protocol for High Risk Students

The Board of Education recognizes that there may be students who could be categorized as at a higher risk for contracting COVID-19 than others, according to CDC guidelines.

Those students who may be at a higher risk include: Individuals with disabilities, and/or students with serious underlying medical conditions, which may include:

- Chronic lung disease or asthma;
- Serious heart conditions;
- Immunocompromised;
- Severe obesity (body mass index, or BMI, of 40 or higher);
- Diabetes;
- Chronic kidney disease undergoing dialysis; and
- Liver disease.

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Reasonable school accommodations should be made for students who are categorized as high risk, including but not limited to:

- 100% Remote Learning.
- Medical 504 plans and accompanying accommodations.
- Additional and/or enhanced Personal Protective Equipment (PPE) including but not limited to: gowns, masks, gloves, or other gear beyond what the district is required to supply.
- Increased social distancing for those in high risk categories.
- Temporary modifications of daily school schedule when possible.
- Minimizing contact time with other students or staff via remote or blended instruction when possible.

Appendix B

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

Social Distancing in Instructional and Non-Instructional Rooms

Levels 1 and 2

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- Student desks and seating in classrooms, cafeterias, multi-purpose rooms, and other spaces will be separated by at least a radius of 6 feet (113 ft²) per person to the maximum extent practicable.
- All instructional and non-instructional rooms in school and district facilities will comply with social distancing standards to the maximum extent practicable.
- The school district will assign students to the same classroom and desk for both days of “in-person” instruction.
- Students’ desks will be arranged with students facing the front of the classroom, and with at least 6 feet of distance between all desks in all directions.
- Students will not change classrooms (unless required to accommodate the student’s Individualized Education Plan - IEP).
- If needed, teachers will be assigned to more than one learning group and will utilize Google Meet to project his/her Smartboard to the students located in other classroom(s) in the building. In that case, an appropriately certified staff member will be assigned to supervise the satellite group and the teacher will alternate between the satellite classrooms in an equitable manner.
- The school district will ensure adequate supplies to minimize sharing of high touch materials to the extent possible.
- The school district will avoid sharing electronic devices, toys, books, and other games or learning aids, or thoroughly clean and disinfect between use.

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- The school district will keep each child’s belongings (backpacks, coats, etc.) separated from others’ and in individually labeled lockers, containers, cubbies, or areas, etc.
- The school district will utilize larger rooms (i.e. auditorium, cafeteria, gym) as classrooms to allow for social distancing as needed
- The school district will allow outdoor classrooms where possible and when seasonally appropriate.

Level 3

- Class sizes may return to pre-COVID-19 levels. Students’ desks will be arranged in rows with students facing the front of the classroom.
- Students will change classrooms.
- The school district will ensure adequate supplies to minimize sharing of high touch materials to the extent possible.
- The school district will avoid sharing electronic devices, toys, books, and other games or learning aids, or thoroughly clean and disinfect between use.
- The school district will keep each child’s belongings separated from others’ and in individually labeled lockers, containers, cubbies, or areas.

Limited Access to Visitors

Levels 1, 2, and 3

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The school district will limit access to visitors.

- Parents/guardians will be required to remain outside of the school building to pick-up/drop-off their child(ren).
- Parents/guardians are expected to adhere to social distancing guidelines while on school grounds and at the school bus stop.
- All deliveries will be received outside of the school, preferably after student hours.
- All other essential visitors (repairpersons, etc.) will be required to receive permission from the principal prior to gaining entry to the school, will be scheduled preferably after school hours, will be required to wear a mask, and will be required to undergo a temperature check by school staff.

Ventilation

Levels 1, 2 and 3

The school district will ensure that indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate.

- Recirculated air must have a fresh air component.
- Open windows if A/C is not provided.
- Filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- School bus staff will open windows to the maximum extent possible

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Procedures for Hand Sanitizing/Washing

Levels 1, 2, and 3

The school district will require hand hygiene practices for staff and students:

- If washing with soap and water is not possible, washing with a hand sanitizer should be used.
- The school district will prepare and maintain hand sanitizing stations with hand sanitizers at the following locations:
 - In each classroom (for staff and older children who can safely use hand sanitizer).
 - At building entrances and exits.
 - Near lunchrooms and toilets.
- The school district will build in the practice of handwashing throughout the day.
- Children ages 5 and younger will be supervised when using hand sanitizer.
- For classrooms that have existing handwashing stations, prepare stations with soap, water, and hand sanitizers.
- Students will wash hands for at least 20 seconds at regular intervals after using the bathroom, and after blowing their nose/coughing/sneezing.
- The school district will display signage around school buildings to provide hygiene advice and reminders

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Appendix C

Critical Area of Operation #3 – Transportation

Student Transportation

Levels 1, 2, and 3

The school district will require school bus companies to assign student seating to limit possible physical interaction among students:

- Students will board the school bus by filling the back rows first, and then progressing forward.
- When leaving the bus, students will exit in the opposite order.
- The school district will require students to wear face coverings on the bus.
 - If a student has difficulty wearing his/her mask, the bus staff will notify school staff to implement tiered interventions accordingly.
 - A student who experiences difficulties wearing a mask will not be referred for disciplinary action.
- The school district will require bus staff to wear face coverings.
- The school district will require school bus companies to post signs to reinforce social distancing and hygiene rules.
- The school district will require school bus staff to not permit parents/guardians or any other individuals to board the bus while students are aboard.
- The school district will require school bus companies to open windows to maximum extent possible.

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- The school district will require school bus companies to clean buses prior to every use and to leave windows open as much as possible during and between use.
- If a student or member of the bus staff has been identified as COVID-19 positive, the bus company will be required to clean and sanitize the effected bus and not use it for Bloomingdale students on the subsequent school day unless the school bus company is able to clean and sanitize the bus over the weekend.

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Appendix D

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

Student Entry/Exit

Levels 1, 2, and 3

The school district will assign students to a designated external door for entry and exit.

Social Distancing in Entrances, Exits, and Common Areas

Levels 1, 2, and 3

- The school district will require students and staff to adhere to social distancing while in hallways, stairways, and internal and external common areas.
- The school district will stagger student entry to and dismissal from classrooms to reduce the number of students in the hallways and stairways.
- The school district will designate stairways as up or down to reduce crowding and passing.
- The school district will utilize physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students always remain at least 6 feet apart.

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Appendix E

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

Screening Procedures for Students and Staff

Student Temperature Check Locations

Levels 1 and 2

The school district will conduct temperature checks for all students upon arrival to school.

- Temperatures will be checked by staff wearing appropriate Personal Protective Equipment (PPE).
- Results will be documented when signs/symptoms of COVID-19 are observed.
- Special considerations will be made for students and staff with disabilities and accommodations that may be needed in the screening process.

Temperature checks will be conducted safely and respectfully, and in accordance with applicable privacy laws and regulations in the following locations:

- Martha B. Day Screening Location – Gymnasium four (4) stations
- Samuel R. Donald Screening Location – Gymnasium four (4) stations
- Walter T. Bergen Screening Location - Gymnasium four (4) stations

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Level 3

No Student or Staff Temperature Screenings

Student Health Screening

All parents/guardians will be required to submit an electronic form prior to any school day in which their child will be in our buildings as a self-screening activity. The form will include the following questions:

SECTION 1: Symptoms

If your child has any of the following symptoms, that indicates a possible illness that may decrease the student's ability to learn and also put them at risk for spreading illness to others. Please check your child for these symptoms:

- Temperature 100.4 degrees Fahrenheit or higher when taken by mouth – Yes or No
- Sore throat – Yes or No
- **NEW** uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline) – Yes or No
- Diarrhea, vomiting, or abdominal pain – Yes or No
- New onset of severe headache, especially with a fever– Yes or No

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SECTION 2: Close Contact/Potential Exposure

- Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19 – Yes or No
- Traveled to or lived in an area where the local, or state health department is reporting large numbers of COVID-19 cases – Yes or No

The school nurse will have access to the form, when submitted, and will follow up with any parent or student who has experienced symptoms of COVID-19 or who answers “Yes” to the questions pertaining to “Close contacts and recent travel”.

Any specific actions recommend by the school nurse will be made to the school administrator, and in accordance/consultation with the Pequannock Board of Health or governing guidelines in place.

School District’s Responses to Student Screening

- If the student/parent/caregiver answers YES to any question in Section 1 but NO to any questions in Section 2, the student will be placed on 100% Remote Learning by the Principal, and would be excused from school in accordance with existing school illness management policy (e.g., until symptom-free for 24 hours without fever reducing medications).
- If the student or parent or caregiver answers YES to any question in Section 1 and YES to any question in Section 2, the student will be placed on 100% Remote

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Learning by the Principal, and will be referred for evaluation by their healthcare provider and possible testing.

- Students who have received a negative test result will be allowed to return to school once their symptoms have otherwise improved in accordance with existing school illness management policies.
- Students diagnosed with COVID-19 or who answer YES to any question in Section 1 and YES to any question in Section 2 without negative test results will be placed on 100% Remote Learning by the Principal. Students should stay home, isolate themselves from others, monitor their health, and follow directions from their physician and the Pequannock Health Department. Students and their families are advised that the Pequannock Health Department may contact the family for contact tracing. If contacted, families should notify the contract tracer that the student attended school.
- Students who are excluded from in-person learning will be afforded the opportunity to receive 100% Remote Learning, and will as soon as feasible be permitted to return to in-person learning when well enough to participate.
- Students will receive the opportunity to make up any missed schoolwork without penalty in order to reduce mental or physical anxieties about missed academic opportunities.

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Student Isolation Protocols

Some students may develop symptoms of infectious illness while at school.

- Students with any of the symptoms in Section 1 will follow the school district’s current illness management policy to minimize transmission to others, to optimize learning opportunities, and to allow for these symptoms to resolve (at least 24 hours without fever reducing medications or in accordance with existing school illness policy).
- Students who develop any of the symptoms in Section 1 while at school will be placed in the school’s designated isolation area separate from staff and other students

Precautions When Caring For Sick Students

Students who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow CDC guidance for caring for oneself and others who are sick.

- Students identified at school who develop any of the symptoms in Section 1 AND answer YES to any of the questions in Section 2 should be placed in the school’s designated isolation area separate from staff and other students and then sent home or to a healthcare facility if symptoms indicate a need for further evaluation:

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- If a school needs to call an ambulance or bring a student to the hospital, they should first alert the healthcare staff that the student may have been exposed to someone with COVID-19.

(<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>)

Staff Screening

All staff will be required to submit an electronic form prior to any school day in which they are scheduled to be in our buildings as a self-screening activity. The form will include the following questions:

SECTION 1: Symptoms

If you have any of the following symptoms, that indicates a possible illness that may decrease your ability to work and also put you at risk for spreading illness to others.

Please check yourself for these symptoms:

- Temperature 100.4 degrees Fahrenheit or higher when taken by mouth – Yes or No
- Sore throat – Yes or No
- **NEW** uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline) – Yes or No
- Diarrhea, vomiting, or abdominal pain – Yes or No

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- New onset of severe headache, especially with a fever– Yes or No

SECTION 2: Close Contact/Potential Exposure

- Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19 – Yes or No
- Traveled to or lived in an area where the local, or state health department is reporting large numbers of COVID-19 cases – Yes or No

The school nurse will have access to the form, when submitted, and will follow up with a staff member who has experienced symptoms of COVID-19 or who answers “Yes” to the questions pertaining to “Close contacts and recent travel”.

Any specific actions recommend by the school nurse will be made to the school administrator, and in accordance/consultation with the Pequannock Board of Health or governing guidelines in place.

Staff Temperature Check

Staff will undergo temperature screening upon entrance to the building in the same manner as students with the same response as students if 100.4 or higher.

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School District's Responses to Staff Health Screening

- If the staff member answers YES to any question in Section 1 but NO to any questions in Section 2, the staff will be placed on 100% Remote Work Duties by the Principal until symptom-free for 24 hours without fever reducing medications.
- If the staff member answers YES to any question in Section 1 and YES to any question in Section 2, the staff will be placed on 100% Remote Work Duties by the Principal, and will be referred for evaluation by their healthcare provider and possible testing.
- Staff members who have received a negative test result will be allowed to return to school once their symptoms have otherwise improved in accordance with existing school illness management policies.
- Staff members diagnosed with COVID-19 or who answer YES to any question in Section 1 and YES to any question in Section 2 without negative test results will be placed on 100% Remote Work Duties by the Principal. Staff members should stay home, isolate themselves from others, monitor their health, and follow directions from their physician and the Pequannock Health Department. Staff members and their families are advised that the Pequannock Health Department may contact the family for contact tracing. If contacted, Staff members should notify the contract tracer that the student attended school.
- Staff members who are not well enough to perform their work duties will be accounted for as absent due to illness.

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Staff Isolation Protocols

Some staff members may develop symptoms of infectious illness while at school.

- Staff members with any of the symptoms in Section 1 will follow the school district's current illness management policy to minimize transmission to others, to optimize learning opportunities, and to allow for these symptoms to resolve (at least 24 hours without fever reducing medications or in accordance with existing school illness policy).
- Staff members who develop any of the symptoms in Section 1 while at school will be placed in the school's designated isolation area separate from staff and other students

Precautions When Caring For Sick Staff Members

Staff members who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow CDC guidance for caring for oneself and others who are sick.

- Staff members identified at school who develop any of the symptoms in Section 1 AND answer YES to any of the questions in Section 2 should be placed in the school's designated isolation area separate from staff and other students and then sent home or to a healthcare facility if symptoms indicate a need for further evaluation:

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- If a school needs to call an ambulance or bring a staff members to the hospital, they should first alert the healthcare staff that the staff members may have been exposed to someone with COVID-19.

Protocols for Symptomatic Staff

If a staff member has a temperature of 100.4 or higher, he/she will be discretely moved to the staff isolation area.

- Martha B. Day Isolation Area – Principal’s Office
- Samuel R. Donald Isolation Area – Principal’s Office
- Walter T. Bergen Isolation Area - Principal’s Office

The staff member will be released or referred according to the district’s policy for managing a staff illness.

The principal will place the staff member on 100% remote work status for a minimum of fourteen (14) days. The staff member will not be permitted to return to school without documentation from a physician attesting that the staff member is asymptomatic and non-contagious. If the staff member is too ill to perform his/her work duties remotely, then the staff member shall be accounted for as absent due to illness.

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Protocols for Face Coverings

Levels 1, 2, and 3

The school district will require students and staff to wear face coverings.

Students will be required to wear face coverings as follows:

- while waiting at the bus stop,
- while on the school bus,
- while entering/exiting school, and
- the entire time in school.

Student Difficulty with Face Covering

A student who experiences difficulties wearing a mask will not be referred for disciplinary action.

If a student has difficulty wearing his/her mask, the school district will institute the following tiered interventions:

Tier 1. The teacher will request student to place mask over mouth and nose and contact parent at the end of the day to inform the parent

Tier 2. The teacher will refer the student to the school counselor or CST member to participate in a mask training session.

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Tier 3. The teacher will refer the student to the School Nurse. The School Nurse will contact the student's parent/guardian to discuss the child's difficulties and to provide information regarding mask training

- The school district will require all staff to wear face coverings.
- The school district will require essential visitors to wear face coverings.
- The school district will require bus staff to wear face coverings.
- The school district will provide accommodations for students and staff who have a documented medical condition that will be exacerbated by a face covering.
- The school district will provide accommodations for a student who has a disabling condition that will cause the student to experience difficulty complying with the face covering requirement.

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Appendix F

Critical Area of Operation #6 - Contact Tracing

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

Levels 1, 2, and 3

- Contact tracing is the process used to identify those who encounter people who have tested positive for many contagious diseases, including COVID-19.
- The school district will not conduct contact tracing.
- If a student or staff member has tested positive for COVID-19, the school nurse shall contact the Pequannock Township Health Department to conduct contact tracing.
- The school nurse will student and staff contact information as requested by the Pequannock Township Health Department to conduct contact tracing in accordance with all applicable federal and state requirements regarding privacy of educational and health records (e.g. FERPA and HIPPA).

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

Levels 1 and 2

The school district will implement a cleaning/sanitizing checklist to be completed by the personnel responsible for the cleaning.

The checklist serves two purposes:

- providing a roadmap for the steps that need to be taken to thoroughly clean and sanitize the bus; and
- certifying that the process has been completed as required.

The school district's procedures will include a list of cleaning agents that may be used and will be limited to products included on the U.S. Environmental Protection Agency's list of products that have shown to be effective against COVID-19.

The school district will provide EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use.

The school district will ensure adequate supplies to support cleaning practices in accordance with the cleaning agent manufacturer's guidelines.

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The school district will ensure safe and correct use and storage of cleaning supplies, including storing products securely away from children, and ensuring appropriate ventilation so students and staff are not exposed to toxins or fumes.

Cleaning

The school district will continue to adhere to existing required facilities cleaning practices and procedures in accordance with the cleaning agent manufacturer's guidelines, and within any new specific requirements of the local health department as they arise.

The school district will implement a daily schedule for increased, routine cleaning of surfaces and objects that are frequently touched including:

- Classroom desks and chairs
- Lunchroom tables and chairs
- Door handles and push plates
- Handrails
- Kitchens
- Bathrooms daily, and between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).
- Light switches
- Handles on equipment (e.g. athletic equipment)

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- Buttons on vending machines and elevators
- Shared telephones
- Shared desktops
- Shared computer keyboards and mice
- Drinking fountains

Deep Clean

The school district will perform a deep clean in accordance with the cleaning agent manufacturer's guidelines of all school buildings every Wednesday and over the weekends.

Level 3

Cleaning

The school district will continue to adhere to existing required facilities cleaning practices and procedures in accordance with the cleaning agent manufacturer's guidelines, and within any new specific requirements of the local health department as they arise.

The school district will implement a daily schedule for increased, routine cleaning of surfaces and objects that are frequently touched including:

- Classroom desks and chairs
- Lunchroom tables and chairs

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- Door handles and push plates
- Handrails
- Kitchens
- Bathrooms daily, and between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).
- Light switches
- Handles on equipment (e.g. athletic equipment)
- Buttons on vending machines and elevators
- Shared telephones
- Shared desktops
- Shared computer keyboards and mice
- Drinking fountains

Deep Clean

The school district will perform a deep clean in accordance with the cleaning agent manufacturer's guidelines of all school buildings over the weekends

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Appendix H

Critical Area of Operation #8 – Meals

Level 1

- Foodservice will be provided to all students. Students' meals will be "grab and go." All students will be provided with the opportunity to receive meals for remote learning days.

Level 2

- Students will remain in assigned classrooms for meals.
- Meals will be delivered to each classroom.
- Students will consume meals at assigned desk.

Level 3

- Students will be assigned to tables and seats in the cafeteria.
- Students will be assigned to small groups to allow for social distancing
- Food service times will be staggered times to allow for social distancing and clean and disinfect between groups.
- Staff will wash their hands after removing their gloves or after directly handling used food service items.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

Level 1

- Physical Education, Health, and Safety instruction will be provided remotely.

Levels 2 and 3

- Physical Education, Health, and Safety, and Recess will be conducted with social distancing to the maximum extent possible (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).
- The use of cones, flags, tape, or other signs to create boundaries between groups.
- All students will wash hands prior to and immediately afterward.
- Stagger the use of playground equipment and establish a frequent cleaning protocol in accordance with the cleaning agent manufacturer's guidelines for all physical education and playground equipment used by students.
- 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.

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- Locker rooms remain 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.
- Students will 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.
- The school district will designate specific areas for each class during recess to avoid cohorts mixing.

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Appendix J

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

Levels 1, 2, and 3

- Field Trips and Extra-Curricular Activities will not be conducted.

Levels 1, 2, and 3

- Use of Facilities Outside of School Hours will be limited to Board of Education approved childcare provider(s)
- The school district will require approved childcare providers(s) to adhere to all applicable social distancing requirements and hygiene protocols.

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Appendix K

Academic, Social, and Behavioral Supports

Social Emotional Learning (SEL) and School Culture and Climate

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

- Not Being Utilized
- Being Developed by School Officials
- Currently Being Utilized

The school district is currently expanding its SEL and School Culture and Climate programs to include remote learning activities.

Multi-Tiered Systems of Support (MTSS)

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

- Not Being Utilized
- Being Developed by School Officials
- Currently Being Utilized

The school district is currently expanding its I&RS Program to include MTSS.

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Wraparound Supports

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The school district is currently expanding its programs to include Wraparound Supports.

Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The school district currently provides food service for all school days for students who receive free and reduced lunch.

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Quality Child Care

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

- Not Being Utilized
- Being Developed by School Officials
- Currently Being Utilized

The school district is currently working with Bloomingdale Child Care to develop a child care program for families.

Understanding that optimal student health and safety are at the forefront of any effective educational learning programs, academic, social, and behavioral supports will be embedded in the school programs to leverage teacher capacity and to offer comprehensive support to learners and families.

Grade Level and Learning Teams

Collaborative opportunities for teachers of same grade level students and other educational professionals to discuss and plan for student progress. , share strategies for effective teaching, and coordinate communication with families of students seeking success.

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Each school within the Bloomingdale Public School District shall employ Grade Level and/or Learning Teams which shall be comprised of: Teachers, counselors, administrators, and other education service professionals. Teams will meet monthly at a minimum. Each team shall have a set agenda including the following:

- Sharing of effective strategies for effective teaching and learning
- Sharing of student progress
- Sharing of student information pertinent to student learning
- Coordination of communication between school and home
 - For academic progress
 - For social and/or behavioral support
- Developing plans for student support (individual and group)

Intervention and Referral Services (I&RS)

This program consists of an interdisciplinary team of professionals within the school building who come together twice each month to formulate coordinated services to address the full range of student learning, behavior, social, and health problems in the general education program as well as for students determined to be in need of special education programs and services.

Staff members refer students to the I&RS Committee through the building principal, who then advises the parents of the referral. The I&RS Committee develops an Action Plan containing goals, interventions, and a timeline for the plan's duration.

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The I&RS committee follows a multidisciplinary approach with a well-articulated system of supportive activities and services for staff who have identified student difficulties and those who will be involved in the amelioration of the identified educational concerns.

Parents are active participants in this process once a child is referred to the I&RS Team.

Targeted Student Assistance

Guidance Services

Each elementary school is equipped with at least one guidance professional, as well as one child study team member.

These professionals:

- Provide counseling and social emotional support
- Provide resources for students and for families (academic, behavioral, social)
- Foster communication between teachers, students, and families
 - For academic support
 - For socio-emotional support
- Provide in-school assessment
- Provide crisis intervention
- Provide counseling and referral services to any student who may be experiencing personal, family, and/or peer difficulties

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Concerns that students may seek assistance for may include, but are not limited to:

- Depression
- Anxiety
- Grief/Loss
- Crisis Management
- Family Changes
- Self-Harming
- Divorce
- Substance Abuse
- Anger
- Social Skills
- Bullying
- Self-Esteem
- Eating Disorders
- Neglect

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Appendix L

Restart Committee

As part of the guidance the Bloomingdale Public Schools has received for the reopening of schools in September of 2020, a Restart Committee was required to have been formed.

The Bloomingdale Public Schools elected to create building-based Restart Committees that could attend to the many unique needs and concerns that our three school buildings have in ensuring the health and safety of all students and staff. Each committee consisted of: Administrators, school board members, local education association representatives, educators, parents, and students (where appropriate). The bulk of the work for our building-based Restart Committees was to focus primarily on the plan for the start of the school year - specifically the scheduling of students and staff and how the various school schedules would incorporate and address the **Critical Areas of Operation** outlined on pages 9-10 in [“The Road Back”](#).

General Health and Safety Guidelines

In all phases and levels of pandemic response and recovery, schools must comply with Center for Disease Control (CDC), state, and local guidelines. The school district will provide reasonable accommodations for staff and students at higher risk for severe illness

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and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.

Classrooms, Testing, and Therapy Rooms

The school district will allow for social distancing to the maximum extent possible. Face coverings will be required for all students, staff, and essential visitors. The school district will also minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.

Transportation

The school district will maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning all vehicles used for transporting students in accordance with the cleaning agent manufacturer’s guidelines.

Student Flow, Entry, Exit, and Common Areas

The school district’s reopening plans will establish the process and location for student and staff health screenings. This should district will include providing 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.

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

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

Contact Tracing

Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice and is an integral function of local health departments. The school district will collaborate with the Pequannock Health Department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.

Facilities Cleaning Practices

The school district will continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise. The school district will also develop a schedule for increased

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routine cleaning, especially of frequently touched surfaces and objects, and sanitize bathrooms daily and between use as much as possible.

Meals

If cafeterias or other group dining areas are in use, the school district will stagger eating times to allow for social distancing and cleaning of the area between groups.

Additionally, the school district will discontinue family-style, self-service, and buffet-style dining and maintain social distancing. Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food service items.

Recess/Physical Education

The school district will complete an inventory of outdoor spaces and mark off areas to ensure separation between students. Recess must be staggered by groups and staff must disinfect playground equipment and other shared equipment between uses. The school district will also consider closing locker rooms and encouraging students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.

Extracurricular Activities and Use of Facilities Outside of School Hours

All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol. External community organizations that use school facilities must follow district guidance on health and safety protocols.

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School Restart Committees

Martha B. Day School

Karen Husser	Principal
Andrea Albrecht	Secretary
Krista Barile	Nurse
Karleen Faliveno	Teacher in Charge/CST, Social Worker
Lauren Biello	Teacher, Grade 1
Erika Talerico	Teacher, Kindergarten
Anne Martini	Teacher, ESL
Courtney Riche	Speech Therapist
Drinda Casper	Teacher, Special Education
Matt Vickers	Specialist
Nancy Wood	Teacher Aide
Julie Widmayer	Parent

Samuel R. Donald School

Kerridyn Trusheim	Principal
Lois Manella	Secretary
Nicole Vogt	Nurse
Kelly Struble	Teacher in Charge
Deb Sondermeyer	Teacher, Grade 2
Rebecca Calvi	Teacher Grade 3
Renee Giordano	Teacher Grade 4
Meg Gleason	Teacher, Special Education

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Robyn Toledo	Specialist
Nancy Okken	Teacher Aide
Loretta Bouchard	Parent
Amanda Krol	School Counselor
Jeanne Pelcher	CST - LDTC

Walter T. Bergen School

Frank Verducci	Principal
Donna Costa	Secretary
Rachel Millward	School Counselor
Janine Citer	School Nurse
Michelle Lowensteiner	CST – School Psychologist
Cassandra Harvey-Henderson	Teacher, Grade 8
Christine Lehman	Teacher, Music
Dani Doyle-Watson	Teacher Aide
Corinne De Keukelaere	Teacher, Grades 7 and 8
Maureen Jacobs	Teacher, Grades 7 and 8
Steve Piccolo	Parent
Ray Healy	Teacher Aide

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Appendix M Pandemic Response Teams

As part of the guidance the Bloomingdale Public Schools has received for the reopening of schools in September of 2020, Pandemic Response Teams were required to have been formed.

A Pandemic Response Team has been established in each of our school buildings and will continue to operate through the summer months and throughout the school year as well. Each Pandemic Response Team is made up of a cross section of: Administrators, teachers and staff, and parents.

Goals of Pandemic Response Teams include:

- To “centralize, expedite, and implement COVID-19-related decision-making.”
- To work with building and district level administration to ensure that actions across the district are coordinated in the best interests of health and safety.
- To work closely with health departments, and others in municipal and county government to monitor all school and district plans during the pandemic.
- To make recommendations on operations of health and safety as well as logistical issues.

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District Pandemic Response Teams

Martha B. Day School

Karen Husser	Principal
Andrea Albrecht	Secretary
Krista Barile	Nurse
Karleen Faliveno	Teacher in Charge/CST, Social Worker
Lauren Biello	Teacher, Grade 1
Erika Talerico	Teacher, Kindergarten
Anne Martini	Teacher, ESL
Courtney Riche	Speech Therapist
Drinda Casper	Teacher, Special Education
Matt Vickers	Specialist
Nancy Wood	Teacher Aide
Julie Widmeyer	Parent

Samuel R. Donald School

Kerridyn Trusheim	Principal
Lois Manella	Secretary
Nicole Vogt	Nurse
Kelly Struble	Teacher in Charge
Deb Sondermeyer	Teacher, Grade 2
Rebecca Calvi	Teacher Grade 3
Renee Giordano	Teacher Grade 4
Meg Gleason	Teacher, Special Education

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Robyn Toledo	Specialist
Nancy Okken	Teacher Aide
Loretta Bouchard	Parent
Amanda Krol	School Counselor
Jeanne Pelcher	CST - LDTC

Walter T. Bergen School

Frank Verducci	Principal
Donna Costa	Secretary
Rachel Millward	School Counselor
Janine Citer	School Nurse
Michelle Lowensteiner	CST – School Psychologist
Cassandra Harvey-Henderson	Teacher, Grade 8
Christine Lehman	Teacher, Music
Dani Doyle-Watson	Teacher Aide
Corinne De Keukelaere	Teacher, Grades 7 and 8
Maureen Jacobs	Teacher, Grades 7 and 8
Steve Piccolo	Parent
Ray Healy	Teacher Aide

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Appendix N Scheduling of Students

Instructional Models

Parents/guardians have the option to select either Blended Learning or 100% Remote Learning for their child(ren). Any change requires the approval of the Superintendent of Schools.

Option 1. Blended Learning

Students will be assigned by the school district to **Group A** or **Group B**. Siblings will be assigned to the same group.

Each student will attend school **two (2) mornings per week** for in-person instructional sessions.

- The remaining school hours during the week will be devoted to remote learning that will include engaging teacher-developed videos, assignments, projects, etc.
- Students in grades 5-8 will also participate in live streamed lessons via Google Meet where applicable.

Attendance will be recorded for all “in-person” and remote learning sessions.

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Master Template of Weekly Schedule

Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
A	AM*	“In-person”	“In-person”	Remote	Remote	Remote
Subjects		Language Arts, Mathematics, Social Studies, and Science				
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
A	PM*	Remote	Remote	Remote	Remote	Remote
Subjects		Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.				
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
B	AM*	Remote	Remote	Remote	“In-person”	“In-person”
Subjects		Language Arts, Mathematics, Social Studies, and Science				
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
B	PM*	Remote	Remote	Remote	Remote	Remote
Subjects		Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.				

*Refer to the school schedule for start/end times.

“In-person” Guidelines

Students will be assigned to the same classroom and desk for both days of “in-person” instruction.

- Students will not change classrooms (unless required to accommodate the student’s Individualized Education Plan - IEP).
- Students’ desks will be arranged with students facing the front of the classroom, and with at least 6 feet of distance between all desks in all directions.

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If needed, teachers will be assigned to more than one learning group and will utilize Google Meet to project his/her Smartboard to the students located in other classroom(s) in the building. In that case, an appropriately certified staff member will be assigned to supervise the satellite group and the teacher will alternate between the satellite classrooms in an equitable manner.

Attributes of Reduced Capacity A/B Blended Learning Schedule

- Reduced capacity will allow for social distancing in classrooms, hallways, common spaces, and on school buses.
- Reducing capacity decreases the amount of physical contact time students and staff will have with each other while in the building.
- Keeping students largely in cohorts limits the mixing of students.
- The mid-week remote day provides the district with the ability to perform a deep clean of all school buildings in accordance with the cleaning agent manufacturer's guidelines.
- Single session days allow for common planning time for teachers and to coordinate remote and in-person instruction and meetings for students.
- As indoor dining is not yet allowable in the State of NJ, lunch can be provided on a "grab and go" basis at the end of the single session day.

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Option 2. 100% Remote Learning

Students will be assigned by the school district to Remote Learning groups.

Students will follow the morning and afternoon sessions' times for their school.

Attendance will be recorded for all remote sessions.

Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
100% Remote	AM*	Remote	Remote	Remote	Remote	Remote
Subjects	Language Arts, Mathematics, Social Studies, and Science					
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
100% Remote	PM*	Remote	Remote	Remote	Remote	Remote
Subjects	Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.					

*Refer to the school schedule for start/end times.

- Students in Grades PK-4 will participate in teacher-developed pre-recorded lessons, and corresponding assignments, and projects. Where applicable, students will be assigned to small groups to participate in live streamed lessons via Google Meet based on the availability of technology and connectivity.
- Students in Grades 5-8 will participate in a combination of teacher-developed pre-recorded lessons, and corresponding assignments, and projects, as well as live streamed lessons via Google Meet where applicable and based on the availability of technology and connectivity.

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Program Phases and Levels

In the interests of safety of students and staff, and respecting the fact that information and directives related to the COVID-19 Pandemic is ever-changing, the district will employ a phase and level in/out program to restart our schools.

The phase and level in/out program will allow for flexibility in scheduling, structure for remote and in-person instruction, and a pragmatic/time sensitive reassessment of our district schedule based on guidance received from the CDC, local health organizations, NJDOE, the State of NJ, and the Federal Government. It is an important component to continue both in-person and remote learning, as districts must be prepared to move from in-person learning to remote at any time and without notice.

Phase 1 – Level 1

September 8, 2020 through October 16, 2020

Recommendations:

- All schools at 50 % reduced capacity for in person instruction
- A/B in-person schedule on single session days
- Students in Group A attend in-person on Monday and Tuesday
- Students in Group B attend in-person on Thursday and Friday
- Continue with all students learning remotely on Wednesday
- Students with disabilities will receive the opportunity to attend more than two (2) in-person sessions to receive related services as needed.

Phase 2 - Level 2

October 19, 2020 through November 13, 2020

Recommendations:

If the risk for community spread is at the moderate level, then the district will consider transitioning to Level 2

- Continue at 50% Capacity
- Increase In Person Instruction to full days if data supports
- Continue with A/B
- Students in Group A attend in-person on Monday and Tuesday
- Students in Group B attend in-person on Thursday and Friday
- Continue with all students learning remotely on Wednesday
- Students with disabilities will receive the opportunity to attend more than two (2) in-person sessions to receive related services as needed.

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Phase 3 – Level 3

November 16, 2020 through December 23, 2020

Recommendations:

If the risk for community spread is at the low level, then the district will consider transitioning to Level 3

- If advisable, increase student capacity up to 100%
- If advisable, increase in person instruction up to 5 days each week
- Continue with Level 3 Full Schedule
- Maintain and reassess as needed or minimally every 30 days

Instructional Schedule - Martha B. Day School

Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
A*	7:50 am - 11:50 am	“In-person”	“In-person”	Remote	Remote	Remote
Subjects		Language Arts, Mathematics, Social Studies, and Science				
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
A*	1:25 pm - 2:25 pm	Remote	Remote	Remote	Remote	Remote
Subjects		Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.				
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
B*	7:50 am - 11:50 am	Remote	Remote	Remote	“In-person”	“In-person”
Subjects		Language Arts, Mathematics, Social Studies, and Science				
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
B*	1:25 pm - 2:25 pm	Remote	Remote	Remote	Remote	Remote
Subjects		Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.				
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
100% Remote*	7:50 am - 11:50 am	Remote	Remote	Remote	Remote	Remote
Subjects		Language Arts, Mathematics, Social Studies, and Science				
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
100% Remote*	1:25 pm - 2:25 pm	Remote	Remote	Remote	Remote	Remote
Subjects		Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.				

*Any change in the learning schedule requires the approval of the Superintendent of Schools.

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Instructional Schedule - Samuel R. Donald School

Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
A*	8:15 am - 12:15 pm	"In-person"	"In-person"	Remote	Remote	Remote
Subjects		Language Arts, Mathematics, Social Studies, and Science				
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
A*	1:50 pm - 2:50 pm	Remote	Remote	Remote	Remote	Remote
Subjects		Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.				
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
B*	8:15 am - 12:15 pm	Remote	Remote	Remote	"In-person"	"In-person"
Subjects		Language Arts, Mathematics, Social Studies, and Science				
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
B*	1:50 pm - 2:50 pm	Remote	Remote	Remote	Remote	Remote
Subjects		Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.				
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
100% Remote*	8:15 am - 12:15 pm	Remote	Remote	Remote	Remote	Remote
Subjects		Language Arts, Mathematics, Social Studies, and Science				
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
100% Remote*	1:50 pm - 2:50 pm	Remote	Remote	Remote	Remote	Remote
Subjects		Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.				

*Any change in the learning schedule requires the approval of the Superintendent of Schools.

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Instructional Schedule - Walter T. Bergen School

Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
A*	8:25 am - 12:45 pm	“In-person”	“In-person”	Remote	Remote	Remote
Subjects		Language Arts, Mathematics, Social Studies, and Science				
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
A*	2:15 pm - 3:15 pm	Remote	Remote	Remote	Remote	Remote
Subjects		Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.				
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
B*	8:25 am - 12:45 pm	Remote	Remote	Remote	“In-person”	“In-person”
Subjects		Language Arts, Mathematics, Social Studies, and Science				
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
B*	2:15 pm - 3:15 pm	Remote	Remote	Remote	Remote	Remote
Subjects		Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.				
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
100% Remote*	8:25 am - 12:45 pm	Remote	Remote	Remote	Remote	Remote
Subjects		Language Arts, Mathematics, Social Studies, and Science				
LUNCH & RECESS						
Group	Session	Monday	Tuesday	Wednesday	Thursday	Friday
100% Remote*	2:15 pm - 3:15 pm	Remote	Remote	Remote	Remote	Remote
Subjects		Physical Education and Health, Music, Art, World Language, Computers, and Social-Emotional Learning, Basic Skills Instruction, English as a Second Language, Response to Intervention, and Tutorial Sessions with Teachers.				

*Any change in the learning schedule requires the approval of the Superintendent of Schools

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Appendix O Staffing

The Bloomingdale Public Schools will adhere to all NJDOE flexibilities for implementation of certain regulatory requirements during the public health emergency. The following areas have been provided with flexibility due to the COVID-19 closure and pandemic. Should these flexibilities be carried into the 20-21 school year the Bloomingdale Public School District will adhere to all guidelines for implementation:

1. Mentoring for Mentor Teachers and Provisional Teachers
2. Educator Evaluation Protocols for: Teachers, Principals, Assistant Principals, and Other Certificated Staff
3. Certification of Student Teachers (edTPA)

Roles and Responsibilities of Staff

Instructional Staff

4. Safety and Security Related to Covid-19
 - Monitor student movement to ensure safety and adherence to safety guidelines
 - Reinforce basic rules school and classroom behaviors including, but not limited to:
 - Social distancing
 - Face Covering requirements
 - Appropriate student to student interactions
 - Appropriate student to staff interactions
 - Rules for lavatory use
 - Assist, when possible, with logistical matters of school safety and health.
5. Planning of Lessons and Activities

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- Plan standards-based lessons appropriate for in person and blended learning
 - Ensure that routines are established and structured for in person and blended learning experiences.
 - Establish clear expectations for remote and in-person student success.
 - Practice regular assessment (formative and summative) that accounts for blended/hybrid learning environments
 - Utilize assessment data to plan for subsequent lessons
 - Incorporate in-person interactions for remote learning (Google Meets)
- Instruct and maintain good practice in digital citizenship for all students and staff.

Administrators

Administrators are charged with maintaining the overall educational program in support of the most effective teaching and learning. To ensure quality of continued learning in-person or remotely, administrators will:

- Make considerations for roles of staff with health concerns and provide reasonable accommodations where necessary.
- Provide collaborative planning time for same student or same grade level teachers.
- Maximize face-to-face instruction for students with special needs or other academic challenges.
- Establish Teacher Leaders to support other instructional staff in “best practices” in hybrid or remote learning by providing direct support or professional development.
- Supply teachers with resources to enhance high quality instruction in all schools.

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- Communicate with teachers, students, and parents to assess needs of programming and school structure regularly.
- Foster curriculum development and facilitate curriculum revision in all subject areas based on needs identified due to COVID-19 Pandemic.
- Establish mechanisms for parents and students to communicate needs (academic and social) when distance learning takes place.
- Revise and edit all student schedules to increase student engagement in blended instruction

Mentor Teachers (if applicable)

Maintaining the mentor/mentee relationship during the closures due to COVID-19 is critical. Mentors are employing various methods to continue to support their novice provisional teachers through this difficult period. Below is general guidance for offering ongoing support to mentors and novice provisional teachers. These are in addition to guidance offered in the District Mentoring Plan:

Requirements of Mentor Teachers

- *N.J.A.C. 6A:9C-5.1* requires novice provisional teachers to receive the equivalent of at least 30 total weeks of mentoring.
- CE holders must receive at least eight weeks of one-to-one meetings with their mentors.
- CEAS holders must receive at least four weeks of one-to-one meetings with their mentors.

Flexibilities

- A school district may count mentoring provided during the State's mandated closure of schools to students towards the 30-week minimum required under *J.A.C. 6A:9C-5.1*.

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- Based on the novice teacher’s level of preparedness and the degree of support provided during closure, districts may determine that when schools return to normal scheduling, some mentees will need mentoring beyond the minimum requirement.

Additional Guidance for Mentors

Mentors should continue to provide guidance and support in all phases of reopening due to COVID-19. Mentoring may take place remotely and may include regular one-to-one contact, mentoring observations, feedback, and analyzing student data. As always, mentoring observations should remain confidential and non-evaluative.

Guidance and Behavioral Professionals

Guidance and related services must continue either remotely or in person when safe and practical. In addition to enumerated responsibilities included in job descriptions, all guidance and behavioral professionals shall:

- Assist teachers in the facilitation of learning in a remote environment.
- Communicate with students, teachers, and families regarding student progress, academic issues, behavioral incidences, interventions, and resources for student success.
- Facilitate communication between instructional staff and families when needed.
- Coordinate referrals to I&RS Teams, and/or Child Study Team Referrals
- Ensure students are registered in appropriate coursework that allows for successful completion of graduation or promotion requirements.
- Advise teachers and other professionals as to impactful SEL activities, programs, and lessons.
- Offer advice and practices for reaching “hard to reach” students.
- Provide resources for students and families on substance abuse issues, self-harm, suicidal ideation, and other mental health issues or illnesses.

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Instructional/Classroom Aides

Instructional and Classroom Aides play a vital role in student success and acquisition of knowledge. In addition to roles and responsibilities enumerated in job descriptions and in student IEPs where applicable, all Instructional and Classroom Aides will:

- Assist teachers in the facilitation of online learning, including assistance in coordination of synchronous and asynchronous instruction and learning.
- Assist teachers in management of remote learning program or in-person instruction – especially when occurring simultaneously.
- Assist in communication with student families (primarily one to one aides)
- Supervise activities of smaller groups of students, while under direct teacher supervision.
- Pre-record read-alouds and videos around SEL activities and routines.

Substitutes

Substitute teachers play a vital role in the staffing of classrooms in the event of a teacher absence. Given the uncertainty of COVID-19 and the expectation of a need for additional classroom substitute teachers, specific duties and protocols will be in place to address related issues.

- In long term substitution situations, substitutes may be required to work in both in-person instruction as well as hybrid learning platforms. Training for substitutes will be developed accordingly.
- Substitutes will be required to select a preference as to school building or grade level, and every effort will be made to reduce movement of substitutes between school buildings.
- Training will be made available on practices and procedures related to Covid-19 restart and other procedures in the summer months prior to school opening.

Student Teachers (if applicable)

Student teachers are part of the education program of the Bloomingdale Public Schools. The district is responsible to provide an active and engaging learning experience for

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student teachers, and it is expected that student teachers will lend to an increase in academic programming and excellence in classrooms. In addition to the stated requirements for student teachers from colleges and universities, the following guidelines will apply:

- Student teachers will participate in remote and in-person instruction, and will participate in training along with their cooperating teacher
- Student teachers will work directly under the direction of cooperating teacher(s) when engaging in online learning.
- Student teachers will be encouraged to have a substitute credential to gain the ability to support students without supervision.
- Assist in small group instruction (in-person to help with social distancing).
- Facilitate one-to-one student support under the direction of a cooperating teacher.
- Assist in the facilitation of synchronous instruction in support of hybrid learning.

Technology

- The school district's administration in conjunction with Northern Region Educational Services Technology Staff will ensure that all students have access to a remote learning device and connectivity.
- The school district's administration in conjunction with Northern Region Educational Services Technology Staff will ensure that staff will have access to the remote learning technological devices and platforms required to conduct remote learning and will receive professional training adequate to become proficient in the use of these devices and platforms accordingly.
- The school district's administration in conjunction with Northern Region Educational Services Technology Staff will ensure that parents receive information and online tutorials regarding the district's remote learning technological devices and platforms.

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Appendix P

Athletics

Interscholastic and Intramural Athletics will follow guidance as provided by the NJSIAA.

Screening for Athletes (if applicable)

Students must provide a completed COVID-19 questionnaire prior to participating in any sport practice or contest. Late submissions will delay the student's participation.

- Responses of "Yes" will require clearance by the school physician prior to participation in practices or contests.
- Temperature checks will take place prior to any workout or game contest and will be administered by qualified staff members.
 - Temperature readings of above 100.4 degrees will preclude athletes from participation. They will be immediately isolated and transferred to the care of a parent for follow up.
- Screening forms will be completed by athletes prior to any workout.
- Social distancing will be required at all times when student athletes are not engaged in game play or drills.

Equipment Usage

The use of shared equipment will be minimized as much as possible. In the event that the equipment must be shared (basketballs etc.) the equipment will be cleaned and sanitized at regular intervals, and athletes will practice hand washing at regular intervals.

Use of Locker Rooms

Levels 1 and 2

Use of Locker Rooms will be suspended during Levels 1 and 2.

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Level 3

Locker rooms may be used for extracurricular and intramural athletics.

- Staff must monitor the use of locker rooms and stagger the times for changing so that social distancing can be maintained.
- Athletes should not be able to loiter in the locker room at any time.
- No athletes may be in the locker room outside the supervision of a staff member.
- The use of lavatories and sinks for hand washing is permissible

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CHART OF USEFUL LINKS

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

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	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/buses-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:	https://www.nj.gov/health/cd/docu

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	Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	ments/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	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	https://casel.org/wp-

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	Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	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	https://www.nj.gov/education/ece/

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	Education	hs/agencies.htm
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-

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		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	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf

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	Guidance	
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	https://achievethecore.org/category

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	Level	/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